

# MBTI® Activity



## Transforming Feedback: An Application of MBTI® Type

Roger R. Pearman

Designed with your success in mind, this activity comes complete with everything you need to engage participants and reinforce type concepts so that individuals can apply the learning immediately post-training. The following materials are provided for this activity:

- Instructions
- Handout

For more time-tested activities like this one, as well as for the how-to guidance and tools for using Myers-Briggs® results to build emotional intelligence competencies, check out our popular [Using the MBTI® Tool to Enrich Emotional Intelligence Leader's Resource Guide](#).

Looking to extend the learning further? Offer each participant a booklet from CPP's [Introduction to Type®](#) series, available in print or PDF format—20 titles spanning a wide range of MBTI application topics, such as communication, conflict, team building, stress management, innovation, leadership, and more.

For more downloadable, easy-to-use, no-fail activities from world-renowned MBTI® type experts and consultants, visit [www.opp.com/MBTIactivities](http://www.opp.com/MBTIactivities).



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# Transforming Feedback: An Application of MBTI® Type



## OBJECTIVES

Participants will

- Understand the role of type in giving and receiving feedback
- Learn a method for preparing feedback

## TIME FRAME

60 minutes

## MATERIALS

- Handout: “Effective Feedback”
- Flipchart, markers, and masking tape

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## Process

1. Frame the activity by explaining that giving effective feedback is an essential skill that requires several emotional intelligence (EQ) competencies.
2. Distribute the handout, “Effective Feedback,” and ask the participants to complete Item 1. Instruct the participants to use real feedback that they need to give—either at work or at home—and call attention to the fact that they should write *only* the opening paragraph.
3. Group the participants into trios that have as much type diversity as possible. Specifically, make sure that as much of a mix of S, N, T, and F as possible occurs.
4. After deciding on a rotation, ask the participants to read their paragraphs—without providing any context or additional explanations—to their trio partners. Emphasize the importance of having the paragraphs heard while the context of the situation remains unknown. After each individual reads his or her paragraph, the other two members of the trio should identify the messages that they heard—those that were unintended as well as those that were intended.
5. When everyone has read a paragraph and received feedback, invite the participants to rewrite their paragraphs—availing themselves of the feedback that they received.