

TEAM BUILDING WORKSHOP

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Krakow

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SECTION 1

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SECTION 2

THE OBJECTIVES OF THIS WORKSHOP

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SECTION 2

THE OBJECTIVES OF THIS WORKSHOP

LEARNING OBJECTIVES

Know

- something about personality types
- the basic dynamics of an efficient team

Understand

- how personality influences behaviour (why someone reacts the way he/she does)
- how an efficient team can be forged

Apply

- make a conscious choice to respect colleagues and their personality and get a more effective collaboration
- make a conscious choice to improve the efficiency of the team by modifying one's own behaviour by applying a simple model

SECTION 3

THE GROUND RULES FOR THIS WORKSHOP

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SECTION 3

THE GROUND RULES FOR THIS WORKSHOP

GROUND RULES

- 1 **BE TRUSTWORTHY:** “What happens in Las Vegas stays in Las Vegas”
- 2 **BE YOURSELF:** no pretending necessary
- 3 **This workshop IS teamwork:**
 - all discussions are group discussions
 - when someone takes a phone call: everyone waits
- 4 **DO SPEAK UP:** if in doubt: ask, if you disagree: challenge, if you want to share an additional experience: do it

SECTION 4

THE PERSONALITY TYPOLOGY

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SECTION 4

THE PERSONALITY TYPOLOGY

4. THE PERSONALITY TYPOLOGY

4.1 INTROVERSION / EXTROVERSION

ASSIGNMENT 1

DESCRIBE THE PERFECT WORK ENVIRONMENT

Make a top 3 list of criteria that a workplace should satisfy in order to stimulate productivity for you.

Suggestions: quiet vs. music in the background, colourful, green (real plants), open space and people around for efficient communication vs. small offices, ...

Group A

Kuba
Angelika
Agnieszka
Ania Sosin
Maciej
Janusz (strategist)
Karolina (loyalist)
Ilona

Group B

Justyna
Piotr [absent]
Rafal
Andrii
Kacper

Hint: Don't over-think, prepare in the groups for max 10 min; in case of disagreement let the group-leader decide

THE I/E DICHOTOMY OF MBTI — INTROVERSION

✿ Introversion vs Extroversion

The E/I dichotomy measures what gives us energy

✿ Introversion

- Naturally more directed to the INNER world of thoughts, interests, ideas, and imagination
- Think/reflect first, then act
- Regularly require “private time” to recharge batteries
- Motivated internally, mind is sometimes so active it is “closed” to outside world (thought oriented (introspection))
- Prefer one-to-one communication and relationships
- trust, focus on and get energy from the inner world of ideas
- seek depth of knowledge and influence
- prefer substantial interaction

THE I/E DICHOTOMY OF MBTI — EXTROVERSION

✿ Introversion vs Extroversion

The E/I dichotomy measures what gives us energy

✿ Extroversion

- Naturally more directed towards the OUTER world of activities, excitements, people, and things.
- Act first, think/reflect later
- Feel deprived when cut off from interaction with the outside world
- Usually open to and motivated by outside world of people and things
- Enjoy wide variety and change in people relationships
- try things out (action oriented)
- Get energy from the outer world of people
- Seek breath of knowledge and influence
- Prefer frequent interaction

HOW TO RECOGNIZE INTROVERSION AND EXTROVERSION PREFERENCES?

✿ Introversion

- speaks little
- speaks slowly
- pauses before speaking
- pauses between sentences

✿ Extroversion

- speaks a lot
- speaks quickly
- interrupts
- uses long sentences

MYTHS ABOUT INTROVERTS

- 1 Introverts don't like to talk.
- 2 Introverts are shy.
- 3 Introverts are rude.
- 4 Introverts don't like people.
- 5 Introverts don't like to go out in public.
- 6 Introverts always want to be alone.
- 7 Introverts are weird.
- 8 Introverts don't know how to relax and have fun.
- 9 Introversion is a light form of ADHD-(P)I and/or autism

MYTHS ABOUT EXTROVERTS

- 1 Extroverts like to talk and can't be silent.
- 2 Extroverts need to be the centre of attention.
- 3 Extroverts are shallow
- 4 Extroverts are arrogant
- 5 Extroverts enjoy public speaking.
- 6 Extroverts love meeting people.
- 7 Extroverts don't want to be alone.
- 8 Extroverts have a lot of energy.
- 9 Extroverts don't need time to recharge energy.
- 10 Extroverts are not shy.
- 11 Extroverts don't have close friends, but a lot of acquaintances.
- 12 Extroverts don't care what others think.

4. THE PERSONALITY TYPOLOGY

4.2 SENSING / INTUITION

ASSIGNMENT 2

RANK LECTURES

What is generally the best approach?

- (A) have all facts correct (the big picture will follow from the facts), or
- (B) know where you're going (make sure the big picture is correct)

Group A

Kacper
Kuba
Janusz (strategist)
Justyna
Andrii
Maciej

Group B

Ilona
Agnieszka
Piotr [absent]
Karolina (loyalist)
Ania Sosin
Rafal
Angelika

Hint: decide fast, use no more than 10 minutes, if in doubt let the group leader decide freely.

THE S/N DICHOTOMY OF MBTI — SENSING

🌀 Sensing vs iNtuition

The S/N dichotomy describes our way to read our environment
= how we *perceive* the world

🌀 Sensing

- The Sensing (S) side of our brain notices the sights, sounds, smells and all the sensory details of the PRESENT. It categorizes, organizes, records and stores the specifics from the here and now. It is REALITY based, dealing with "what is." It also provides the specific details of memory and recollections from PAST events.
 - Mentally live in the Now, attending to present opportunities (absorbing information that now is collected by the five senses)
 - Using common sense and creating practical solutions is comes natural
 - Memory recall is rich in detail of facts and past events
 - Best improvise from past experience
-
- Like clear and concrete information; dislike guessing when facts are "fuzzy"
 - Sees facts (I see a person with open mouth with hands to his head)
 - Prefer to look for details and facts
 - "the meaning is the data"

THE S/N DICHOTOMY OF MBTI — INTUITION

☛ Sensing vs iNtuition

The S/N dichotomy describes our way to read our environment
= how we *perceive* the world

☛ iNtuition

- The Intuitive (N) side of our brain seeks to understand, interpret and form OVERALL patterns of all the information that is collected and records these patterns and relationships. It speculates on POSSIBILITIES, including looking into and forecasting the FUTURE. It is imaginative and conceptual.
- Mentally live in the Future, attending to future possibilities
- Using imagination and creating/inventing new possibilities comes natural
- Memory recall emphasizes patterns, contexts, and connections
- Best improvise from theoretical understanding
- Comfortable with ambiguous, fuzzy data and with guessing its meaning.
- Interprets the world (I see a –male– person screaming out of fear)
- More likely to trust information that is abstract and theoretical or that can be associated with other information
- More likely to be interested in future possibilities than the situation today
- The meaning is in the underlying theory and principles (not data)

HOW TO RECOGNIZE SENSING AND INTUITION PREFERENCES?

Sensing

- asks/gives step-by-step information
- asks/gives details, facts and figures
- ask/gives evidence
- focuses on “the now”
- questions begin with “what” and “how”

iNtuition

- asks/gives the big picture
- mentions patterns and connections
- asks/gives new ideas
- focused on the future
- questions begin with “why”

"DER SCHREI DER NATUR"



FIGURE 1: "The Scream" ("Der Schrei der Natur") by Edvard Munch, 1895, pastel on cardboard.

WHAT EDVARD MUNCH ACTUALLY SAW

I was walking along the road with two friends – the sun was setting – suddenly the sky turned blood red – I paused, feeling exhausted, and leaned on the fence – there was blood and tongues of fire above the blue-black fjord and the city – my friends walked on, and I stood there trembling with anxiety – and I sensed an infinite scream passing through nature

4. THE PERSONALITY TYPOLOGY

4.3 THINKING / FEELING

ASSIGNMENT 3

WHAT WOULD BE YOUR NATURAL APPROACH (MORE A OR MORE B)?

- 1 The best decision for a team-leader is
 - (A) one that takes primarily everyone's feelings into account
 - (B) one that is primarily based on facts
- 2 The more important trait for a colleague is that he/she
 - (A) that he/she is sensitive to people's needs and reactions
 - (B) naturally notices tasks and work to be done?
- 3
 - (A) conflicts are best avoided
 - (B) Conflicts are natural and healthy.

Group A

Maciej
Agnieszka
Kacper
Kuba
Angelika
Rafal
Andrii
Janusz (strategist)
Piotr [absent]
Ilona
Ania Sosin

Group B

Justyna
Karolina (loyalist)

Hint: Choose for those options that suit you personally best — max 5 min

THE T/F DICHOTOMY — THINKING

✿ Thinking vs Feeling

the *judging function* is related to the underlying process of how to come to a decision

✿ Thinking

- analyses information in a DETACHED, objective fashion. It operates from factual principles, deduces conclusions systematically. It is our logical nature.
- Instinctively search for facts and logic in a decision situation.
- Naturally notices tasks and work to be accomplished.
- Easily able to provide an objective and critical analysis.
- Accept conflict as a natural, normal part of relationships with people.
- Usually have trouble interacting with people who are inconsistent or illogical, and tend to give very direct feedback to others. (more concerned with the truth than being tactful)

THE T/F DICHOTOMY — FEELING

✿ Thinking vs Feeling

the *judging function* is related to the underlying process of how to come to a decision

✿ Feeling

- Forms conclusions in an ATTACHED manner, based on likes/dislikes, impact on others, moral and aesthetic values. It is our subjective nature.
- Instinctively employ feelings and impact on people in decisions
- Naturally sensitive to people needs and reactions.
- Naturally seek consensus and popular opinions.
- Unsettled by conflict; have almost a toxic reaction to disharmony.
- Tend to come to decisions by associating or empathizing with the situation, looking at it “from the inside” and weighing the situation to achieve the greatest harmony, consensus, considering the needs of the people involved

HOW TO RECOGNIZE THINKING AND FEELING PREFERENCES?

✿ Thinking

- in conversation reasons “if this then that”
- weights objective evidence
- appears to be testing you
- what others have done is of little interest

✿ Feeling

- stresses personal values
- looks for effects on people
- wants to be liked and likes back
- what others have done is a reference

4. THE PERSONALITY TYPOLOGY

4.4 JUDGING / PERCEIVING

ASSIGNMENT 4

WHAT IS THE BEST WAY TO DO A PROJECT

What comes more natural (feels most efficient):

- (A) to plan in advance (as detailed as possible) or
- (B) keep options open (be flexible to tackle problems as they arise)?

Group A

Maciej
Andrii
Ilona
Janusz (strategist)
Karolina (loyalist)
Angelika
Justyna

Group B

Piotr [absent]
Kuba
Rafal
Agnieszka
Kacper
Ania Sosin

Hint: Consider not one project but try to think of most of the projects and try to assess what generally would be best

THE J/P DICHOTOMY — JUDGING

✿ Judging vs Perceiving

This *lifestyle* function relates to how we prefer to interact via with the outside world: via our *judging function* (thinking or feeling) or via our *perceiving function* (Sensing or iNtution)

✿ Judging

- approaches the outside world WITH A PLAN and is oriented towards organizing one's surroundings, being prepared, making decisions and reaching closure and completion.
- Plan many of the details in advance before moving into action.
- Focus on task-related action.
- Complete meaningful segments before moving on
- Work best and avoid stress when able to keep ahead of deadlines.
- Naturally use targets, dates and standard routines to manage life.

THE J/P DICHOTOMY — PERCEIVING

✿ Judging vs Perceiving

This *lifestyle* function relates to how we prefer to interact via with the outside world: via our *judging function* (thinking or feeling) or via our *perceiving function* (Sensing or iNtution)

✿ Perceiving

- Takes the outside world AS IT COMES and is adopting and adapting, flexible, open-ended and receptive to new opportunities and changing game plans
- Comfortable moving into action without a plan; plan on-the-go.
- Like to multi-task, have variety, mix work and play.
- Naturally tolerant of time pressure; work best close to the deadlines.
- Instinctively avoid commitments which interfere with flexibility, freedom and variety
- Prefer to keep options open (and solve problems as they appear)

HOW TO RECOGNIZE JUDGING AND PERCEIVING PREFERENCES?

✿ Judging

- offers opinions and advice
- wants time-lines to be agreed
- talks about goals
- decides quickly

✿ Perceiving

- adapts to others' views
- flexible about time
- talks about direction
- stays open for more and new information

4.5 PUTTING THE PUZZLE BACK TOGETHER AGAIN

MBTI OVERVIEW

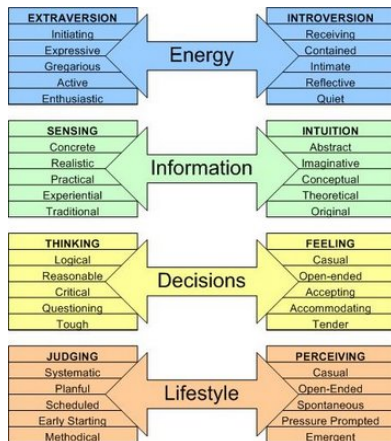


FIGURE 2: An Overview of the MBTI typology.

FOUR INTERACTION ROLES

There are two **Proactive Enterprising Roles**:

- *Initiators (expressive and directive)*: Field Marshal (ENTJ), Supervisor (ESTJ), Promoter (ESTP), Teacher (ENFJ)—Preemptive
- *Contenders (attentive and directive)*: Mastermind (INTJ), Inspector (ISTJ), Crafter (ISTP), Counselor (INFJ)—Competitive

There are two **Reactive Inquiring Roles**:

- *Coworkers (expressive and informative)*: Inventor (ENTP), Provider (ESFJ), Performer (ESFP), Champion (ENFP)—Collaborative
- *Accommodators (attentive and informative)*: Architect (INTP), Protector (ISFJ), Composer (ISFP), Healer (INFP)—Accommodative

4.6 THE 16 PROFILES, THEIR CHARACTERISTICS AND SENSITIVITIES

ISTJ — “INSPECTOR”

In this group

Angelika, Ilona

Characteristics

- Quiet, serious, earn success by thoroughness and dependability.
- Practical, matter-of-fact, realistic, and responsible.
- Decide logically what should be done and work toward it steadily, regardless of distractions.
- Take pleasure in making everything orderly and organized – their work, their home, their life.
- Value traditions and loyalty.

ISFJ — “PROTECTOR”

In this group

Karolina (loyalist)

Characteristics

- Quiet, friendly, responsible, and conscientious.
- Committed and steady in meeting their obligations.
- Thorough, painstaking, and accurate.
- Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel.
- Strive to create an orderly and harmonious environment at work and at home.

INFJ — “COMPETITOR”

In this group

– NA –

Characteristics

- Seeks meaning and connection in ideas, relationships, and material possessions.
- Wants to understand what motivates people and are insightful about others.
- Conscientious and committed to their firm values.
- Develop a clear vision about how best to serve the common good.
- Organized and decisive in implementing their vision.

INTJ — “MASTERMIND”

In this group

Janusz (strategist), Maciej

Characteristics

- Have original minds and great drive for implementing their ideas and achieving their goals.
- Quickly sees patterns in external events and develop long-range explanatory perspectives.
- When committed, organize a job and carry it through.
- Sceptical and independent, have high standards of competence and performance – for themselves and others

ISTP — “CRAFTER”

In this group

Angelika, Ilona

Characteristics

- Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions.
- Analyse what makes things work and readily get through large amounts of data to isolate the core of practical problems.
- Interested in cause and effect, organize facts using logical principles, value efficiency.

ISFP — “COMPOSER”

In this group

– NA –

Characteristics

- Quiet, friendly, sensitive, and kind.
- Enjoy the present moment, what’s going on around them.
- Like to have their own space and to work within their own time frame.
- Loyal and committed to their values and to people who are important to them.
- Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP — “HEALER”

In this group

– NA –

Characteristics

- Idealistic, loyal to their values and to people who are important to them.
- Want an external life that is congruent with their values.
- Curious, quick to see possibilities, can be catalysts for implementing ideas.
- Seek to understand people and to help them fulfil their potential.
- Adaptable, flexible, and accepting unless a value is threatened.

INTP — “ARCHITECT”

In this group

Kuba

Characteristics

- Seek to develop logical explanations for everything that interests them.
- Theoretical and abstract, interested more in ideas than in social interaction.
- Quiet, contained, flexible, and adaptable.
- Have unusual ability to focus in depth to solve problems in their area of interest.
- Sceptical, sometimes critical, always analytical.

ESTP — “CRAFTER”

In this group

Rafal, Piotr [absent]

Characteristics

- Flexible and tolerant, they take a pragmatic approach focused on immediate results.
- Theories and conceptual explanations bore them – they want to act energetically to solve the problem.
- Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others.
- Enjoy material comforts and style.
- Learn best through doing.

ESFP — “PROMOTER”

In this group

– **NA** –

Characteristics

- Outgoing, friendly, and accepting.
- Exuberant lovers of life, people, and material comforts.
- Enjoy working with others to make things happen.
- Bring common sense and a realistic approach to their work, and make work fun.
- Flexible and spontaneous, adapt readily to new people and environments.
- Learn best by trying a new skill with other people.

ENFP — “CHAMPION”

In this group

– NA –

Characteristics

- Warmly enthusiastic and imaginative.
- See life as full of possibilities.
- Make connections between events and information very quickly, and confidently proceed based on the patterns they see.
- Want a lot of affirmation from others, and readily give appreciation and support.
- Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP — “INVENTOR”

In this group

Kacper

Characteristics

- Quick, ingenious, stimulating, alert, and outspoken.
- Resourceful in solving new and challenging problems.
- Adept at generating conceptual possibilities and then analysing them strategically.
- Good at reading other people.
- Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ESTJ — “SUPERVISOR”

In this group

– NA –

Characteristics

- Practical, realistic, matter-of-fact.
- Decisive, quickly move to implement decisions.
- Organize projects and people to get things done, focus on getting results in the most efficient way possible.
- Take care of routine details.
- Have a clear set of logical standards, systematically follow them and want others also to do so.
- Forceful in implementing their plans.

ESFJ — “PROVIDER”

In this group

– NA –

Characteristics

- Warm-hearted, conscientious, and cooperative.
- Want harmony in their environment, work with determination to establish it.
- Like to work with others to complete tasks accurately and on time.
- Loyal, follow through even in small matters.
- Notice what others need in their day-by-day lives and try to provide it.
- Want to be appreciated for who they are and for what they contribute.

ENFJ — “TEACHER”

In this group

Justyna

Characteristics

- Warm, empathetic, responsive, and responsible.
- Highly attuned to the emotions, needs, and motivations of others.
- Find potential in everyone, want to help others fulfil their potential.
- May act as catalysts for individual and group growth.
- Loyal, responsive to praise and criticism.
- Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ — “FIELD MARSHALL”

In this group

Andrii

Characteristics

- Frank, decisive, assume leadership readily.
- Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems.
- Enjoy long-term planning and goal setting.
- Usually well informed, well read, enjoy expanding their knowledge and passing it on to others.
- Forceful in presenting their ideas

4. THE PERSONALITY TYPOLOGY

4.7 THE 4 INFLUENCING PROFILES

When engaging in discussion with introverts and extroverts the most successful strategy is to adapt to their pace and tone of talking. However, to successfully discuss with people that have an outspoken preference for Sensing/iNtuition or Thinking/Feeling one needs to

VALUES OF NTs

consider the content of the discussion and the agreement.

✿ NT value

- ① the big picture, the general concept
- ② analysis and logical options
- ③ competence
- ④ having options
- ⑤ being unique
- ⑥ long-term thinking
- ⑦ being resourceful and ingenious
- ⑧ productivity
- ⑨ autonomy
- ⑩ testing your thinking: they might make abrasive jokes to test your idea

RECOGNIZABLE LANGUAGE OF NTs

✿ NT often use

- ① words: on balance, fair, justice, analyse, future, long-term, in the end, theory, underlying, etc.
- ② style: slightly impersonal language (eg. use few personal pronouns) – example: “There was the feeling that . . .”
- ③ metaphors: law, astronomy, physical sciences, architecture – example “We need a constellation of new ideas”.

UNDER STRESS NTs MAY

✿ Under stress NTs may

- 1 dig in his/her heels and work long hours, avoid to ask help or delegate
- 2 get obsessed by one detail
- 3 raise standards to unrealistic levels for everyone – including themselves
- 4 over-eat and drink, develop hypochondriac concerns about their health,
- 5 become competitive and intolerant; hurt feelings; confirm unhelpfully to rules,
- 6 attack the soundness of your ideas from an intellectual standpoint

HINTS FOR NEGOTIATING WITH NTs

✿ Therefore when talking to NTs you may want to

- 1 leave plenty of room for individual freedom. Avoid saying “the rules say . . .”, do not compromise the NTs freedom of choice
- 2 leave plenty of room for individual freedom. Beware of appearing to use authority and rules as an argument; beware of limiting choice up-front
- 3 ask for ideas early on,
- 4 offer the chance to be unique, the first or the only
- 5 acknowledge the NT's competence; avoid any hint of patronising
- 6 offer help with caution: NTs do not only not know how to ask help they also don't know how to accept it if it is offered;

VALUES OF NFs

✿ NF value

- ① enthusiasm
- ② authenticity, sincerity, striving for the highest possible standard (in personal relationships),
- ③ having a positive impact on others,
- ④ big ideas that will have value for the society/community
- ⑤ exploring the widest possible range of possibilities,
- ⑥ harmony, peace,
- ⑦ feeling connected to other people,
- ⑧ novelty,
- ⑨ personal growth,
- ⑩ teamwork,
- ⑪ cooperation

RECOGNIZABLE LANGUAGE OF NFs

✿ NF often use

- 1 words: ideal, connect, vision, image, possibility, feeling, dream;
- 2 style: use personal pronouns, enjoy generalizing, mention values;
- 3 metaphors: music, literature, religion, psychology, mysticism – example: “I have a dream.”

UNDER STRESS NFs MAY

✿ Under stress NFs may

- 1 become martyred and blaming,
- 2 become fixed to a single issue,
- 3 keep themselves busy with things that are little relevant,
- 4 respond over-emotionally,
- 5 unburden themselves unwisely,
- 6 get caught-up in perfectionism, feel needlessly guilty over small things and go on worrying about them,
- 7 rush into decisions too quickly.

HINTS FOR NEGOTIATING WITH NFs

✿ Therefore when talking to NFs you may want to

- ① take time to find out their personal vision; show how your idea is aligned with it and will help to realize that vision; especially if your project can help to make this world a better place;
- ② be prepared to talk about your own ideals and values;
- ③ stay flexible and leave options open as long as possible;
- ④ be friendly and be yourself (even while an NF will generally not draw attention to it, he/she can spot insincerity a mile away);
- ⑤ build arguments from what the NF wants;
- ⑥ solicit the NF's ideas about what is possible;
- ⑦ be prepared to brainstorm, be surprised;

VALUES OF STs

✿ ST value

- ① specifics and facts,
- ② dealing with the here and now,
- ③ practicality,
- ④ taking things step by step,
- ⑤ a logical framework,
- ⑥ acting responsibly,
- ⑦ value for money,
- ⑧ stability, certainty,
- ⑨ sensible goals and hierarchy

RECOGNIZABLE LANGUAGE OF STs

✿ ST often use

- ① words: practical, concrete, realistic, down-to-earth;
- ② style: passive tense, impersonal pronouns;
- ③ metaphors: engineering, building, surgery, mathematics, sport, military. – example “Our troops need a moral boost.”

UNDER STRESS STs MAY

✿ Under stress STs may

- ① become irritable and tetchy, or cold and unapproachable;
- ② insist on applying the rules, come what may; insist on checking and re-checking;
- ③ try spending their way out of trouble;
- ④ presume that others are out to damage them;
- ⑤ become maudlin and self-pitying;
- ⑥ suddenly cut loose and break their own rules.

HINTS FOR NEGOTIATING WITH STs

✿ Therefore when talking to STs you may want to

- ① prepare all facts and figures in advance and have them at your finger-tips;
- ② bring all relevant documentation, even circumstantial or dating back in time;
- ③ back-up arguments with tangible evidence; avoid phrases like “I have the feeling that . . .”;
- ④ start from the beginning and go through till the end in a logical sequential order; beware of appearing to hop around and being off-track in your argumentation;
- ⑤ keep things business-like and detached; beware of getting too personal too soon;
- ⑥ present a specific plan for follow-through;
- ⑦ avoid waffle;

VALUES OF SFs

✿ SF value

- ① practicality and realism;
- ② the impact on people;
- ③ personal loyalty and trust;
- ④ an individualised approach;
- ⑤ helpfulness and friendliness;
- ⑥ duty
- ⑦ carefulness (with resources)
- ⑧ traditions; especially those that honour people;
- ⑨ enjoyment of the here and now;
- ⑩ good systems;
- ⑪ taking change one step at a time

RECOGNIZABLE LANGUAGE OF SFs

✿ SF often use

- ① words: care, concern, man-or-woman-in-the-street, detail, realistic;
- ② style: personal pronouns and explicit use of people's names;
- ③ metaphors: nature, domestic, nutrition, hygiene – example: “our IT department need better housekeeping.”

UNDER STRESS SFs MAY

✿ Under stress SFs may

- 1 get into doom and gloom predictions (everything will go wrong)
- 2 become spiteful and critical in a personally wounding way;
- 3 turn on themselves (believe they are incompetent);
- 4 believe that “magic” or “fate” will solve the problem;
- 5 feel unloved and unloveable;
- 6 run away (physically or metaphorically)

HINTS FOR NEGOTIATING WITH SFs

✿ Therefore when talking to SFs you may want to

- ① start with personal small-talk, talk first about the person, his/her family before getting to business;
- ② be prepared to disclose personal information in return
- ③ use the person's name;
- ④ pay attention to general signs of friendliness (body language, eye-contact, etc.);
- ⑤ stress similarities in your own background and interests;
- ⑥ make very clear you are discussing the idea and not the SF (play the ball not the person), avoid telling that the SF is wrong he/she will naturally take that personal;
- ⑦ argue step by step rather than starting from a big picture;
- ⑧ stress the practical benefits for people;

4.8 CONCLUSIONS

PERCEPTS, ETHICS AND POPULAR MISCONCEPTIONS

- MBTI indicates a preference rather than aptitude: **Type, not trait** (indicates what people prefer –comes more natural– does not predict how someone will behave!)
- **You're the best judge of your type** (no questionnaire is perfect! — at least this one is essentially dichotomised and hence not fundamentally flawed as most others)
- **There is no type better than others** (not even for certain professions — e.g. sales) — however an introvert might feel more comfortable with a research job than a job as salesperson.
- MBTI is approximately 75% accurate (MBTI manual - see (Briggs Myers 1998))
- MBTI types are not necessarily stable
- the MBTI choice of wording is at least misleading and confusing!

SECTION 5

TEAM WORK

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SECTION 5

TEAM WORK

This section is largely in line with (Lencioni 2002).

ASSIGNMENT 5 — GROUP ASSIGNMENT

WHAT CAN MAKE TEAMS DISFUNCTIONAL

Let's make a short-list of things (behaviours, interactions, concepts, percepts, etc.) that can hinder teamwork

ASSIGNMENT 6 — GROUP ASSIGNMENT

SHARE SOMETHING PERSONAL THAT MAKES YOU PROUD

Describe something that you have done in your life what – according to your values– was good, altruistic or above standards ...something that makes you proud.

Hint: Keep it short and to the point: maximum 5 minute stories!

5.1 TRUST

TRUST

TEAM FUNCTION NBR. 1 OF 5

Trust = the confidence of team members that the intentions of their peers are good; team members must be comfortable to be vulnerable for each other

Importance: Trust is essential for optimal use of skills and experience, avoiding to waste time on politics . . . but most importantly build the fundamentals for the next team function.

DYSFUNCTIONING IN ABSENCE OF TRUST

Team (members) . . .

- conceal their weaknesses for each other,
- hesitate to ask for help, feedback or challenging,
- hesitate to offer help outside their own areas of responsibility,
- jump to conclusions about intentions and aptitudes of other team members without attempting to verify them,
- fail to recognize and tap into one another's skills and experiences,
- waste time and energy managing their behaviours for effect,
- hold grudges,
- dread meetings and find reasons to avoid spending time together.

TEAM TRAITS IN PRESENCE OF TRUST

Team (members) . . .

- admit weaknesses and mistakes,
- ask for help,
- accept questions and input about their area's of expertise/responsibility,
- give one another the benefit of the doubt before arriving at a negative conclusion,
- take risks in offering feedback (challenging) and assistance,
- appreciate and tap into one another's skills and experiences,
- focus time and energy on important issues (not politics),
- offer and accept apologies without hesitation,
- look forward to meetings and other opportunities to work as a group.

5.2 CONFLICT

ASSIGNMENT 7 — GROUP ASSIGNMENT

DEBATE CONFLICT

Is conflict to be avoided at the workplace or does it have its use?

CONSTRUCTIVE CONFLICT

TEAM FUNCTION NBR. 2 OF 5

Constructive Conflict = All relations that are worth an effort will need conflict in order to sort out things. Avoiding conflict makes it impossible to get minds aligned.

Importance: Constructive Conflict is essential for getting the best of all experience on the table and the only way each team member's opinion can be voiced, and this is necessary for each team member to commit to the decisions (and so it is the essential bridge to the next level of team-functioning)

DYSFUNCTIONING IN ABSENCE OF CONSTRUCTIVE CONFLICT

Team (members) . . .

- have boring meetings,
- create an environment where back-channel politics and personal attacks thrive,
- ignore controversial topics that are critical to team success,
- fail to tap into all the opinions and perspectives of team members,
- waste time and energy with posturing and interpersonal risk management.

TEAM TRAITS IN PRESENCE OF CONSTRUCTIVE CONFLICT

Team (members) . . .

- have lively and interesting meetings,
- extract and exploit the ideas of all team members,
- solve real problems quickly,
- minimize politics,
- put critical topics on the table for discussion

ASSIGNMENT 8 — GROUP ASSIGNMENT

CONSTRUCTIVE CONFLICT

List suggestions to engage in constructive conflict (dos and don'ts)

SUGGESTIONS FOR ENGAGING IN CONFLICT

- Focus on facts (master your emotions and argue based on facts and figures)
- Be respectful (respect each other's emotions and the –potential– impact of your words)
- Avoid judgements (“This is wrong”), but ask more questions (“Why”, “How”)
- Do not make personal remarks and do not take anything personal.
- Have an open and positive mindset.
- Speak up (and encourage others to do so)
- Be a good listener (especially to those disagreeing)
- Stick to the subject (avoid changing subject when a conflict is going on)
- Avoid jumping to negative conclusions (give each other the benefit of the doubt).
- Be constructive.
- If you really are frustrated or angry: say so and allow others to challenge your anger. Do not try to make it clear by nasty remarks or understatements.
- Disagree and commit!

5.3 COMMITMENT

ASSIGNMENT 9 — GROUP ASSIGNMENT

COMMITMENT

By engaging into constructive conflict and tapping into team members perspectives a team can commit (buy in into a decision) knowing that they have benefited from everyone's ideas and that the collective decision included their opinion.

Would it then be wrong to strive for consensus?

Would it not be better to be certain before taking a decision?

COMMITMENT

TEAM FUNCTION NBR. 3 OF 5

Commitment = the internal drive to make it happen, to stick to a decision.

Importance: Besides clarity, commitment is essential to make sure that the team will work to make any decision a success.

DYSFUNCTIONING IN ABSENCE OF COMMITMENT

Team (members) . . .

- create ambiguity among the team about direction and priorities,
- watches while windows of opportunity close due to excessive analysis and unnecessary delay,
- breeds lack of confidence and fear for failure,
- revisit decisions and discussions again and again,
- encourage second guessing among team members.

TEAM TRAITS IN PRESENCE OF COMMITMENT

Team (members) . . .

- creates clarity around direction and priorities,
- aligns the entire team around common objectives,
- develops an ability to learn from mistakes,
- takes advantage of opportunities before competitors do,
- moves forward without hesitation,
- change direction without hesitation or guilt.

5.4 ACCOUNTABILITY

ASSIGNMENT 10 — GROUP ASSIGNMENT

DEBATE ON ACCOUNTABILITY

Defining *Accountability* as “the willingness of the team to “enter the danger zone” and at the price of interpersonal discomfort call peers on performance and behaviour that can hurt the team”. What good will it do? Or does it bring more bad than good?

ACCOUNTABILITY

TEAM FUNCTION NBR. 4 OF 5

Accountability = The willingness of the team to “enter the danger zone” and at the price of interpersonal discomfort call peers on performance and behaviour that can hurt the team.

Importance: In a good functioning team peer pressure is the single most effective tool in maintaining high standards of performance.

DYSFUNCTIONING IN ABSENCE OF ACCOUNTABILITY

Team (members) . . .

- creates resentment among team members who have different standards of performance,
- encourage mediocrity,
- misses deadlines and key deliverables,
- places an undue burden on the team leader as the sole source of discipline.

TEAM TRAITS IN PRESENCE OF ACCOUNTABILITY

Team (members) . . .

- ensures that poor performers feel the pressure to improve,
- identifies potential problems quickly by questioning one another's approaches without hesitation,
- establishes respect among team members who are held to the same high standards,
- avoid excessive bureaucracy around performance management and corrective action.

5.5 ATTENTION TO RESULTS

ATTENTION TO RESULTS

TEAM FUNCTION NBR. 5 OF 5

Attention to Results = Focus on the results (performance of the team), not on team (or personal) status for example.

Importance: In order to keep focus on performance it is a good idea to declare publicly measures for success (KPIs) or goals (MWRs), ... then align reward systems to these team results.

DYSFUNCTIONING IN ABSENCE OF ATTENTION TO RESULTS

Team (members) . . .

- stagnates and fails to grow,
- rarely defeats competitors,
- loses achievement-oriented employees,
- encourages team members to focus on their own careers and individual goals,
- is easily distracted.

TEAM TRAITS IN PRESENCE OF ATTENTION TO RESULTS

Team (members) . . .

- retains-achievement oriented employees,
- minimizes individualistic behaviour,
- enjoys success and the morale suffers when the team fails,
- avoids distractions.

5.6 PUTTING THE PUZZLE BACK TOGETHER AGAIN

THE 5 FUNCTIONS OF A TEAM



FIGURE 3: The five functions of a team

SECTION 6

LEADERSHIP

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SECTION 6

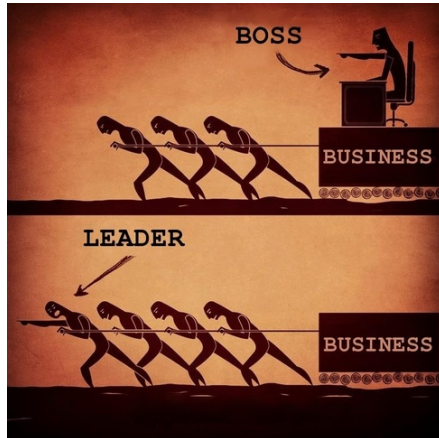
LEADERSHIP

ASSIGNMENT 11 — GROUP ASSIGNMENT

DEBATE LEADERSHIP

What is Leadership? Is it similar to authority?

LEADERSHIP























SECTION 7

WRAPPING UP

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WRAPPING UP

7.1 CONCLUSIONS

- 1 an efficient team can be forged by paying attention to a simple set of team functions: if the team fosters trust, conflict, commitment, accountability, and focusses on results then it can show its real potential
- 2 the first thing to do is trust each other: the MBTI types can be helpful here
- 3 one does not get born as a team-player, it is a skill that can be learned!
- 4 The choice is yours!

ASSIGNMENT 12 — GROUP ASSIGNMENT

EVALUATION OF THIS TEAM

Looking at this group as a team, answer the questions of the questionnaire (next slides in section “Homework”).

Hint: Is the mission of this team clear? The results will be discussed at the end of the workshop.

7.2 HOMEWORK

Below is a simple questionnaire that is copied from (Lencioni 2002) and allows to find out what to work on. Change is difficult and it is probably best to focus on one point at a time and do that for at least 3 months or so.

Of course it will be most powerful if everyone in the team fills out the questionnaire and if the results are discussed in the team. Then every team member can express his/her opinion about what to do next with the team, commit to it and feel accountable to support the change. At the end you will summarize points in the different dimensions. Each dimension has a maximum of six points. Of course the team has to agree on the action, but some guidance can be found in prioritizing the dimension with the lowest score, but also by prioritizing the lowest ranking dimension¹.

A good team is as a good marriage: permanent hard work. So, you

¹In the order of prioritizing Trust over Conflict, Conflict over Commitment, etc.

might want to do this exercise every three months for example, discuss progress and decide every three months on the focus for next months.

TEAM ASSESSMENT I

✿ Assign the following points to your answers

- 2 = usually
- 1 = sometimes
- 0 = rarely or never

- 1 Team members are passionate and unguarded in their discussion of issues.
- 2 Team members call out to one another's deficiencies or unproductive behaviours.
- 3 Team members know what their peers are working on and how they contribute to the collective good of the team.

TEAM ASSESSMENT II

- 4 Team members quickly and genuinely apologize to one another when they say or do something inappropriate or possibly damaging to the team.
- 5 Management Team members willingly make sacrifices (such as budget, turf, head count) in their departments or areas of expertise for the good of the team.
- 6 Team members openly admit their weaknesses and mistakes.
- 7 Team meetings are compelling and not boring.
- 8 Team members leave meetings confident that their peers are completely committed to the decisions that are agreed upon, even if there was initial disagreement.
- 9 Morale is significantly affected by the failure to achieve team goals.

TEAM ASSESSMENT III

- 10 During team meetings the most important and difficult issues are put on the table to be resolved.
- 11 Team members are deeply concerned about the prospect of letting down their peers.
- 12 Team members know about one another's personal lives and are comfortable discussing them.
- 13 Team members end discussions with clear and specific resolutions and calls to action.
- 14 Team members challenge each other about their plans and approaches.
- 15 Team members are slow to seek credit for their own contributions, but quick to point out those of others.

TEAM ASSESSMENT

WHERE TO START?

Now add the results of the following questions:

- 4, 6, and 12 — Trust
- 1, 7, and 10 — Constructive Conflict
- 3, 8, and 13 — Commitment
- 2, 11, and 14 — Accountability
- 5, 9, and 15 — Attention to Results

7.3 EVALUATING THE WORKSHOP

LEARNING OBJECTIVES

Know

- something about personality types
- the basic dynamics of an efficient team

Understand

- how personality influences behaviour (why someone reacts the way he/she does)
- how an efficient team can be forged

Apply

- make a conscious choice to respect colleagues and their personality and get a more effective collaboration
- make a conscious choice to improve the efficiency of the team by modifying one's own behaviour by applying a simple model

ASSIGNMENT 13 — GROUP ASSIGNMENT

CONCLUSIONS: LET'S DRAW THE CONCLUSIONS AS A TEAM

- 1 Everyone to share one key take-away of this day.
- 2 So, was it time well spent?

Hint: Tell honestly your opinion. Would you recommend the workshop to your manager(s)? Do you see your colleagues different now? The best feedback is a personal one. Trust your colleagues and throw it in the group.

THANKS

Thank you for your active and constructive collaboration!

SOURCES: (Lencioni 2002), (The Briggs & Myers Foundation 2013)

BACK-MATTER

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