Disclosures

• Neither I, nor any member of my immediate family, have a significant financial interest in/ or affiliation with any commercial supporter of this educational activity and/or with the manufacturer(s) of commercial products and/or providers of any commercial services discussed in this educational activity.

• The content of my material/presentation in this CME activity will not include discussion of unapproved or investigational uses of products or devices.
Ground Rules

• Preferences inform personality but do not define it. Some items may resonate, and others will not.

• Differences should be celebrated—it makes us all better at our work!

• The more you can put yourself into this, the more we will all gain—participate actively.
Why are you here?

Think of one situation in your work where you had a conflict you couldn’t quite manage or figure out how to resolve adequately

…what was it about that conflict that bothered you?
Carl Jung’s Theory

Differences in people come from the differences in the way we prefer to use our minds.

- **Focus of Energy**
  - Introversion
  - Extraversion

- **Taking in Information**
  - Sensing
  - Intuition

- **Coming to Conclusions**
  - Thinking
  - Feeling

- **Approach to Life**
  - Perception
  - Judgment
Carl Jung’s Theory

The Four Basic Functions

Focus of Energy
- Introversion
- Extraversion

Taking in Information
- Sensing
- Intuition

Coming to Conclusions
- Thinking
- Feeling

Approach to Life
- Perception
- Judgment
Contrasting Sensing and Intuition
Taking in Information

Sensing

- Specifics (Through 5 senses)
- Facts, data, specifics
- Physical world
- Present
- Sense of reality
- Gets information
- Prefers
- Notices
- Time frame
- Gift
- 68% Frequency

INtuition

- Big Picture (possibilities, meanings)
- Ideas, relationships, patterns
- World of imagination
- Future
- Sense of possibility
- 32%
Contrasting Thinking and Feeling
Taking in Information

**Thinking**
- Logical, objective, analytical
- Impartial/Neutral
- Directness
- Brief, business-like
- Objectivity
- 53% Frequency

**Feeling**
- Subjective, relative merit, values-driven
- Trusting
- Harmony
- Long, meandering
- Compassion
- 47% Frequency

**Criteria for decisions**

**Tendencies**

**Values**

**Communication**

**Gift**
<table>
<thead>
<tr>
<th>Group Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SF</strong></td>
</tr>
<tr>
<td>Helping Others</td>
</tr>
<tr>
<td>Offering Support</td>
</tr>
<tr>
<td><strong>ST</strong></td>
</tr>
<tr>
<td>Efficiency</td>
</tr>
<tr>
<td>Bottom Line</td>
</tr>
<tr>
<td><strong>NF</strong></td>
</tr>
<tr>
<td>Empowerment</td>
</tr>
<tr>
<td>Giving Encouragement</td>
</tr>
<tr>
<td><strong>NT</strong></td>
</tr>
<tr>
<td>Mastery</td>
</tr>
<tr>
<td>Systems</td>
</tr>
</tbody>
</table>
Carl Jung’s Theory

The Four Attitudes or Orientations

- Focus of Energy
  - Introversion
  - Extraversion

- Taking in Information
  - Sensing
  - Intuition

- Coming to Conclusions
  - Thinking
  - Feeling

- Approach to Life
  - Perception
  - Judgment
Contrasting Extroversion and Introversion
**Focus of Energy**

**Introversion**
- Internal reactions
- Focused toward
- Cautiously
- One thing at a time
- Depth, Listening
- 54%

**Extraversion**
- External happenings
- Communication
- Approaches life
- Enthusiastically
- Work style
- Multi-tasking
- Energy, talking
- 46%
Approach to Life

**Perception**
- Joy of Discovery
  - Adapt self to fit situation;
  - Proud of flexibility
- Collect information;
- Generate options
- Can inhibit creativity
- Spontaneity and tolerance; Living with ambiguity

**Judging**
- Joy of closure
  - Adapt situation to beliefs;
  - Proud of predictability
- Making decisions;
- Bringing Closure
- Unleashes creativity
- Making decisions;
- Creating structure

**Frequency**
- Perception: 42%
- Judging: 58%
Learning Styles

Differences in our type may contribute to differences in our learning style & ideal work environment

EN = Action-Oriented Innovator
ES = Action-Oriented Realist
IN = Thoughtful Innovator
IS = Thoughtful Realist
Group Work on Learning Styles

- Work at your table on worksheet entitled Learning Styles
  - EN
  - ES
  - IN
  - IS

- 10 minutes to work on questions
## Do Opposites Attract?

<table>
<thead>
<tr>
<th>IS</th>
<th>IN</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Let’s Keep It!”</td>
<td>“Let’s Think About it Differently.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ES</th>
<th>EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Let’s Do It!”</td>
<td>“Let’s Change It!”</td>
</tr>
</tbody>
</table>
Strengths: IS

Focus—what can be applied to current needs

– Work environment
  Quiet, reflective, thoughtful
  Hours are predictable
  Preference for written words, policies

– Learns best by reading and observing
Focus—what is creative and fun that feeds creativity and insight.

- **Work environment**
  - Energetic, outgoing, active
  - Hours can be sporadic with bursts of energy
  - Cutting edge focus, time spent trying new things

- **Learns best---by talking or acting through ideas**
Focus—what is creative and fun that feeds creativity and insight.

- Work environment
  Energetic, outgoing, active
  Hours can be sporadic with bursts of energy
  Cutting edge focus, time spent trying new things

- Learns best---by talking or acting through ideas
Strengths: IN

**Focus**—learning for learning’s sake; for the joy of creating something new

- Work environment
  - Quiet, reflective, thoughtful
  - Hours can be sporadic
  - Reliance on written words and research

- Learns best—by reading and reflecting
Strengths: ES

Focus—what is relevant now

– Work environment
  Energetic, outgoing, active
  Hours that are regular, scheduled
  Time is spent doing what works
  Reliance on spoken words leading to action

– Learns best---by doing
Learning Styles in Clinical Teaching

• Students and trainees are expert learners
  – All utilize a variety of learning strategies, even though they have preferences

• Differences in learning and teaching preferences are a potential source of conflict

• Understanding learning preferences can cultivate a positive learning environment
PLUS+: Teaching/Learning Preferences in Clinical Teaching

- **PLay** to your strengths: Do what you do best, what you enjoy most, share your passion.
- **Understand Styles**: Personality styles influence teaching and learning preferences & may help you “diagnose and treat” challenging interactions. Derived from the Myers-Briggs Type Indicator (MBTI):
  - **Introversion** (process internally; reflective) on a continuum with **Extroversion** (think out loud; energized by group learning).
  - **Intuitive** (concepts; learning for learning’s sake; tolerate/enjoy uncertainty) on a continuum with **Sensing** (facts, details and rules; applied & structured learning; may dislike uncertainty).

- **PLUS+:** Add this approach to your repertoire; try to employ a variety of strategies and styles to teach effectively (case-based, active, Socratic, self-directed, group, build concepts from details, build linkages across concepts…). Matching teaching/learning styles less important.
References (Selected)

Books:

Gifts Differing: Understanding Personality Type. Isabel Briggs Myers, Peter B. Myers. 1995

Introduction to Type. Isabel Briggs Myers. 2012

Quiet: The Power of Introverts in a World that Can’t Stop Talking. Susan Cain.

Articles:


