ISTJ
- Logical order
- Sense of responsibility
- Facts, details, results

ISFJ
- Helping and caring for others in thoughtful ways
- Organising information, especially if it will be useful to others
- Encouraging others to complete tasks

INFJ
- Providing strategy to achieve a vision congruent with their values
- Creative insights
- Working in a calm cooperative way with others

INTJ
- Creating a clear vision of the future
- Developing new systems in line with their vision
- Demonstrating competence in tackling tough challenges

ISTP
- Solving practical problems
- Using their knowledge and skills
- Finding logical ways to get things done

ISFP
- Practically caring for others
- Living in harmony with others
- Encouraging people to work cooperatively together

INFP
- Working with others harmoniously to achieve group consensus and shared values
- Finding alternative solutions to problems by exploring ideas
- Increasing others' understanding through sharing knowledge

INTP
- Solving complex and difficult challenges by finding the ultimate solution
- In-depth analysis
- Bringing clarity of understanding to underlying issues

These can lead to beliefs which impact on how we see the world and the resulting behaviours.

> What do you recognise in the motivational drivers for your type?

> How does that positively impact on you in general? In your job role?

> Are there any of the drivers that you particularly relate to?

> Has this driver been the cause of some reward or achievement for you?

Extraverted Thinking

Potential challenges when being coached

Patience, containing their need for action

Recognising their own and others' feelings

Valuing feelings

Wanting to find a solution quickly and not allowing enough time for reflection

ESTJ

ENTJ

Learning style

> Active, hands on

> Prefers to learn in a structured way

> Looks for practical information that's focused on something they can use

Potential blind spots

> Dealing with ambiguity and considering the impact of their decisions on others

> Recognising the impact of feelings

Learning style

> Likes a structured learning environment

> Will often ask challenging questions to aid understanding

> Becomes impatient if they think there is too much focus on interpersonal issues

Potential blind spots

> May be impatient with those who take time to make decisions

> May ignore their own and others' feelings

> May not recognise the impact of their style or decisions on others

S–N differences: personal perspective | Each may think the other doesn't 'get it'
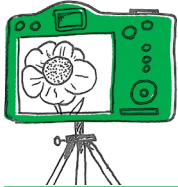
> I am not hesitating, I am gathering enough data.

> I need factual information about what, who and when. I am not being negative or resisting change.

> I do what you ask. If you need me to do something different then tell me.

> I define a problem by what actually happened.

> I focus on specific problems, one at a time. I look at the wider, less concrete issues once the present issues have been dealt with.

> I am not ignoring the specific issue, I gather data by exploring how it connects with other things.

> I need to understand 'why' and have the context. I am not being difficult by asking these questions.

> I interpret what you say – if you want me to do precisely what you ask then emphasise that that is what you want me to do.

> I define a problem in an abstract way. I may not have evidence or details to back it up.

> I see specific behaviour as part of a pattern, the pattern is the problem. The specifics are secondary.

Type development

Specialisation

> During the first half of life we define ourselves:

>> I am this way

>> I am not that way

Midlife

> Transition from first to second half of life:

>> What has been missed?

>> What has to be recovered?

>> Stepping back from the identity of the favourite process to allow space for further development

Integration

> Becoming one's best self

> Striving towards completeness

> Acknowledging lost or despised parts of oneself

> Loosening the hold of belief systems

> Increasing the ability and freedom to choose