

Levelling up L&D: How to use type-oriented training for maximum impact

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Principal Consultant

- Experienced consultant specialized in team and leadership development and coaching
- Masters-level qualification in Occupational Psychology and an HCPC-registered psychologist
- MBTI type - ESFP



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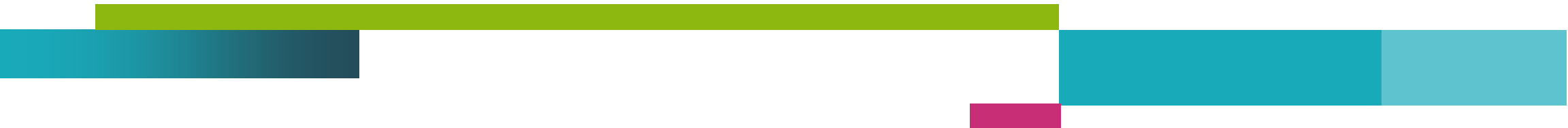
- Experienced trainer specialized in certifying practitioners in MBTI Step I, MBTI Step II and FIRO-B
- Masters-level qualifications in Psychological Sciences and Organizational Psychology
- MBTI type - INTJ

Session overview

- Setting the scene
- MBTI & learning style
- Utilising type insights
 - Accommodating different preferences
 - Coaching & mentoring
 - Adapting your own style
- Influencing within your organization



Setting the scene



What is learning & development?

“ Ensuring workers have the knowledge, skills and experience to fulfil individual and organizational needs and ambitions ”

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What do you see as the benefits of L&D?

① Start presenting to display the poll results on this slide.

Organizational benefits of L&D

Filling
skills gaps

55%

of employees say they need
additional skills training to
perform better¹

Boosting
productivity

10%

increase in productivity in
well-trained teams²

Boosting
profit margin

24%

higher profit margin in
companies that invest in
employee L&D³

Engaging
employees

23%

increase in employee
engagement upon strengths-
based learning⁴

Attracting &
retaining talent

86%

of employees would stay
longer if their company
offered frequent L&D⁵

Fuelling
innovation

92%

more likely to develop
innovative products &
services⁶

One size doesn't fit all

- Employees have different backgrounds, skillsets, job roles, career aspirations
- Force-feeding employees 'one-size-fits-all' L&D fails to meet their needs & can lead to...
 - **Wasted resources**
 - **Missed opportunities**
 - **Reduced engagement**
- The solution? A 'one size fits one' approach, with personalised design and delivery
- A more realistic solution: a compromise between 'one size fits all' and 'one size fits one'



The role of personality

- Learning relies on complex cognitive, emotional and behavioural processes
- But people differ in their characteristic pattern of thought, emotion and behaviour – otherwise known as **personality**⁷
- We can't fully tailor L&D to each individual's personality

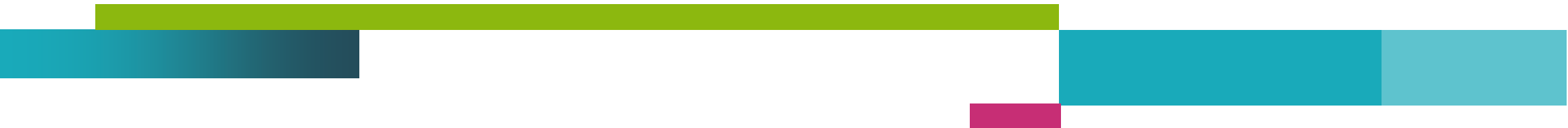


A type-oriented approach

- Focuses on broad categorical distinctions in how people think and behave
- Accommodates key personality differences while preserving practicality and scalability

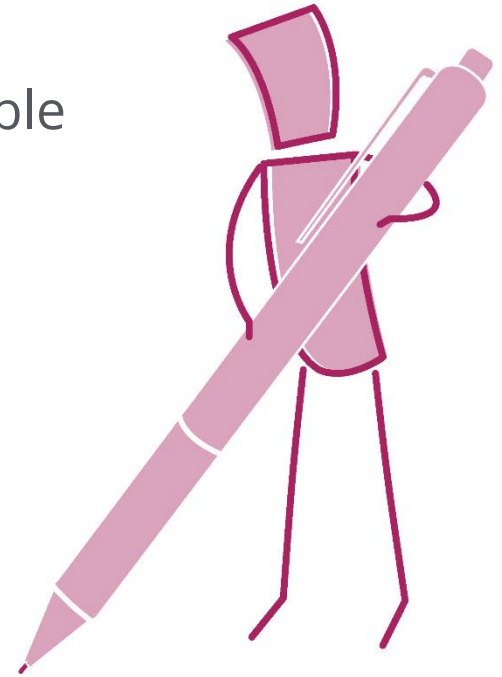


MBTI® & learning style



Key principles

- The MBTI is not a test, but an indicator of personality preferences
- “Preference” tells us what you find most energizing and comfortable – rather than what you are good at
- Everyone can (and should) use all eight of the preferences
- There are no better or worse types: all types have potential strengths and stretches
- Each individual is best placed to decide their own type
- MBTI results are not meant to limit or stereotype



The four preference pairs

EXTRAVERSION



INTROVERSION

Where do you get your energy from?

SENSING



INTUITION

What kind of information do you prefer to use?

THINKING



FEELING

What process do you use to make decisions?

JUDGING



PERCEIVING

How do you deal with the world around you?

The 16 types

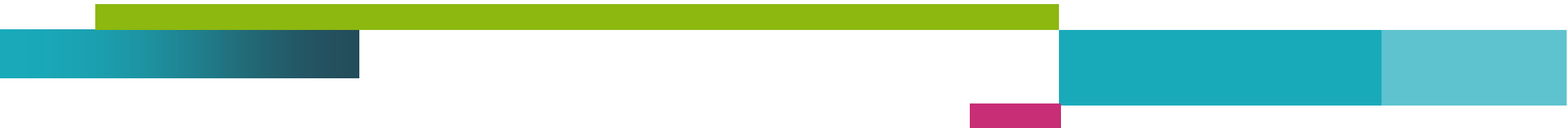


Personality preferences & learning style

- People interact with the environment and take in information in different ways
- ...which means people are going to learn in different ways too
- **Learning style:** an individual's characteristic approach to learning
- But popular models of learning style (e.g., VARK ⁸) may be too narrow, whereas MBTI offers a broader view of personality
- When we learn in a way that matches our personality preferences, we are...
 - **More engaged**
 - **More effective(?)**
- In turn, L&D initiatives achieve greater impact to reap the benefits of L&D



Utilising type insights



Accommodating different preferences: E-I

EXTRAVERSION

- Learn by talking and doing
- Prefer larger group settings, interacting with a range of people
- Tend to actively ask and answer questions, sharing opinions freely
- Might think out loud when processing new information
- Tend to plunge in, discovering what works through trial and error
- Enjoy a variety of learning activities across a broad range of topics, changing topic frequently

INTROVERSION

- Learn by observing and reflecting
- Prefer smaller group or one-to-one settings, with minimal distractions
- Tend to share only well-thought-out ideas, after quiet reflection
- Might need time to inwardly process new information
- Tend to step back, thinking through a response before taking any action
- Enjoy concentrating on one topic for a relatively long period of time, going into depth

Accommodating different preferences: E-I

- Offer both synchronous and asynchronous modes: live sessions, webinars, podcasts
- In live sessions, use a mix of whole-group, small-group, and solo activities
- Employ a range of formats: discussion, experiential tasks, games, presentation, role-play, videos, drawings
- Build in time for reflection, during which learners can also speak with you one-on-one
- Deliver information both verbally and in writing, with key summaries
- Circulate the session agenda and key materials ahead of time
- Either schedule follow-ups or create space for learners to approach you in their own time



Accommodating different preferences: S-N

SENSING

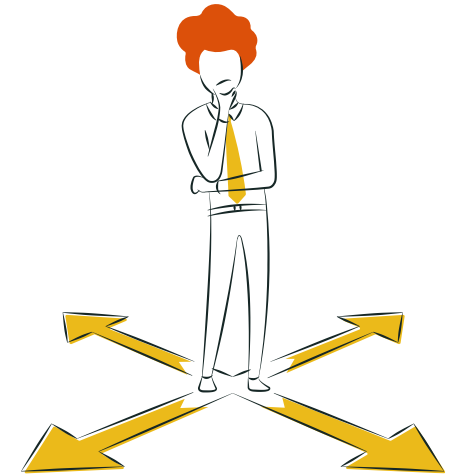
- Prefer to learn practical and useful topics with concrete applications
- Focus on specific facts and details, anchored in current realities
- Tend to build on what is already known from experience
- Value real-life examples and illustrations with tangible results
- Use common sense and literal language to make sense of things
- Like to engage the senses in 'hands-on' practical activities

INTUITION

- Prefer to learn theories and models that connect to global goals
- Focus on patterns and connections, oriented towards future possibilities
- Integrate new learning to consider connections between topics
- Value new and innovative ideas that open up possibilities for the future
- Use symbols, metaphors or abstractions to represent ideas
- Like to map out concepts or create theoretical frameworks

Accommodating different preferences: S-N

- Design learning objectives to incorporate both short-term practical goals and longer-term development goals
- Employ a range of activity formats: theoretical discussion, conceptual mapping, experiential tasks, practical demonstrations
- Offer a general overview of the content and its relevance, then zoom in to the facts, details, and step-by-step instructions
- Relate learning to both past experiences and future aspirations
- Highlight links to other topics as well as applicability to real-life scenarios
- Use a mix of case studies, infographics, symbols, and analogies to illustrate content, providing materials with further details if learners want



Accommodating different preferences: T-F

THINKING

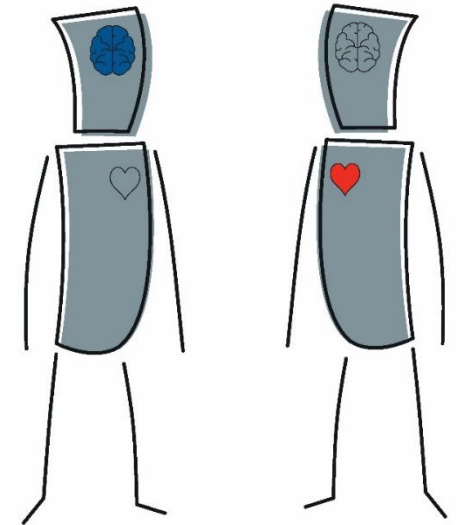
- Need a logical reason for learning
- Make sense of information by analysing the cause and effect, to understand the 'why'
- Focus on logical consequences and implications to evaluate ideas
- Tend to critique, debate and question others' viewpoints
- Value a competent instructor who delivers in a clear, concise way
- Prefer precise performance criteria, with corrective feedback about what to improve and how

FEELING

- Need a personal reason for learning
- Make sense of information by relating it to personal needs, values and experiences
- Focus on impact of ideas and information on people
- Tend to be accepting and validating of others' viewpoints
- Value an approachable instructor and to connect with other learners
- Prefer positive feedback and encouragement that appreciates their contribution and effort

Accommodating different preferences: T-F

- Design sessions and programmes to encompass both technical expertise and human skills
- Champion the relevance of learning content to address both the logical consequences and impact on values
- Provide clear, well-defined evaluation criteria while also recognising individual contribution and effort
- Encourage learners to critique content as well as share personal experiences
- Solicit both outcomes-based and experience-based evaluation feedback through surveys and follow-ups



Accommodating different preferences: J-P

JUDGING

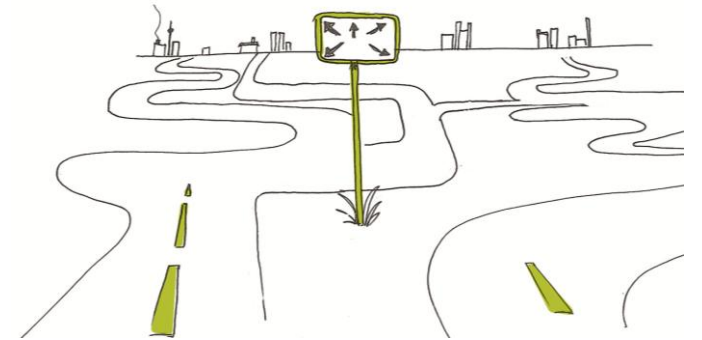
- Prefer an organised environment with clear learning goals
- Approach learning in a structured way, scheduling time and tasks
- Want to receive guidelines about what results are required
- Tend to take charge, plan actions, and come to closure
- Tend to complete the current task or goal before starting another or taking a break
- Start early and complete projects well before deadlines

PERCEIVING

- Prefer an informal environment with options and variety
- Approach learning in a flexible way, staying curious and exploratory
- Want the freedom to explore topics that interest them the most
- Tend to adjust timelines and deadlines as they go
- Tend to juggle multiple tasks at once, moving spontaneously between them
- Start at the last minute and thrive under time pressure

Accommodating different preferences: J-P

- Where possible, offer the same content in different formats (e.g., a one-day workshop versus bitesize self-directed modules)
- Offer a variety of optional sessions/programmes so learners can pursue topics that interest them
- Employ a range of formal, non-formal and informal modes
- Construct a clear agenda without overpacking the timetable
- Offer an option of activities within the same time slot, so learners can choose which they'd prefer



Coaching & mentoring

- More opportunities to explore the individual's learning style and goals directly – much more of a 'one size fits one' approach
- Recommend to start the coaching/mentoring with MBTI or a similar psychometric:
 - **To raise coachee's awareness of their style**
 - **To raise your awareness of how you might respond**
 - **To create space to ask how they best learn**
- For more information:
 - (For practitioners) Attend our **Coaching & MBTI: tools & techniques** workshop⁹
 - Purchase our **Introduction to Type and Coaching** booklet¹⁰

Adapting your own style

E

I

Adapting to Extraverted learners

- Acknowledge that you are listening and show cues you are preparing a response
- Provide immediate feedback and verbal acknowledgement, with overt enthusiasm
- Don't assume that all thoughts are well thought through
- If needed, ask for time to think about something
- Specify times during the session for learners to approach you to talk one-on-one – while also safeguarding some quiet time to recharge

Adapting to Introverted learners

- Look for body language indicating engagement, e.g., heads nodding, note-taking
- After asking a question, pause and wait for an answer: don't fill the silence or expect an immediate response
- Think before speaking, or say that you are thinking aloud
- Summarise and share your final thoughts/direction if needed
- Offer opportunities to revisit content after reflection

Adapting your own style

S

N

Adapting to Sensing learners

- Bring ideas and theories down to earth with practical applications
- Don't overlook information on specifics, realities and details
- Present information sequentially with clear step-by-step instructions
- Provide concrete examples to back up claims and ideas
- Assess what is working well and what needs changing

Adapting to Intuitive learners

- Provide a global overview before going into details and specifics
- Don't get too bogged down in data or facts, make sure to cover underlying theory
- Stretch towards taking a longer-term, future focus
- Suspend realities to brainstorm new ideas and opportunities
- Trust what works and be open to changing what doesn't

Adapting your own style

T

F

Adapting to Thinking learners

- Demonstrate cause-and-effect and pros and cons
- Support your information with logical reasoning
- Detach from situations to view them objectively
- Don't get defensive when others challenge or debate
- Offer honest feedback as well as positive comments

Adapting to Feeling learners

- Consider personal learning needs and demonstrate impact on values
- Support your information with personal cases and examples
- Avoid critiquing when you are listening or too early in the learning journey
- Provide feedback and critique gently, making sure to highlight strengths and contributions as well

Adapting your own style

J

P

Adapting to Judging learners

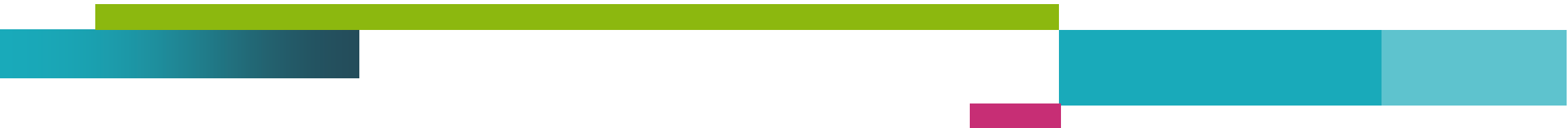
- Provide structure and clear learning goals
- Narrow and focus your content before sharing it
- Know when to stop exploring a topic and draw to a conclusion to return to the agenda
- Allow time for action planning at the end of a session (where appropriate)

Adapting to Perceiving learners

- Be open to flexibility in your timetable
- Offer options and wriggle room for interesting tangents
- Don't close down a discussion too quickly
- Offer options for how individuals do action planning



Influencing within your own organization



Organizational barriers to effective L&D

Alignment with
priorities

↓ **10%**

decrease in L&D practitioners
who reported alignment
between L&D strategy & key
organizational priorities¹¹

Leaders recognising
L&D impact

↓ **14%**

decrease in L&D practitioners
who reported that their
leaders recognise the impact
L&D has on key priorities¹²

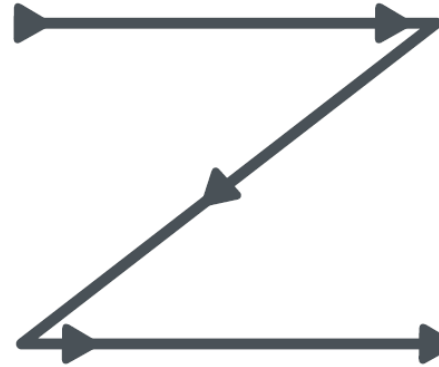
Employees training
to leave?

<20%

of learners were engaging in
L&D to gain a new job at
another organization¹³

Leveraging type to champion L&D

What are the facts and data?
What are the practical costs?
What are we currently doing?
What's been tried in the past?
What are the practical steps?



What are the pros and cons?
What's logical?
What else do we need to know?
What's wrong with this?
What is the right way to do it?

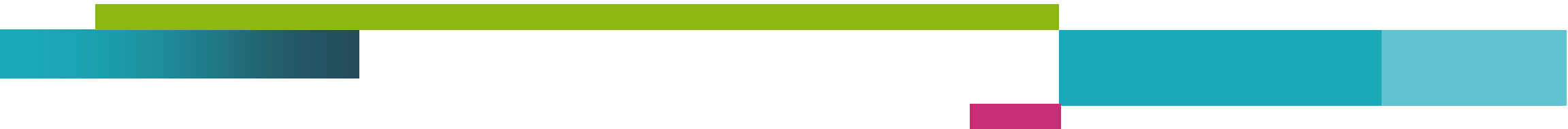
What is our long-term goal?
What are the trends/patterns?
What are the alternatives?
What haven't we tried?
What is new?



What do we like?
What are our values?
What's the impact on people?
What is right with this?
What do we agree upon?



Next steps



Certification training & ongoing support

MBTI Step I certification

- Three-day workshop available in-person (Oxford), virtually (Zoom) or in-house
- Also available in a self-guided format with three virtual instructor-led sessions

MBTI Step II certification

- Two-day workshop available virtually (Zoom) or in-house
- Also available as part of the self-guided Step I certification
- Ongoing support for practitioners through customer support, account management, and our practitioner helpdesk

References

Introduction to Type and Learning

EU: <https://eu.themyersbriggs.com/en/shop/p/mbti-step-i/introduction-to-type-and-learning-ebook>

US: <https://shop.themyersbriggs.com/en/mbtiitems.aspx?ic=6187>

¹ <https://www.talentlms.com/research/employee-learning-and-development-stats>

² <https://www.ibm.com/training/pdfs/IBMTraining-TheValueofTraining.pdf>

³ <https://businesstrainingexperts.com/knowledge-center/training-roi/profitting-from-learning>

⁴ <https://www.gallup.com/cliftonstrengths/en/651614/accelerate-through-leadership-challenges-strengths.aspx>

⁵ <https://www.im-c.com/newsroom/news/92-of-employees-prioritize-learning-and-development>

⁶ https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/reports/creating-learning-cultures-1_tcm18-75606.pdf

⁷ Funder, D. C. (1997). *The personality puzzle*. W W Norton & Co.

⁸ Fleming, N.D. and Mills, C. (1992). *Not Another Inventory, Rather a Catalyst for Reflection*. To Improve the Academy, 11, 137-155.

⁹ <https://eu.themyersbriggs.com/en/Training/MBTI-training/Coaching-Integrating-the-MBTI-Instrument>

¹⁰ EU: <https://eu.themyersbriggs.com/en/shop/p/mbti-step-i/introduction-to-type-and-coaching-second-edition>

US: <https://shop.themyersbriggs.com/en/mbtiitems.aspx?ic=6158>

¹¹ <https://www.cipd.org/uk/knowledge/reports/learning-at-work/>

¹² <https://www.cipd.org/uk/knowledge/reports/learning-at-work/>

¹³ <https://www.emergn.com/insights/the-pursuit-of-effective-workplace-learning/>