

## Coaching Cards: Integrating the MBTI<sup>®</sup> Instrument

### 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: Integrating the MBTI Instrument workshop, and details of the course can be found on [www.opp.com](http://www.opp.com). This course provides theoretical knowledge, exploration, and practice in applying a variety of techniques using the MBTI framework in coaching.

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, plus a model to remind coach and coachee of the elements to cover when discussing this. There is a reference card giving the order of functions for the different MBTI Types. This might be useful to share or use for your own reference.

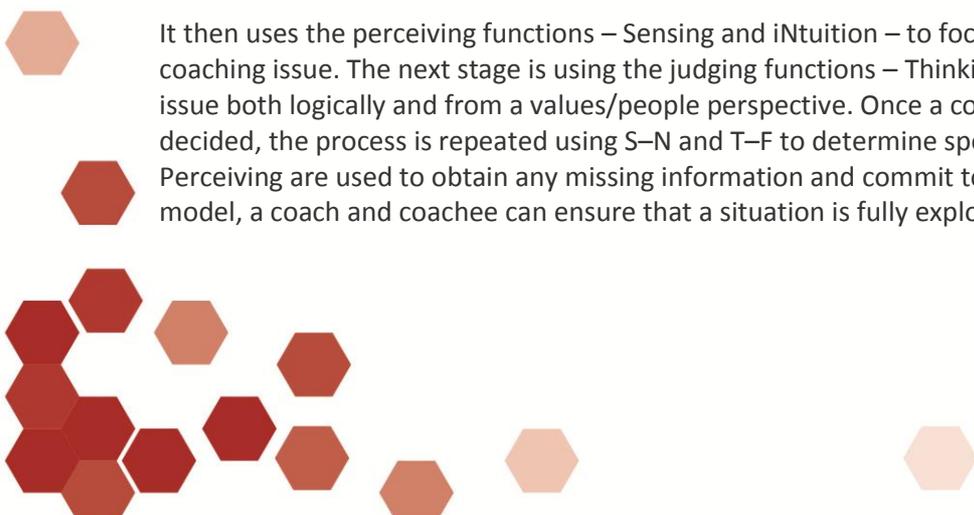
### Type distribution tables, card 4

Type distribution tables can be useful to explore with coachees. They put into context how well represented a Type is within the general or managerial and leadership populations. Whether someone's Type is over or under represented can lead to different challenges that may be discussed in a coaching session.

### A model for coaching, card 5

There are many approaches to coaching. These cards support the notion of understanding self, appreciating differences, understanding self in relation to other people and, finally, understanding self in the context of an organisation. The z-model of problem-solving has been adapted to support coaching conversations. It firstly encourages consideration of someone's extraverted or introverted preference and how it impacts on the way they communicate.

It then uses the perceiving functions – Sensing and iNtuition – to focus on information relevant to the coaching issue. The next stage is using the judging functions – Thinking and Feeling – to analyse the issue both logically and from a values/people perspective. Once a course of action/solution has been decided, the process is repeated using S–N and T–F to determine specific actions. Finally, Judging and Perceiving are used to obtain any missing information and commit to an action plan. By following this model, a coach and coachee can ensure that a situation is fully explored.



## Motivational drivers and filters, cards 6–7

These tables provide information on what typically motivates each Type, and which assumptions they may make which can obstruct effective performance. These cards can be used by the coach to stimulate a discussion about the drivers of the coachee. They are useful in highlighting the ‘shoulds’ that coachees may impose on themselves, but might not articulate.

## Information on Type, cards 8–15

This set of cards briefly describes the characteristics of each dominant function. The reverse of each card describes the influence of the auxiliary function on learning style. These cards can be shared with the coachee to support a discussion about how the coachee will apply their learning (from coaching sessions) in the workplace.

## Understanding differences, cards 16–22

Sometimes, in coaching, awareness of the differences between the preference pairs can be thought-provoking. How differences can be noticed in the way people behave, and how those behaviours are reacted to, can be valuable in a coaching discussion. These cards summarise the key differences between preference pairs and the intention behind certain actions which might irritate others. The intentions can often be missed or overlooked. The cards can facilitate a discussion with coachees and help them be more tolerant and understanding of others. There are suggestions for how to enhance effectiveness when working with differences and ways to develop one’s own preferences.

Card 20 – ‘Finds and needs’/‘Levels of difference’ – can help to challenge assumptions and beliefs.

## Type development, cards 23–27

Type development can be illuminating for coachees, particularly if they are experiencing midlife challenges. These cards summarise a typical Type development journey that people experience, and a summary to normalise the experience of midlife. Seeing the typical reactions people talk about during this stage of life can be reassuring to coachees, and can be followed by coaching conversations to explore feelings, development issues, reactions etc. The typical development pattern of each Type is shown in the cards, and this is made user-friendly through the use of the MBTI colours. These are useful in a coaching discussion as a prompt for talking about where a coachee is on that journey, and whether they are following a typical path.

## Communication style, cards 28–31

These images can be used to support coaching conversations focusing on communication. They are designed to be used as they are, or for you to cut up. They support the communication planning sheet which is used during the course. The cards are a way for the coach and coachee to talk about what each Type typically extraverts and talks about, and what they are most likely to introvert and think about. The cards can be used individually, in pairs or in groups to explore communication misunderstandings and synergies.