

MBTI (Myers-Briggs Type Indicator) (Blue bubble sheet)

Your results from the MBTI instrument help you become aware of your personality preferences.

A preference is what you like. You may like, or prefer, peppermint candy over butterscotch. You may prefer reading over watching movies. This doesn't mean you won't sometimes choose, or be pressured to choose, butterscotch candy or movies. But in general, you will prefer to choose peppermint or reading.

There are no right or wrong preferences. Reading is not better than watching movies; each has its strengths and its problems. Most people have the ability to do both, even if they don't like one or the other. Personality preferences, sometimes called psychological preferences, are like any other preferences.

Personality type is what you prefer when you are using your mind or focusing your attention. Studies and experience have shown that there are consistent patterns for each person. For example, one pair of preferences is about whether you choose to spend more time in the outside world or more time in your inner world. We call this a preference for Extraversion or Introversion. Neither is wrong. You can do both. You just prefer one.

There are many benefits to understanding your own preferences including how they affect you, how they affect your style of communication, and how they are different from what other people prefer. Preferences allow us to have different interests, different ways of behaving, and different ways of seeing the world.

While all the preferences are equal, each has different strengths and different challenges. Knowing these personality strengths and challenges for yourself and others can help you understand and appreciate how everyone contributes to a situation, at task, or the solution to a problem.

MBTI reports tell you your preference for each of four pairs:

- Extraversion or Introversion E or I
- Sensing or Intuition S or N
- Thinking or Feeling T or F
- Judging or Perceiving J or P

Extraversion (E)

I like getting my energy from active involvement in events and having a lot of different activities. I'm excited when I'm around people and I like to energize other people. I like moving into action and making things happen. I generally feel at home in the world. I often

understand a problem better when I can talk out loud about it and hear what others have to say.

The following statements generally apply to me:

- I am seen as “outgoing” or as a “people person.”
- I feel comfortable in groups and like working in them.
- I have a wide range of friends and know lots of people.
- I sometimes jump too quickly into an activity and don’t allow enough time to think it over.
- Before I start a project, I sometimes forget to stop and get clear on what I want to do and why.

Introversion (I)

I like getting my energy from dealing with the ideas, pictures, memories, and reactions that are inside my head, in my inner world. I often prefer doing things alone or with one or two people I feel comfortable with. I take time to reflect so I have a clear idea of what I’ll be doing when I decide to act. Ideas are almost solid things for me. Sometimes I like the idea of something better than the real thing.

The following statements generally apply to me:

- I am seen as “reflective” or “reserved.”
- I feel comfortable being alone and like things I can do on my own.
- I prefer to know just a few people well.
- I sometimes spend too much time reflecting and don’t move into action quickly enough.
- I sometimes forget to check with the outside world to see if my ideas really fit the experience.

Sensing (S)

Paying attention to physical reality, what I see, hear, touch, taste, and smell. I’m concerned with what is actual, present, current, and real. I notice facts and I remember details that are important to me. I like to see the practical use of things and learn best when I see how to use what I’m learning. Experience speaks to me louder than words.

The following statements generally apply to me:

- I remember events as snapshots of what actually happened.
- I solve problems by working through facts until I understand the problem.

- I am pragmatic and look to the “bottom line.”
- I start with facts and then form a big picture.
- I trust experience first and trust words and symbols less.
- Sometimes I pay so much attention to facts, either present or past, that I miss new possibilities.

Intuition (N)

Paying the most attention to impressions or the meaning and patterns of the information I get. I would rather learn by thinking a problem through than by hands-on experience. I’m interested in new things and what might be possible, so that I think more about the future than the past. I like to work with symbols or abstract theories, even if I don’t know how I will use them. I remember events more as an impression of what it was like than as actual facts or details of what happened.

The following statements generally apply to me:

- I remember events by what I read “between the lines” about their meaning.
- I solve problems by leaping between different ideas and possibilities.
- I am interested in doing things that are new and different.
- I like to see the big picture, then to find out the facts.
- I trust impressions, symbols, and metaphors more than what I actually experienced
- Sometimes I think so much about new possibilities that I never look at how to make them a reality.

Thinking (T)

When I make a decision, I like to find the basic truth or principle to be applied, regardless of the specific situation involved. I like to analyze pros and cons, and then be consistent and logical in deciding. I try to be impersonal, so I won’t let my personal wishes--or other people’s wishes--influence me.

The following statements generally apply to me:

- I enjoy technical and scientific fields where logic is important.
- I notice inconsistencies.
- I look for logical explanations or solutions to most everything.
- I make decisions with my head and want to be fair.
- I believe telling the truth is more important than being tactful.
- Sometimes I miss or don’t value the “people” part of a situation.
- I can be seen as too task-oriented, uncaring, or indifferent.

Feeling (F)

I believe I can make the best decisions by weighing what people care about and the points-of-view of persons involved in a situation. I am concerned with values and what is the best for the people involved. I like to do whatever will establish or maintain harmony. In my relationships, I appear caring, warm, and tactful.

The following statements generally apply to me:

- I have a people or communications orientation.
- I am concerned with harmony and nervous when it is missing.
- I look for what is important to others and express concern for others.
- I make decisions with my heart and want to be compassionate.
- I believe being tactful is more important than telling the “cold” truth.
- Sometimes I miss seeing or communicating the “hard truth” of situations.
- I am sometimes experienced by others as too idealistic, mushy, or indirect.

Judging (J)

I use my decision making (Judging) preference (whether it is Thinking or Feeling) in my outer life. To others, I seem to prefer a planned or orderly way of life, like to have things settled and organized, feel more comfortable when decisions are made, and like to bring life under control as much as possible.

Since this pair only describes what I prefer in the outer world, I may, inside, feel flexible and open to new information (which I am).

Do not confuse Judging with judgmental, in its negative sense about people and events. They are not related.

The following statements generally apply to me:

- I like to have things decided.
- I appear to be task oriented.
- I like to make lists of things to do.
- I like to get my work done before playing.
- I plan work to avoid rushing just before a deadline.
- Sometimes I focus so much on the goal that I miss new information.

Perceiving (P)

I use my perceiving function (whether it is Sensing or Intuition) in my outer life. To others, I seem to prefer a flexible and spontaneous way of life, and I like to understand and adapt

to the world rather than organize it. Others see me staying open to new experiences and information.

Since this pair only describes what I prefer in the outer world, inside I may feel very planful or decisive (which I am).

Remember, in type language perceiving means “preferring to take in information.” It does not mean being “perceptive” in the sense of having quick and accurate perceptions about people and events.

The following statements generally apply to me:

- I like to stay open to respond to whatever happens.
- I appear to be loose and casual. I like to keep plans to a minimum.
- I like to approach work as play or mix work and play.
- I work in bursts of energy.
- I am stimulated by an approaching deadline.
- Sometimes I stay open to new information so long I miss making decisions when they are needed.

Myers & Briggs Foundation. *MBTI Basics*. Retrieved Nov. 7, 2006 from <http://www.myersbriggs.org/my%5Fmbti%5Fpersonality%5Ftype/mbti%5Fbasics/>

Learning Styles Interpretations (PEPS - Orange Bubble Sheet)

Below are definitions for preferences according to your Productivity Environmental Preference Survey (PEPS) profile results. Consider these explanations when developing the PEPS section of your Action Research Project. The following interpretations are suggestions for adapting your learning environment. If you scored below a 40 or above a 60 in a section, the suggestions should be included. If you scored between 40 and 60 then other areas are more important to your learning environment.

1. SOUND

For standard score of 60 or more, provide soft music, earphones, conversation areas, or an open work environment.

For standard score of 40 or less, establish silent areas; provide individual office alcoves with soundproofing; provide ear plugs to block sound, if necessary.

2. LIGHT

For standard score of 60 or more, place employee near window or under bright illumination; add table or desk lamps.

For standard score of 40 or less, create work spaces under indirect or subdued light away from windows; use dividers or plants to block or diffuse light.

3. WARMTH

For standard score of 60 or more, provide adequate warmth, enclosures, screens, supplemental heaters and placement in warmer areas; allow sweaters; suggest use of warm colors and textured materials.

For standard score of 40 or less, provide adequate air-conditioning, ventilation, and placement in cooler areas; suggest cool colors; permit short sleeved shirts, shorts, etc.

4. FORMAL/INFORMAL DESIGN

For standard score of 60 or more, create "formal" climate - rows of desks, straight chairs, walls having straight lines and simple designs, and direct lighting.

For standard score of 40 or less, provide "informal" climate - soft chairs and couches, pillows, some color, lounge furniture, and indirect lighting.

5. MOTIVATED/UNMOTIVATED

For standard score of 60 or more, encourage use of self designed objectives, procedures, and evaluation before the instructor or supervisor assess effort; permit self pacing and rapid achievement.

For standard score of 40 or less, design short-term, simple, uncomplicated assignments that require frequent discussions with the instructor or supervisor; provide several easily understood options based on the individual's interests; experiment with short-range motivations and reinforcement; solicit self-developed goals and procedures; log results and progress; provide opportunities for success and achievement on cooperatively-designed objectives.

6. PERSISTENT

For standard score of 60 or more, design long-term assignments; provide supervision and assistance only when necessary; suggest when help may be obtained if necessary; praise at completion of assignment.

For standard score of 40 or less, provide short-term, limited assignments; check and log progress frequently; provide options based on individual's interests; experiment with short-range motivators and reinforcement; praise during process of successful completion of tasks; encourage self-design of short tasks; permit attention to multiple tasks simultaneously.

7. RESPONSIBLE (CONFIRMING)

For standard score of 60 or more, begin by designing short-term assignments; as these are successfully completed, gradually increase their length and scope; challenge the individual at the level of his or her functional ability or slightly beyond.

For standard score of 40 or less, design short-term, limited assignments with only single or dual goals, provide acceptable options and frequent checking by the instructor or supervisor; directions should be simple and responsible colleagues should be placed in the immediate praise or rewards during the successful completion of tasks and objectives. Explain why the tasks are important and speak collegially rather than authoritative.

8. STRUCTURE

For standard score of 60 or more, be precise about every aspect of the assignment; permit no options; use clearly stated objectives in a simple form; list and itemize as many things as possible, leave nothing for interpretation; clearly indicate time requirements and the resources that may be used; required tasks should be indicated; as successful completion is evidenced, gradually lengthen the assignment and provide some choices from among approved alternative procedures; gradually

increase the number of options; establish specific working and reporting patterns and criteria as each task is completed.

For standard score of 40 or less, establish clearly stated objectives but permit choice of resources, procedures, time lines, reporting, checking, etc.; permit choice of environmental, sociological and physical elements; provide creative options and opportunities to grow and to stretch talents and abilities; review work at regular intervals but permit latitude for completion if progress is evident. Some employees may not prefer structure but require close supervision.

9. LEARNING ALONE/PEER-ORIENTED LEARNER

For standard score of 40 or less, encourage use of self-designed objectives, procedures and evaluations before the supervisor assesses effort; permit self pacing and achievement beyond department goals; encourage creativity when it is evidenced; such adults work well alone rather than on committees or in groups.

For standard score of 60 or more, pair or team this person with colleague-oriented or authority-oriented individuals that complement his/her sociological characteristics, e.g., prefers to work with colleagues, is team-oriented with a small group, and so on. Encourage colleague meetings and planning; permit these individuals to evaluate each other individually and in groups; seek group suggestion and recommendations; use small-group training techniques.

10. AUTHORITY-ORIENTED LEARNER

For standard score of 60 or more, place these employees near appropriate instructors or supervisors and schedule numerous meetings among them; plan to visit and check work often; provide frequent feedback through the person's perceptual strengths.

For standard score of 40 or less, identify the person's sociological characteristics, and permit isolated achievement if self-oriented, worker groupings if colleague-oriented, or multiple options if learning in several ways is indicated.

11. SEVERAL WAYS

For standard score of 60 or more, provide opportunities for a variety of working patterns for the same employee, i.e., alone, with colleagues, with supervisors; use carried resources.

For standard score of 40 or less, permit the person to work in the sociological pattern most preferred. If none are strong, permit options, Recheck self-orientation and motivation, responsibility, and persistence. Utilize patterns and routines.

12. AUDITORY PREFERENCES

For standard score of 60 or more, use tapes, videotapes, records, radio, television, and precise oral directions when giving assignments, setting tasks, reviewing progress, using resources or for any aspect of the task requiring understanding, performance, progress, or evaluation.

For standard score of 40 or less, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as computers, videotapes, sound filmstrips, television, and tactual/kinesthetic materials. Suggest this person read and take notes **before** listening to lecture or audio management resources.

13. VISUAL PREFERENCES

For standard score of 60 or more, use pictures, filmstrips, computers, films, graphs, single concept loops, transparencies, diagrams, drawings, books, and magazines; provide resources that require reading and seeing; use programmed learning (if in need of structure) and written assignments and evaluations. These individuals should read the material **before** hearing a lecture.

For standard score of 40 or less, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as computers, videotapes, sound filmstrips, television, and tactual/kinesthetic materials. Suggest that this person listen to lecture and take notes **before** reading required materials.

14. TACTILE PREFERENCES

For standard score of 60 or more, use manipulative and three dimensional materials; resources should be touchable and movable as well as readable; allow these individuals to plan, demonstrate, report, and evaluate with models and other real objects; encourage them to keep written records.

For standard score of 40 or less, use resources prescribed under the perceptual preferences that are strong. If none are 60 or more, use several multisensory resources such as computers, videotapes, sound filmstrips, television, and real-life experiences such as visits, interviewing, building, designing, and so on. Note-taking and manipulatives will be less effective than readings and lectures.

15. KINESTHETIC PREFERENCES

For standard score of 60 or more, provide opportunities for real and active experiences for planning and carrying out objectives; site visits, seeing projects in action and becoming physically involved are appropriate activities for these individuals.

For standard score of 40 or less, Use resources prescribed under the preferences that are strong. If none are 60 or more, use several multisensory resources such as computers, videotapes, sound filmstrips, television, and tactual/manipulative materials.

16. REQUIRES INTAKE

For standard score of 60 or more, provide frequent opportunities for nutritious food breaks, food at work stations, beverages at desk, and so on.

For standard score of 40 or less, no special arrangements are needed.

17. EVENING/MORNING

For standard score of 60 or more, permit scheduling of difficult tasks in the morning. Take advantage of the strongest segment of the time energy curve for morning. If possible, allow self-scheduling before normal working hours if desired by employee.

For standard score of 40 or less, permit scheduling of difficult tasks in the evening. Take advantage of the strongest segment of the time energy curve for evening. If possible, allow self-scheduling after normal working hours if desired by employee. Flex-time self-scheduling will greatly enhance productivity for employees scoring above 60 in any of the areas related to time preference.

18. LATE MORNING

For standard score of 60 or more, permit scheduling of difficult tasks in late morning. Take advantage of the strongest segment of the time energy curve for late morning.

For standard score of 40 or less, permit scheduling of difficult tasks in the strongest segment of the time energy curve.

19. AFTERNOON

For standard score of 60 or more, permit scheduling of difficult tasks in the afternoon. Take advantage of the strongest segment of the energy curve for afternoon.

For standard score of 40 or less, permit scheduling of difficult tasks in the strongest segment of the time energy curve.

20. NEEDS MOBILITY

For standard score of 60 or more, provide frequent breaks, assignments that require movement to different locations, and schedules that build mobility into the work/learning pattern; require results, not immobility.

For standard score of 40 or less, provide stationary desk or work station where most of the individual's responsibilities can be completed without requiring excessive movement.

CCAI (Cross-cultural Adaptability Inventory) (Bulls-eye Chart)

Emotional Resilience (ER) Scale

Some people feel frustrated, confused, or lonely when they interact with people from other cultures. The emotionally resilient person has the ability to deal with stressful feelings in a constructive way and to bounce back from them. Emotionally resilient people like new experiences and have confidence in their ability to cope with ambiguity. They tend to take risks, and they have a sense of humor and positive self-regard.

The Emotional Resilience (ER) scale focuses on aspects of the cross-Cultural experience that may produce negative and unpleasant feelings. The scale measures the degree to which an individual can rebound from these feelings and react positively to new experiences. The ER score indicates the extent to which a person can regulate his or her emotions, maintain emotional equilibrium in a new or changing environment, and deal with the setbacks and difficult feelings that are normal part of the cross-cultural experience.

People who are emotionally resilient tend to have a positive attitude. They are self-confident and can deal with ambiguity. They like new things, experiences, and situations and they are not overly concerned about making mistakes. These characteristics are often associated with a spirit of adventure and a tendency to experiment or take risks.

Flexibility/Openness (FO) Scale

When people live or work with people from other cultures, they usually encounter ways of thinking and behaving that are different from their own. Open, Flexible people enjoy interacting with people who think differently from themselves. They like and feel comfortable with all kinds of people. They are tolerant and nonjudgmental, and they tend to think creatively.

People who are open and flexible tend to be nonjudgmental and tolerant of people who are different from them. Moreover, they expect to like these people. They enjoy interacting with, learning about, and conversing with a wide variety of people. They are inquisitive, and they enjoy diversity. Open, flexible people are comfortable with those who are different from them and do not feel lonely around such people. At the same time, they can enjoy spending time alone in unfamiliar surroundings.

Differences are at the heart of the cross-cultural experience. Dealing constructively with differences means being able to build bridges between oneself and others. If differences are seen as barriers or are perceived negatively, it will be a struggle to approach, appreciate, and feel a bond with people from other culture.

The Flexibility/Openness (FO) scale measures the extent to which a person enjoys the different ways of thinking and behaving that are typically encountered in the cross-cultural experience. Open, flexible people have a positive attitude toward the unfamiliar. The

items on the FO scale deal with responses to people, situations, and experiences that are different from those that one normally encounters.

Perceptual Acuity (PAC) Scale

People sometimes find it difficult to communicate with people from other cultures because of unfamiliar or confusing language (verbal and nonverbal), values, assumptions, and customs. People who are perceptually acute are attentive to verbal and nonverbal behavior, to the context of communication, and to interpersonal relations. These people are sensitive to the feelings of others and to the effect they have on others. They tend to be empathic and highly accurate communicators.

Verbal language is a cultural barrier, and even nonverbal cues do not always mean the same thing in different cultures. In addition, there is a difference in communication styles across cultures. Some cultures emphasize words as the primary communication mode, whereas other cultures emphasize nonverbal cues and the interpersonal context that accompanies the message. Visual attention to detail, sensitivity to subtlety and nuance, and awareness of interpersonal cues help bridge the communication gap. Without perceptual acuity, cross-cultural communication is easily misinterpreted and distorted.

Perceptual acuity is associated with confidence in one's ability to accurately perceive the feelings of others. It is also associated with valuing other cultures and being willing to suspend judgment of others. It is also associated with valuing other cultures and being willing to suspend judgment of others. The Perceptual Acuity (PAC) scale items assess the extent to which a person pays attention to and accurately perceives various aspects of the environment. This applies particularly to the verbal and nonverbal cues communicated by people who are different from oneself. When interacting with people who are different from oneself. When interacting with people who are different from themselves, perceptually acute people are sensitive to verbal and nonverbal cues, and they interpret those cues in the context of the others' cultures.

Personal Autonomy (PA) Scale

People who interact with people from other cultures may not get the reactions and reinforcement they are accustomed to. Personally autonomous people are not overly dependent on cues from the environment for their identity. They have a strong sense of who they are, clear personal values, and respect for themselves and others. They tend to be self-directed, and they enjoy making their own decisions.

When individuals encounter a new culture, the surroundings (e.g., the people, daily activities, customs, and values) do not provide the same kinds of external reinforcement that their native culture provides. People who have become overly dependent on these cues for their sense of identity (sometimes called *context-dependent*) may begin to feel like "non-persons" in the new culture or they may become defensive in an effort to maintain some sense of self. However, individuals who have developed strong internal means of reinforcing their identity can maintain a sense of self that is independent of the

environment, and they can eventually feel at home in any culture. These individuals are internally grounded and can tolerate external fluctuation and change.

People with personal autonomy have a strong sense of self as a separate and unique entity. This does not mean that a person from a group-oriented culture must become more individualistic. It simply means that a person with a sense of self as part of a group does not lose that identity when entering a new culture. People with high personal autonomy generally feel in control of their environment and are the final judges of their own actions. They tend to set their own goals and make their own decisions. They are aware of their own personal power and use it in nonmanipulative ways. Many of the characteristics assessed by the Personal Autonomy (PA) scale are also associated with the concept of empowerment.

The PA scale measures the extent to which an individual has evolved a personal system of values and beliefs that he or she feels confident enough about to act on in unfamiliar settings. At the same time, the scale examines the extent to which an individual respects others and their value systems. Finally, it examines how pressured a person feels to change in a cross-cultural environment.

The Personal Autonomy items deal with personal identity, values, beliefs, and empowerment in the context of unfamiliar environments and different values.