Context – Myers-Brigg Profiles

We cannot always know who the specific participants are that will be in our programs before they arrive. Nevertheless, we often still need to have some idea of what their interests might be, the kinds of activities that they might like to engage, what their preferred modes of expression are likely to be, etc. Personality type profiles are one way to begin to prepare our programs to meet the needs and support the gifts of our diverse participants. [Myers-Brigg](https://en.wikipedia.org/wiki/Myers%E2%80%93Briggs_Type_Indicator), the [Enneagram](https://en.wikipedia.org/wiki/Enneagram_of_Personality), [Multiple Intelligences](https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences), [Emergenetics](https://www.emergenetics.com/emergenetics_profile.html), and the [Five Factor Model](https://en.wikipedia.org/wiki/Big_Five_personality_traits) are all examples of personality type and trait theories that are commonly used in spirituality, education, psychology, and organization development. While these theories have limits in terms of their applications, they can nevertheless serve as guides for how we might begin to develop our programs for diverse kinds of people.

The following is one example of how the Myers-Brigg Type Indicator might be used to help guide the development of program elements. Based upon David Keirsey’s and Peter Tufts Richardson’s development of the four major personality types, the table below is a beginning list for how each of these types might relate to each program element. The purpose of this table is to help us to begin to think about how our program might be developed to address the gifts/needs of diverse groupings of participants. It is not intended as an authoritative source or guide and you may have a different understanding and arrangement for what follows. As with the [Participant Profiles](https://drive.google.com/file/d/0B8GQm3tzIFOeRy1RRXFmV0pzWWs/view?usp=sharing), this table is only intended to help stimulate reflections on the kinds of people who might participate in our programs and the diverse kinds of gifts/needs that they may or may not bring with them. In the Development Method guides, we reflect on how such information might be used to help us develop our programs in more effective ways. If one or more of the Core Methods has already been identified as being central, then the Elements related to these Methods may be given a more extensive focus than the others. Click here for a [complete list of program development resources](https://drive.google.com/file/d/0B8GQm3tzIFOeZEtrZkROa0RJSmM/view?usp=sharing) that has links to all of these and other documents.

| ***Program Element*** | ***Artists (SPs)*** | ***Guardians (SJs)*** | ***Idealists (NFs)*** | ***Rationals (NTs)*** |
| --- | --- | --- | --- | --- |
| *Objectives, Goals* | -Doing things for the fun of it  -Master craftsmanship and performance, to be a virtuoso in some area  -To tangibly impact the course of events, to be potent  -Seek to give generously and spontaneously | -Managing commerce, goods, resources, etc.  -Seek to be and uphold morality, social norms, expectations, etc.  -Seek to do their duty, fulfill their obligations  -Seek self-sacrifice and service to others | -Seek to attend to the morale of others, their feelings of worth and self-image  -Desire to be empathetic and good-willed towards others  -Seek fulfillment of self and others, finding one’s true self  -Seeking higher stages of personal development, towards mystical harmony  -Strive to be a Sage and giver of wisdom | -Desires to know how things work, what the nature of things is  -Desires to create and manipulate systems, models, theories, etc.  -Seek to be efficient and effective, ingenious, proficient, perfectionistic |
| *Activities, Organization, Resources* | -Arts, craftsmanship activities  -Bold, daring, adventurous activities  -Seek excitement for extended periods of time  -Activities that are exciting, engaging, not “boring”  -Enjoy wandering, exploring, experiencing new things  -Activities that engage the five senses  -Activities that manipulate materials  -Seek a variety of experiences and diverse activities  -Opportunities to give spontaneously, to contribute  -Stories of heroines/es  -Fully embodied rituals – dance, incense, etc. | -Interested in ordering, sorting, distributing, etc. goods and materials  -Enjoying ordering, organizing, evaluating, measuring, inspecting, etc.  -Value social organizations  -Enjoy traditional rituals and activities  -Prefer activities that are well-organized and closely facilitated with step-by-step instructions to follow  -Administrative, managing, inspecting, etc. tasks are favored  -Activities of service for the greater good  -Stewardship of personal, social, and natural resources | -Prefer activities where communication with others, directly or indirectly, is central  -Desire to be involved in helping others to grow and change  -Prefer training, recruiting, counseling, orienting, guiding, etc. other people  -Pilgrimages, spiritual journeys, etc.  -Activities that allow them to express their enthusiasm and idealistic views  -Activities that help them to explore themselves and others  -Activities that empower them to work towards their ideals of justice, equity, empathy, healing, etc.  -Activities that engage symbols, myths, metaphors, etc. | -Enjoy building and working with tools and technologies, things that help them to better understand and manipulate the world  -Activities that provide deeper insights into how/ why things are the way that they are  -Activities that empower them to create and test their own theories and models  -Favor activities that are based on logic, reason, enduring patterns, etc.  -Resources that help them to continually learn about life and how it works, ones that can help feed their insatiable desires for knowledge  -Problem solving activities are especially valued as they can both advance as well as demonstrate their understanding through the solutions |
| *Assessments* | -Demonstrating the proficiency of their craft, whatever that might be  -The things that they contribute, create, and give to others  -To demonstrate the breadth of their explorations and adventures | -Prefer to be assessed based on how well they have demonstrated their ability to do their duty and what was asked of them  -Desire to be acknowledged for their commitments to carrying out the tasks that were asked of them | -Desire to be assessed, judged, based on how well they have helped others  -Desire to be able to demonstrate their authenticity, to show their truer self | -Able to demonstrate their understanding of how things work  -Prefer to be assessed based upon their use of reason to accomplish tasks |
| *Environment/ Context Considerations* | -Very attuned to the present  -Need stimulating and engaging environments  -Environments that stimulate all five senses | -Prefer environments that are structured, organized, well-ordered and maintained, etc.  -Prefer clearly stated expectations, rules, etc. | -Prefer environments where care, empathy, and helping others (directly or indirectly) is central  -Environments that foster growth, journeys, quests for ideals, etc. | -Environments that allow for exploration, constructivism, etc.  -Environments that allow for autonomy, free of coercion and arbitrary expectations/rules |
| *Preferred Learning Theories & Strategies* | -Seeking to perfect their craft  -Extremely adaptable, spontaneous, impulsive | -Strive to be gate-keepers, maintainers of the established order, of traditions, etc.  -Seek to be dependable, trustworthy, respectable, etc. in the eyes of the community, to be “concerned citizens”  -Look to authoritative sources for guidance (e.g., people, texts, rules, organizations, etc.) | -Highly intuitive, trust and make decisions primarily based on their intuitions  -Seek to be empathetic  -Continual journeying, growth, progress, etc. is central  -Ideals, potentials, possibilities, etc. draw them forward  -They prize authenticity | -Trust in rationality and reason as the primary source of decision-making  -Formation through self-application, through the power of their own resolve, through unwavering dedication to their projects  -Strive to be calm, objective, unattached  -Seeking to be wizards, showing mastery of how things work |

**Selected Bibliography**

The following are resources that you might turn to for more information on Meyers-Brigg and other personality type related theories:

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