



# Type 360 Interpretation Tips and Development Actions For Leaders

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Using Multi-Rater Data to Enrich Performance

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Type 360 Interpretation and Development Guide  
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## Type 360® Interpretation and Development Guide

### Purpose

This guide will provide you with pragmatic steps to make the most effective use of your Type 360® multi-rater data.

**Part One** of the guide outlines important interpretation tips to keep in mind to aid your developmental planning.

**Part Two** of the guide gives you pragmatic “next step” actions to enrich your effectiveness as a leader.

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### Courses

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### Resources

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### FYI

FYI is a resource book. Order from [www.lominger.com](http://www.lominger.com).

## Type 360® Interpretation and Development Guide

### Who and How Much

#### Report Cover Page

The cover page of your reports identifies the categories and number of people who completed the multi-rater on you. In addition, individuals indicated frequency of contact with you. For example,

Rater Category	Number	Contact
Superior	1	2
Boss	1	5
Peers	3	3.4
Direct Reports	4	4.7
Other	3	3.5

Note: Contact range is 1 to 5, 1=interact rarely to 5=interact with on a daily basis

#### Importance

The cover page data allows you to “set the stage” for viewing your data. You can determine:

- How many people responded.
- How the raters perceive the frequency of contact with you.

#### Considerations

The frequency of contact is your first item of feedback. If you feel that one of your rater groups are in more frequent contact than they indicate, then you should explore this difference of perception with the group members.

The frequency of contact informs you as to a frame of reference for looking at the remainder of the report. If any group reports infrequent contact, then it is likely that the frequency of demonstrated behavior scores on the following 192 items are going to be moderate to low.

If any group does have frequent contact with you and the frequency scores on the following 192 items are moderate to low, then your raters are indicating the relative absence of a behavior.

#### Special Note

If fewer than three in any category responded, then the data are collapsed into the “Other” category. This means that the data are not “lost to you” though it is being averaged in with other raters, making it difficult to determine if the peers and direct reports view your behavior differently.

## Type 360® Interpretation and Development Guide

### Part One: Interpretation Tips

#### Summary Ratings: Importance, Frequency, and Effectiveness

Importance Ratings (p. 6)	<p>Raters were asked to identify the degree to which the eight leadership competencies and eight personality dimensions (or mental functions) contribute to your overall success. The average for each rater group is provided.</p> <p>Ratings ranged from Not important (1) to Mission Critical (5).</p>
Importance	<p>If you “think with the end in mind,” it is vital to know what your raters feel are the primary areas of focus. Your raters are telling you where the biggest payoff is in terms of your focus and direction. If your raters felt that communication is vital to your success and you ignore their perspective, you may spend more time in an area that is less likely to generate improved leadership effectiveness.</p>
Considerations	<p>Do all of the raters indicate the same relative importance in each category (competence or mental function)?</p>
All Raters	<p>If most raters feel the same about the relative importance of competencies and mental functions, then you have a way to evaluate how critical your behavior is to your success. If you have high scores in those areas, then you are “singing the right music at the right volume.” If you have low scores in those areas, you have a target zone for enhancement.</p>
Boss vs. Direct Reports	<p>Is the boss’ perspective very different from the direct reports? If so, this indicates that each audience has different needs and expectations related to your behavior. It will be important to note if your most frequent or infrequent behavior varies by areas of importance. Are you most frequently displaying behaviors that the boss feels is important and not so with what the direct reports feel are important? How are both sets of relationships affected?</p>
Peers vs. others	<p>Are the peers’ ratings similar to the other groups and could their ratings be reflective of the frequency of contact? Do the peer ratings suggest the kind of things important for you to address to build stronger collaborative ties with them?</p>

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**Summary Ratings: Importance, Frequency, and Effectiveness**

Items (pages 8-24)

There are twenty-four items for each leadership competency. There are three items for each of the mental processes. The scoring range from 1 to 5 indicates the frequency of display or degree to which the behavior is descriptive of you.

Importance

The eight leadership competencies are distinctive behaviors that are essential to success. With the eight personality dimensions (or mental functions), you are able to ascertain if you are displaying a whole range of behaviors that cover the territory of the leadership competency. You are also able to discern if there is an aspect of the competency that needs development.

As an illustration, consider that most multi-raters rate on a few communication skills but not on the full dimensions of communication. Through this report you may learn that when it comes to specific, concrete information, you communicate quite well; when it comes to vision, possibilities, and “big picture” you are not communicating as effectively.

Considerations

When looking at each leadership competency, ascertain if your scores are relatively the same on all aspects of that competency. In other words, are you seen as essentially displaying all of the associated behaviors?

(Within the competency)

Is there one mental function area in any given leadership competency arena in which your scores are noticeably larger or smaller than the other areas? For example, are your analytical scores very high and your empathy scores low?

(Across competencies)

Look for trends across all eight leadership competency areas. Are your scores consistently higher or lower in one mental function across all leadership areas? For example, are your scores for being analytical consistently high while being empathetic are consistently low?

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**Summary Ratings: Importance, Frequency, and Effectiveness**

Frequency Summary  
(page 26)

All of the ratings for each of the mental functions and *applied leadership competencies* are summarized on this page. You see an average from each rater category on each dimension of this inventory.

Importance

This page provides trends among the raters in all of the aspects of this inventory. You can see if there is a leadership competency or mental function that is generally most observed or least observed in relation to the others.

Considerations

Do all of the raters report the same trends of highs and lows in the frequency of display? If so, your behavior is apparently consistent across all audiences. If not, consider why you may behave differently with the boss versus the peers or direct reports.

A leadership competency that is frequently observed by one group and not another indicates that the behavior associated with that competency is already learned *but is situationally displayed*. In this instance, your developmental challenge is to identify how you repeat the behavior in one setting and not another. This is based on the evidence that to do so would be meaningful to your raters (as indicated on page 6).

**Behaviors that are not observed** are either not yet learned or are suppressed. You need to consider if the behavior is simply not in your awareness and therefore not relied on, or if your need to enrich your understanding of the behavior (as outlined in part two of this guide).

Make sure you look at page 6 and page 26 to see the overlap between competencies and mental functions in terms of importance and frequency as reported by each group.

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Summary of Effectiveness  
(Page 27)

Raters were asked to identify how effective your behavior is as related to each of the leadership competencies and mental functions. Raters indicated that the behaviors are a barrier to effectiveness (1) to effectively demonstrated (5).

Importance

Knowing how raters experience the relative effectiveness of behavior is important to setting appropriate developmental goals.

Consideration

The following options can emerge:

**Important, Frequent, Effective**

These behaviors are strengths and should be seen as leader assets.

**Important, Frequent, Ineffective**

These behaviors can be key liabilities and are a primary target for development.

**Important, Infrequent, Effective**

These behaviors need to be increased and displayed on a more frequent basis.

**Important, Infrequent, Ineffective**

These behaviors need to be both increased and part of a development plan to increase effectiveness.

**Not important, Frequent, Effective**

Though not seen as mission critical, these behaviors are assets for the leader.

**Not important, Frequent, Ineffective**

These behaviors need to either change or be reduced in demonstration, as these can become career stallers.

**Not important, Infrequent, Ineffective**

These behaviors should be kept on the list of annual review because if they increase in frequency or are not changed, they could become a barrier to effectiveness.

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Type Functions  
(Page 28)

This page provides a specific focus on those mental functions that are frequent, important, and effective.

Importance

Psychological type proposes that our eight mental functions provide important resources for coping and adapting to the challenges in life and work. This page of the report identifies the behaviors associated with a mental function on which you rely.

Consideration

The mental functions that others observe may NOT be similar to your MBTI® type code. This would imply that your development of other aspects of your mental processes is evident and confirms that your psychological resources are numerous.

What may be frequent, may not be effective or important, in which case, you need to explore how to more fully develop this mental process.

Mental processes that may be infrequently used but effectively demonstrated are worth further exploration. What are the conditions under which you could utilize these behaviors more?

Mental Functions

The following assumptions apply to the mental functions as used in this report:

- All eight are in use in daily activities. You cannot fail to use a function in order to “get through the day” in your daily life. It is your combination of use that produces your psychological type.
- Developing more awareness of the nature of each mental function and of ways to more consciously use each function is the goal.
- More conscious control and richer expressions of each mental function will enhance overall effectiveness.

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Awareness Summary  
 (Page 30)

Your ratings indicate the degree of awareness you may have of the use of any given mental function. It is important to note how similar all observer ratings are in relation to your own. Greater disparity in scores reflects differences in awareness.

Importance

Type development (and thereby individual development) is knowing your benchmark pattern and when to use the other mental functions as the situation demands. For example, if your typical pattern is to internally focus on details but you find that you are in a situation that requires you to demonstrate empathy, can you do so? Do you have this kind of mental versatility?

Consider

Flexibility is tied to both fully knowing your possible resources and how to use them. It is important to know if you are actively using all of the mental functions in such a way as to be able to access them when needed.

If	Then
Moderately demonstrated	It may not be needed in the role or you are not aware of the mental resource.
Frequently demonstrated	You can learn to demonstrate more often if needed
Rarely demonstrated	Your behavior is suppressed or not fully learned.

Are you conscious of assessing situations and calling on those processes that will enhance your effectiveness?

For example, are you able to identify when others need you to be open, generative of options or when you need to be analytical and critical?

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Type Mental Functions

All eight mental functions are present in each individual. Your MBIT® type code reflects the processes you are most likely to rely on and to use in conscious ways, not reflective of how or when you use the other processes.

Because the eight functions are always busy at work within each individual, it is unlikely that you would be fully cognizant of how you use all aspects of these resources.

Importance

**Full type development leads to overall effectiveness. *The goal is not to change the type but to change the flexibility within the type.*** The application of these functions across all leadership competencies will enrich effectiveness in the leadership role.

Consider

How easily do you access and display the following:

Thinking (Extraverted)	Analytical, Decisive
Feeling (Extraverted)	Empathy, Connected
Sensing (Extraverted)	Focused, Pragmatic
Intuiting Extraverted)	Vision, Possibilities, Ideas
Thinking (Introverted)	Critical, Theoretical
Feeling (Introverted)	Mission oriented
Sensing (Introverted)	Detailed, Clarifying
Intuiting (Introverted)	Future oriented, Anticipatory

The full use of these varies by type and circumstances. Does your data from your raters indicate that some of these are more present and others more effective when used?

Look at the developmental guidelines for suggestions for further development.

Web courses

Use the Leadership & Type web course at Leadership eSource at [www.leadership-systems.com](http://www.leadership-systems.com)T.

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**Applied Leadership Competencies**

Competency

Definition

Importance

Actions

**Learning**

Has the ability, interest, and focus to learn from experience.

A “master competency” in that it controls the range of learning and overall effectiveness of an individual to adapt and respond to life and work challenges.

To further develop, do the following:

Identify a specific challenge or area for development and

Analyze	Find component parts and identify relationships. What are the pro/cons of available options?
Network	Find people who already engage in the behavior effectively. Find out what and how they do it.
Focus	Study every aspect of the challenge. How is this similar to previous, parallel behaviors?
Change contexts	Do you engage in the behavior in different contexts? Why?
Find contrary models	All frameworks have an opposite—test the assumptions of your mental models.
Contrast with differences	Find people who are very different from you and are either very good or terrible at the behavior you are learning. What do they do you should replicate or avoid?
Compare	Research behavior and find the similar aspects you already do.
Imagine	Journal a description of what it would be like to fully and effectively engage in the behavior? What would be different from today?

**FYI**

**See chapters: 30, 32, 45, 61**

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Competency

**Adaptability and Flexibility**

Definition

Psychologically adjusts to change and selects a response from a range of behaviors.

Importance

Even if you learn a range of competencies, you have to know when and how to use them for effectiveness. Being adaptable and flexible are essential competencies for using what you know.

Actions

Being adaptable and flexible requires three conditions:

- Confidence. Do you have support networks that encourage you and confirm your competence? Do you have the confidence to try out new behaviors and learn from the effort?
- Capability range. Do you have a range of behaviors from which you can “call” to aid you in responding to any given situation? Developing a full range of behaviors increases your capability of responding flexibly and appropriately adapting to the challenge facing you.
- Means. Do you constantly assess the demands of the situation? Are you clear on the desirable outcomes of an interaction? To have more freedom in selecting a response, you have to know what is going on and what you want to have happen

The largest barrier to flexibility is a lack of awareness of how you could do things differently. In part, you have been “had” by past experience and by learned responses that you may need to address.

**FYI**

**See chapters: 2, 14, 21, 28, 30, 37, 40, 46, 52, 58**

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Competency

**Self Management**

Definition

Regulates impulses such as anger; proactive in responses rather than reactive.

Importance

Controlling impulses, patience, and emotional reactions, and being able to select an appropriate response is a critical capacity as a leader.

Actions

A keystone of self-management is understanding your impulses and turning those into sources of information rather than reactions. For example, if you have the impulse to critique situations and this has become a typical response, you may be unaware of the impact on others. Your impulse is to critique to make things better; yet, this may make the situation worse.

A self-managed leader realizes that being critical is one side of a continuum; the other side is being supportive. The self managed leader uses the impulse to be critical to remind himself or herself to ask “What is the best response right now?” If I am trying to get the individual in front of me to think things through, then I may need to ask some open ended questions to explore the assumptions and data the individual is using. It may be that being open to discussion about possible solutions is the best way to help someone improve his or her analytical skills---much more effective than telling them what is wrong and what to do about the situation.

To enrich self-management, you need to:

- Inventory your impulses and patterns.
- Understand the intended and unintended outcomes from your behavior.
- Learn key questions to ask to facilitate a different response.

**FYI**

**See the following chapters: 3, 6, 8, 9, 11, 12, 14, 26, 32, 39, 41, 43, 44, 45, 53, 54, 55, 66,84, 88, 103, 104, 112, 114**

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Competency

**Communication**

Definition

Uses oral and written communication effectively; understands that the meaning of the message is in the receiver and acts accordingly.

Importance

Easily identified as a crucial competency, it is not fully understood and therefore not developed as thoroughly as possible. This competency is about creating shared meaning.

Actions

The “bottom line” in communication is that the meaning of the message is in the receiver of the message. This means that you have to constantly check out the meaning being made when working with others. At a minimum you should:

- **Ask** what others understand as related to the point you are trying to make. Rather than ask, “Do you understand?” ask, “How does this work for you?” or “What are your assumptions about this situation?” or “What do you hear me saying?”
- **Paraphrase** what you hear, see, and feel with others. “What I hear you saying...” or “You seem to feel that...” are phrases to alert the other person you are going to share your understanding.
- **Summarize** points at several junctures of the conversation. Make sure you restate key ideas and actions that have emerged during the discussion.
- **Seek feedback** by having several individuals read your memos, speeches, and written communication to make sure that you’ve covered the bases.

**FYI:**

**See the following chapters: 9, 11, 27, 29, 33, 36, 37, 44, 49, 67, 107, 108**

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Competency

**Decisiveness**

Definition

Implements decisions. Appropriately analyzes choices and selects a decision making strategy (e.g. manager decides, manager with group decides, etc.).

Importance

The best made plans are not useful unless implemented in a timely way. Leaders get into trouble by being decisive too quickly or waiting too long to make a decision.

Actions

Decision making involves effective problem solving and analysis. When working with a group, the issues are often quality, speed, and “buy in.”

Most leaders know the decision they want to make in any given situation but may also know that imposing a decision will create problems of implementation.

You need to determine (a) how much buy in is essential to the implementation, (b) how fast does the decision need to be made, and (c) is quality at risk if the decision is delegated?

Often the perception that you lack decision making skills is the absence of follow up. You make the decision but people find out far too late. Do you need to share your decision making strategy and outcomes more with others?

Some leaders are not decisive by virtue of their problem solving and group facilitation skills. In general, groups make better decisions, though it takes longer to get the synergistic solution. Do you know how to create the conditions for synergy? Can you facilitate decision making strategies appropriate to the task?

**FYI**

**See the following chapters: 1, 9, 16, 17, 20, 34, 37, 51, 53, 57, 62, 81, 84, 88, 102**

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Competency

**Utilizing Expertise**

Definition

Identifies and aligns expertise with the appropriate challenges; leads those whose expertise is different from one's own.

Importance

Leaders need to appropriately deploy the talent in their organizations. Knowing and placing the expertise around you is essential to building a high performing organization.

Actions

Many leaders received their first management job due to their excellent performance in a front line position. The engineer who does a great job gets promoted to supervisor.

The supervisor does “more of what he did” by closely managing other engineers and gets promoted to general manager. Now he is managing engineers whose expertise is in totally foreign areas.

He quickly learns that what made him successful in his previous roles will not work in the new position. Suddenly influence, relationships, and alignment of talent with challenges become the dimensions of success.

This becomes magnified when promoted to an executive role when you have to lead more than just the engineers. You have to manage various departments whose work is essential to your success.

Learn how to:

- Assess talent and expertise.
- Plan ways to align talent with business challenges.
- Delegate to those over whom you have no direct control.
- Evaluate your challenges and skill gaps.

**FYI**

**See the following chapters: 9, 18, 21, 25, 35, 56, 63**

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Competency

**Building and Maintaining Relationships**

Definition

Builds and strengthens relationships, especially across departments; Builds networks across the company.

Importance

Up (boss), across (peers), and down (direct reports) are the directions of your relationships as a leader. You must build and maintain relationships in all directions to influence and motivate others toward the desired goals.

Actions

Identify ways you intentionally communicate to others who work with and for you that they are (a) significant, (b) competent, and (c) worthwhile. Also, find out how others experience these messages from you. How congruent is what you say you do with what people experience?

Positive relationships are built on common ground and feelings of mutual regard. Regardless of your personal feelings about others, there are many individuals on whom you depend to make the organization work (and productive actions to be taken). Strong relationships will enhance the network and overall performance.

Relationships are the “social capital” of organizations. Leaders work to enhance this capital at all levels.

Do you know what each individual needs from you to feel informed, connected, and appropriately included?

Do you actively “take a constructive perspective” with others, especially during conflict?

Do you share responsibility, rewards, and attention with all those essential to your success?

**FYI**

**See the following chapters: 3, 4, 7, 10, 12, 19, 23, 26, 27, 29, 31, 33, 36, 41, 60, 64, 104, 105, 112**

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Competency

**Managing Complexity and Change**

Definition

Recognizes and manages systems; works within paradoxes of change and organizational shifts; seek creative solutions to complex problems; manages ambiguity.

Importance

Leaders who do not have the ability to manage complexity will not develop the necessary strategic agility to respond effectively to change. For those seeking the highest level of responsibility in any organization, they must master this competency for overall satisfaction and effectiveness.

Actions

At a minimum you should:

- Understand systems thinking.
- Identify multiple causes and sources related to organizational problems and successes.
- Be a student of how the organization works.
- Develop case studies/lessons learned from organizational events. Create a timeline of key company events and identify how those events affect decisions/actions today.
- Explore the role of external environmental pressures and events on current organizational challenges.
- Identify market trends and project probable outcomes.
- Develop scenario/what if planning activities.

**FYI**

**See the following chapters: 2, 28, 30, 35, 38, 40, 47, 52, 58, 65**

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**Eight Mental Functions of Psychological Type**

Mental Function

**Thinking that is Extraverted (Te)**

Definition

Mental function that pushes us to critique, debate, explore all aspects of a problem or situation to make it better. It seeks to find the important underlying principles in a circumstance and to manifest this principle in active ways.

Importance

Essential to problem solving and identifying effective/efficient strategies. Leaders are often rewarded for the clarity of their analysis and thoroughness of their problem solving which this function promotes.

Actions

To develop more fully:

- Enroll in a critical thinking course.
- Discuss the problem solving methods used by individuals you consider extraordinary analysts.
- Take a college course in logic.
- Seek a mentor who can coach you in executive decision making.
- Identify ways to enhance your presentation of your analysis of a project or issue.

Resources

DeBono, Edward. *Thinking Course*. New York: Petancor Press, 1985.

Miller, P.C. and Gorman, T. *Big League Business Thinking*. Prentice-Hall, 1994.

O'Connor, Joseph & McDermott, Ian. *The Art of Systems Thinking*. San Francisco: Harper Collins Publishers, 1997.

**FYI**

**See the following chapters: 5, 17, 30, 35, 46, 58, 59, 63**

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Mental Function

**Feeling that is Extraverted (FE)**

Definition

Mental function that pushes us to connect with others, to show empathetic understanding, and to connect in social contexts. It drives us to find community and to seek common ground with others.

Importance

The most under used skill among leaders, it is among the most important for building a team and providing necessary support to staff for each individual being led to feel significant, competent, and worthwhile.

Actions

To develop more fully:

- Interview colleagues who appear to network effectively.
- Take an active listening workshop.
- Practice paraphrasing content and recognized emotional information in interactions.
- Keep a journal of personal feelings and reactions to events and identify parallel situations of those you lead.
- Intentionally identify ways to be more inclusive and expressive of support of others.

Resources

Stanfield, R. *The Art of Focused Conversations*. Toronto, Canada: The Canadian Institute of Cultural Affairs, 2000.

Pearman, R. & Albritton, S. *I'm Not Crazy, I'm Just Not You*. Palo Alto: Davies Black Publishing, 1998.

Barker, Larry & Watson, Kittie. *Listen up*. Irvine, CA: Irvine Trade Paperback, 2001.

**FYI**

**See chapters: 7, 21, 23, 31, 33, 56, 60, 64, 66, 104, 112**

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Mental Function

**Sensing that is Extraverted (SE)**

Definition

Mental function that drives us to focus in the moment, to attend to present, concrete circumstances. It pushes us to pay attention and to move quickly through a situation.

Importance

Leaders understand that in the moment focus is a powerful tool to communicate the importance of an interaction and to engender a sense of urgency. This process provides for pragmatic action now.

Actions

To develop more fully:

- Engage in recreational sports.
- Take an emergency first aid course.
- Enroll in action oriented simulations.
- Take a “ropes course” and become a facilitator.

Resources

Kegan, R.; Lahey, E. *How The Way We Talk Can Change the Way we Work*. San Francisco, Ca: Jossey Bass, 2001.

Belasco, J & Stead, J. *Soaring with the Phoenix—Renewing the vision, reviving the spirit, and re creating the success of your company*. New York: Warner Books, 1999.

Bossidy, L., Charan, R, U Burck, C. *Execution: the Discipline of Getting Things Done*. New York: Crown Business Publishing, 2002.

**FYI**

**See chapters: 1, 16, 45, 50, 53**

**Type 360® Interpretation and Development Guide**  
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**Eight Mental Functions of Psychological Type**

Mental Function

**Intuiting that is Extraverted (NE)**

Definition

Mental function that pushes us to look for linkages, identify possibilities, brainstorm, and explore ideas and concepts. It serves to get leaders to articulate ideas about the future and to solicit data about contextual factors that affect plans and actions.

Importance

Builds common ground understanding, promotes brainstorming, and encourages innovation. Leaders rely on this process to explore options and promote problem solving synergy in groups.

Actions

To develop more fully:

- Enroll in a leading creatively program.
- Facilitate “True” brainstorm sessions.
- Keep a brain dump journal.
- Create metaphors to explain or describe situations.
- Create joint mind maps with others.
- Read material from the big categories: fiction, non-fiction, scientific, social, spiritual, psychological.

Resources

Firestine, R. *Leading on the Creative Edge*. Colorado Springs, CO: Pinon Press, 1996.

Palus, Charles & Horth, David. *The Leader’s Edge*. San Francisco, Ca: Jossey Bass, 2002.

White, S. & Wright, P. *New ideas about new ideas: insights on creativity with the world’s leading innovators*. Cambridge, MA: Perseus Publishing, 2002.

**FYI**

**See these chapters: 2, 14, 28, 40, 58, 65**

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**Eight Mental Functions of Psychological Type**

Mental Function

**Thinking that is Introverted (Ti)**

Definition

Mental function that prompts us to critically analyze a situation. This pushes us to look for a “working theory” or framework to explain a situation. It sees the matrix of variables at work in various settings.

Importance

Leaders need to explore the pros and cons of options, and to consider how the current evidence fits into a perspective in order to provide a rational explanation for actions.

Actions

Develop the following:

- Cause/Effect analysis decision trees
- Problem solving journal—identify themes and patterns in approaches and blindspots.
- Study challenging cases from your industry.
- Enroll in a logic course.
- Learn a “brain writing” technique.
- Fishbone Diagram methods
- Force field analysis
- SWOT Analysis methods

Resources

Bazerman, Max. *Judgment in managerial decision making*. New York: John Wiley & Sons, 2002.

Brown, M, et al, *Why TQM fails*. Burr Ridge, Irwin Publishing, 1994.

Mapes, James. *Quantum Leap Thinking*. Los Angeles: Dove Books, 1999.

Stewart, T. *Intellectual Capital-The new wealth of organizations*. New York: Doubleday, 1997.

**FYI**

**See the following chapters: 17, 30, 35, 47, 50, 63**

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Mental Function

**Feeling that is Introverted (Fi)**

Definition

Mental function that pushes us to examine how the current state of affairs fit with the mission and values of the individuals involved. It seeks harmony between action and ideals, which often includes taking care of all of the individuals involved in constructive ways.

Importance

Leaders know that if the actions do not fit with the stated purpose, then they will be experienced as disengenuous and inconsistent.

Actions

Complete a values sort—link how you spend your time and what you do to the actual values you’ve identified.

Prepare a “legacy” statement of what is important to you and how you are trying to achieve that legacy. You leave a legacy due to the way you work; the question is simply if the legacy will be by design or by mere chance.

Learn to use the following:

- Contradiction Analysis
- Heuristic ideation technique
- Personal balance sheet
- Relational words methods
- Value engineering methods

Resources

Cooper, Robert. *Executive EQ*. New York, New York: The Berkley Press, 1996.

Crawley, John. *Constructive Conflict Management*. Santa Rosa, Ca: Brealey Publishing, 1998.

Scott, Ted & Harker, Phil. *The myth of Nine to Five*. Sydney, Australia: Richmond Ventures, 2002

**FYI**

**7, 21, 22, 54, 55, 66**

**Type 360® Interpretation and Development Guide**  
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**Eight Mental Functions of Psychological Type**

Mental Function

**Sensing that is Introverted (Si)**

Definition

Mental function that drives us to get information clarity and to verify and catalog information. It pushes us to anchor our reactions and sensations to experience so that we have a library of information to call upon in future events.

Importance

Leaders understand that without concrete, pragmatic information anchored in experience, problem solving is limited.

Actions

Develop these skills and methods:

- Backward forward planning
- Delphi technique
- Story boarding technique
- PMI (Plus, Minus, Interaction)
- Sequential attributes matrix methods
- Stakeholder analysis
- Stimulus analysis

Resources

Cooper, Robert. *The Other 90%*. New York, New York: Crown Publishers, 2001.

Johnson, Barry. *Polarity Management*. AMHERST, Mass: HRD Press, 1996.

Strachan, Dorothy. *Questions that Work*. Ottawa, Canada: ST Press, 2001.

**FYI**

**See the following chapters: 35, 52, 61, 67**

**Type 360® Interpretation and Development Guide**  
**Part Two: Developmental Actions**  
**Eight Mental Functions of Psychological Type**

Mental Function	<b>Intuiting that is Introverted (Ni)</b>
Definition	Mental function that drives us to seek alternatives, imagine future choices, and anticipate outcomes. It pushes us to innovate and find alternative paths to solving problems and imagining better solutions.
Importance	Leaders understand that vision is part pragmatic reality and part imagined future, which this function helps create. Among its many contributions, this is the process leaders rely on to identify creative and innovative opportunities.
Actions	Use these skills more often: <ul style="list-style-type: none"><li>• Mind mapping</li><li>• Flow charting</li><li>• Analogies in problem definition, solution generation</li><li>• Free association</li><li>• Comparison tables</li><li>• Concept fan</li><li>• Lateral thinking</li><li>• Reframing methods</li></ul>
Resources	Haines, Stephen. <i>Systems Thinking and Learning</i> . Amherst, Mass: HRD Press, 1998.  Johnson, Robert. <i>Inner Work</i> . San Francisco: Harper & Row, 1986.  Kossoff, Leslie. <i>Executive Thinking</i> . Palo Alto, Ca: Davies Black Publishing, 1999.
<b>FYI</b>	<b>2, 14, 28, 30, 36, 48, 58, 65</b>

## Type 360® Interpretation and Development Guide

The “Whole Story” Each type code produced by instruments such as the MBTI® are a short hand way of identifying how all eight mental functions are typically organized and used by the individual. Remember that the dynamic, integrated whole of the type is more complex than any one dimension or mental process. The dynamic “colors” all other aspects of the individual’s type.

Implication As you look at your results, you may find that some of the mental processes that are lower in the rank for your type are the areas most in need of development. You can also find you have a great deal of unconscious competence in those areas.

Introverts

Typical Process Order	ISTJ	ISFJ	INFJ	INTJ	ISTP	ISFP	INFP	INTP
Primary	<b>Si</b>	<b>Si</b>	<b>Ni</b>	<b>Ni</b>	<b>Ti</b>	<b>Fi</b>	<b>Fi</b>	<b>Ti</b>
Secondary	<b>Te</b>	<b>Fe</b>	<b>Fe</b>	<b>Te</b>	<b>Se</b>	<b>Se</b>	<b>Ne</b>	<b>Ne</b>
Third	<b>Fe</b>	<b>Te</b>	<b>Te</b>	<b>Fe</b>	<b>Ne</b>	<b>Ne</b>	<b>Se</b>	<b>Se</b>
Fourth	<b>Ne</b>	<b>Ne</b>	<b>Se</b>	<b>Se</b>	<b>Fe</b>	<b>Te</b>	<b>Te</b>	<b>Fe</b>
Fifth	<b>Se</b>	<b>Se</b>	<b>Ne</b>	<b>Ne</b>	<b>Te</b>	<b>Fe</b>	<b>Fe</b>	<b>Te</b>
Sixth	<b>Ti</b>	<b>Fi</b>	<b>Fi</b>	<b>Ti</b>	<b>Si</b>	<b>Si</b>	<b>Ni</b>	<b>Ni</b>
Seventh	<b>Fi</b>	<b>Ti</b>	<b>Ti</b>	<b>Fi</b>	<b>Ni</b>	<b>Ni</b>	<b>Si</b>	<b>Si</b>
Eighth	<b>Ni</b>	<b>Ni</b>	<b>Si</b>	<b>Si</b>	<b>Fi</b>	<b>Ti</b>	<b>Ti</b>	<b>Fi</b>

Extraverts

Typical Process Order	ESTJ	ESFJ	ENFJ	ENTJ	ESTP	ESFP	ENFP	ENTP
Primary	<b>Te</b>	<b>Fe</b>	<b>Fe</b>	<b>Te</b>	<b>Se</b>	<b>Se</b>	<b>Ne</b>	<b>Ne</b>
Secondary	<b>Si</b>	<b>Si</b>	<b>Ni</b>	<b>Ni</b>	<b>Ti</b>	<b>Fi</b>	<b>Fi</b>	<b>Ti</b>
Third	<b>Ni</b>	<b>Ni</b>	<b>Si</b>	<b>Si</b>	<b>Fi</b>	<b>Ti</b>	<b>Ti</b>	<b>Fi</b>
Fourth	<b>Fi</b>	<b>Ti</b>	<b>Ti</b>	<b>Fi</b>	<b>Ni</b>	<b>Ni</b>	<b>Si</b>	<b>Si</b>
Fifth	<b>Ti</b>	<b>Fi</b>	<b>Fi</b>	<b>Ti</b>	<b>Si</b>	<b>Si</b>	<b>Ni</b>	<b>Ni</b>
Sixth	<b>Se</b>	<b>Se</b>	<b>Ne</b>	<b>Ne</b>	<b>Te</b>	<b>Fe</b>	<b>Fe</b>	<b>Te</b>
Seventh	<b>Ne</b>	<b>Ne</b>	<b>Se</b>	<b>Se</b>	<b>Fe</b>	<b>Te</b>	<b>Te</b>	<b>Fe</b>
Eighth	<b>Fe</b>	<b>Te</b>	<b>Te</b>	<b>Fe</b>	<b>Ne</b>	<b>Ne</b>	<b>Se</b>	<b>Se</b>

Reference Explore the implications for leadership in depth by reading:

Pearman, R. *Hard Wired Leadership*. Palo Alto, Ca: Davies Black Publishing, 2000.

Pearman, R. *Introduction to type and emotional intelligence*. Palo Alto, Ca: Consulting Psychologists Press, Inc.

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