



# Type and Learning Styles

## One-Day Workshop for Educational Institutions Incorporating the MBTI® Instrument

### Objectives

To be agreed with client but will incorporate:

- Improved understanding of the way in which people perceive, absorb and process information.
- Recognise that others may perceive and process differently.
- Recognise and appreciate differences in peers
- Use new learning to communicate more effectively.
- Development of learning strategies
- Understanding Type specific learning preferences
- Building an action plan to solidify learning

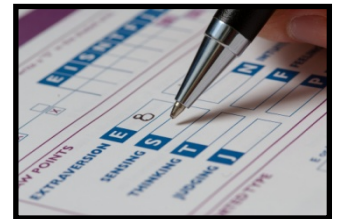
### Methodology

To achieve the objectives above participants must first improve their understanding of self and how they differ from other people.

We will use the Myers Briggs Type Indicator® and look at the ideas on which it is based.

#### MBTI® instrument

The MBTI is the most widely used personality instrument in the world, with over two million taking it annually. It is a forced choice, self-report, personality questionnaire used to measure and describe people's preferences for how they like to get information, make decisions and orient their lives. It is based on Carl Jung's theory of perception and judgement and classifies people into 16 broad personality Types. The MBTI provides a simple way of seeing how people are alike and how they differ. When people are aware of their differences, they can build better understanding and reduce conflict. The MBTI thus helps to improve teamwork and productivity whilst reducing unproductive interpersonal and intra-organisational conflict. Individuals can use their MBTI results to understand their preferred learning styles, evaluate the fit between themselves and their jobs and better manage time and stress. It is also very effective for profiling teams and developing team effectiveness.



### Agenda

#### Session 1

- Introduction & Objectives
- Setting the scene for the constructive and interesting use of a psychometric instrument – MBTI
- Background & origins of the MBTI
- Participants complete Form M  
[To be completed in advance [on-line Form M] or on the day [self-scorable Form M].



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### Session 2

- Explanation of Type Theory and participants do 'first hypothesis' self-estimate.
- Participants will already have completed the Form M assessment online prior to the session, providing 'second hypothesis'.
- Reading of profiles
- Verifying 'Best Fit' Type
- Explanation of how Type relates to learning styles.
- Building of the team Type Table and discussion of this team profile.....what are the patterns emerging, what the consequences might be.

### Session 3

- Splitting exercises with particular reference to Learning Styles based on the 4 dichotomies and whole Type.  
Extraversion: Introversion  
Sensing: Intuition  
Thinking: Feeling  
Judging: Perception  
These exercises will illustrate powerfully to people how personality differences impact upon their learning. We can develop from these exercises discussion about particular issues that are relevant to the group/class/team.
- Further exploration and demonstration of impact of personality type in the area of Learning Styles through highly interactive and experiential exercises will be used to enhance participants' understanding.
  - Exercises include card swaps, poster presentations and problem solving exercises.
- Q&A and wrap-up.
- Action planning
  - The participants will construct an action plan with two questions in mind:
    1. How can I tailor my learning experiences to suit my preferences?
    2. What can I do to enhance my learning in situations that are not aligned with my natural preferences?

### Materials

- In addition, to their MBTI® profile, participants will receive a copy of *Introduction to Type® & Learning* and comprehensive workshop materials