

Coaching Cards: Type Dynamics

Overview

This set of feedback cards has been designed for you to share with your coachee to provide information to prompt and enrich a coaching discussion. Below are some ideas of how you can use the cards. However, once you are familiar with them you may find other ways to adapt their use.

The cards support the Coaching: Leveraging Type Dynamics workshop, and details of the course can be found at www.opp.com. This course provides theoretical knowledge, exploration and practice in applying Type dynamics to deepen and enhance coaching sessions.

We recommend that coaches select cards relevant to their coachee's needs, rather than working through all of the cards in one session. The coach may use several different subsets of the cards over successive coaching sessions with the same coachee, again being driven by what is relevant and meaningful to the coachee.

The cards are grouped as follows:

General introduction, cards 1–3

These cards can be used early on in the coaching relationship. They provide suggestions about the ways in which the MBTI® framework can be used and are a reminder of the importance of contracting. A model to prompt coach and coachee to address key elements of contracting is provided.

There is a reference card giving the order of functions for the 16 MBTI Types. This might be useful to share or use for your own reference.

Type dynamics, card 4

This card uses the analogy of the passengers and driver of a car to represent their hierarchy of functions: this is a simple way to share these concepts with coachees. On the back of the card, the analogy is extended to explain the impact of an extraverted or introverted preference on the dominant function.

Dominant function characteristics, cards 5–12

The front of each of these cards summarises the qualities of each dominant function. On the back of each card the consequences of overusing the dominant is explained, along with related coaching issues that may arise. These cards provide a non-confrontational but challenging way to explore the development issues facing the coachee.

Dominant and auxiliary, cards 13–20

The way a coachee's dominant and auxiliary functions work together can provide insight into issues or challenges they may be having. These cards describe how the auxiliary influences each dominant function, and how effectively they work together. The cards can be a catalyst for further conversations which explore times when there has been tension between the dominant and auxiliary

functions. They can also be used to encourage a coachee to consider actions to increase effectiveness.

Understanding stress, cards 21–28

Stress is something that is frequently discussed in coaching situations, whether it is stress that the coachee is feeling or, as a leader or manager, managing others who are stressed. These cards provide a succinct way of describing the typical exaggerated behaviour for each function – the triggers which may lead to a grip experience and the resulting behaviours. Importantly, there are also strategies for restoring balance. These cards can be used to prompt discussion, help explain what might be going on for a coachee, and develop strategies for managing stress in the future. They can also be valuable for understanding others and how people react differently in specific situations.

Extraverted introverted functions, cards 29–30

These cards contrast the expression of each function when it is used in an extraverted and introverted way. It can be confusing to coachees when they have a function in common with someone else but it is a source of irritation and misunderstanding. Using these cards can help to explore this in more depth. It can also encourage coachees to think about how they use their dominant function in the opposite world, how much they need to do so, and how they feel afterwards.

Core quadrants, cards 31

The core quadrants model was developed by Daniel Ofman (www.corequality.nl) and can be extremely useful to share with coachees. The model can be used in conjunction with the MBTI framework to make sense of the exaggerated use of the dominant function, either through overuse or when stressed. It helps facilitate a conversation to determine coaching objectives and can put feedback in context. The model is a simple one to explain to coachees, and the card outlines each of the quadrants. Time is spent on the Coaching: Leveraging Type Dynamics workshop looking at other ways to integrate the core quadrants model into coaching conversations.