Lesson Plans & Workshop Ideas
Version 5.0

Career and Personal Planning Program

Success Through Self Awareness
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Introduction

It would be difficult to tailor these lesson plans to any one group because TypeFocus Internet Inc. serves a wide variety of clients:

- Colleges and universities working with potentially very large groups
- Community career centers working with adults in transition; services range from very short interventions to programs lasting several weeks
- High schools working with teenagers in relatively small classes and following a set curriculum around life skills
- Corporate HR Training & Development Programs

The purpose of these lesson plans is to provide you with the foundation for good classroom or workshop exercises. In some cases, the lesson plans are quite detailed (even pedantic) because that level of detail was needed to ensure the success of the exercise for instructors with little experience in the topic area.

Please use these pages as a resource in a way that works best for your needs. We are sure you will find many “nuggets” of good workshop/classroom exercises that you can work into your own lesson plans.
Section I: Self-Discovery

Section Overview

Many people do not know themselves very well and therefore they often try to be something they are not. They struggle against their natural strengths and blame themselves when things do not go as well as they had hoped. They often play down their strengths and paradoxically try to excel in areas where they are weakest. When they discover that everyone has a different set of strengths, they can make choices about how best to use their strengths. If circumstances force them to work with a weakness, they can understand that their discomfort is due to the circumstances and not something lacking in themselves. As they learn more about themselves, they will accept themselves more readily.

The purpose of Section I is to educate participants about a new way of understanding themselves based on personality type theory and set the stage for them to discover and validate their own type.
Lesson Plan #1: Introduction

Purpose:
Introduce participants to personality type theory.

Objectives:
At the end of this lesson plan, participants will be able to:

a) relate right or left hand preference to preference for using one’s mind in different ways

Materials:

1. Soft squishy-type ball you can buy at a dollar store that is easy to catch with one hand.
2. Getting Started with TypeFocus Careers (In TypeFocus Handout Resources.)

A. Preamble - (10-20 minutes)
Introduce the topic of Career Planning by suggesting to participants that the world is changing very quickly. Suggest that the old way of determining your future by selecting a single career track to follow and "sticking to it" probably won’t work anymore. Demonstrate this by asking participants to think of all the things that exist now that didn’t exist 15-25 years ago.

Some examples: Blue Ray, cell phones, faxes, laptop computers, DVDs, Internet, iPods, video games, automated banking, cars with air bags, etc.

Point:
All this new technology generates jobs and those jobs didn’t exist 15-25 years ago.

Since the year 2000, less than half the workforce holds conventional full-time jobs. These full-timers will be the new minority.

Most people will go through 6-10 occupational changes in their lifetime, which means most will change jobs every 3 years and occupations every 5 years.

Point:
It is critical to know yourself so your career choices will be wise.

It is wise to choose careers which “will suit you” so you will enjoy the journey because there is less and less chance you “will arrive” at a secure, full-time, permanent job.
B. Non-preferred Hand Exercise - (10 minutes)

Explain that you will begin to teach them a new way to understand themselves but before you begin, you want to make a point. Ask them to write their name (i.e., signature) on any piece of paper. Wait until they’ve all finished. Now, ask them to write their name again, just below the first one, but now with their other hand.

Immediately go to the board and write down what you hear: groans, ohh-nooo, no-way, etc. After most of the laughter has died down, ask for words to describe the process of writing with your non-preferred hand and the results. Expect answers like childish, difficult, unreadable, awkward, frustrating, immature, takes more time, takes more concentration, etc. Explain the phenomenon of handedness: We are all born with a predisposition to favor one hand - biologists call this “hard wiring” - it is in our genetic make-up. However, while nature “loads the gun,” nurture “pulls the trigger.” So, by the time you come to sign your name, two things have occurred: (1) due to your “hard wiring,” you are better naturally with your preferred hand and (2) you have undergone a practice effect – you’ve signed your name thousands of times. Therefore, it feels easy and you do it well. When you are put in the position of working with your non-preferred hand, it feels: (use the words you’ve just noted from the class): awkward, difficult, etc.

Make a point of saying that while you prefer one hand over the other, your non-preferred hand is still useful and in fact can be trained to be very skilful (e.g., surgeons). This point will be important when countering the claim that knowing your type leads to pigeonholing.

Bridge:

“We’ve just emphasized that we have a preference for which hand we use, but let’s extend this lesson a little more into other areas of life. The concept of preference is a very important one when it comes to career and personal planning.

C. Ball Toss - (10 - 20 minutes)

Ask for a volunteer to play catch with you using a squishy ball - about 25 feet apart. Naturally, the person will use their preferred hand to throw it to you. Throw the ball back and forth several times until you are both comfortable with the game. Now, back away from each other until it is still easy to catch but you have to concentrate to do so.

Now, ask them to use their non-preferred hand to play catch. Do so for about 10 tosses.

Debrief:

Ask your volunteer how they felt about the experience.
Ask the group what they noticed.
Key questions:

Did you know that people have mental preferences? Just like handedness preferences?

However, people are not usually aware of their mental preferences. What effect does this have on their behaviour?

Ask them to imagine a world where people have hand preferences but they are not aware of them. Now, suppose you are playing baseball and the only glove you can get is for your “wrong” hand. Naturally you have a bad game, but what do you blame your poor performance on? It will be either the game (“baseball is stupid”) or yourself (“I’m terrible at baseball”). Instead of the real issue – you didn’t have the proper equipment to make use of your natural preference strengths.

The exact same thing can happen in a job. It requires strengths that aren’t your natural preferences so you “don’t do well” and the solution is to look for a job that matches your strengths. Otherwise you may make the same error as above – either you or the job is terrible when the truth is that both are just fine, but the “fit” is missing.

D. Closure - (5 minutes)

Before they go, there is one point to emphasize: No one wants to be pigeon-holed by any system and some might object to being “labelled” as one personality type versus another. This is a common and valid objection and needs to be addressed with gentleness and thoroughness. Mention to the class that some might be concerned about this and you will address it in the next class but for now, draw on the analogy of handedness: Knowing whether you are right or left-handed doesn’t limit you because you can still use both hands. Knowing which personality type you are doesn’t limit you because you can use either preference. However, the knowledge frees you to make better choices.
Lesson plan #2: Personality type theory

Purpose:
To answer participants’ questions about their personality type, and allow them to ascertain for themselves whether the personality type the computer identified for them is accurate (confirmation).

Objectives:
At the end of this lesson plan, participants will be able to:

a) define personality using four preferences: E/I, S/N, T/F and J/P.
b) describe personality preferences and give an example

Materials:
Each participant should bring his or her own Personality Results report.

A. Introduction (05 - 08 minutes):

Start by asking if anyone was surprised or upset by anything they discovered about themselves. It isn’t expected that anyone will be upset, but occasionally someone feels the term “introvert” is quite negative. One young client came up after a Personality Type workshop and said, “I always thought I was friendly, but this says I am an introvert.”

Point: Introvert does NOT mean shy or unfriendly. It is a description of where one’s energy goes. Introverts are no more “friendly or unfriendly” than extraverts. Other words you can use for introversion are inner-directed and thoughtful. (Note: this means they take their time to think about something, not that they are being kind.)

Once you’ve uncovered and discussed any surprises, begin by examining each of the four pairs of preferences and answering questions after each preference.

B. Overview of Personality Type (30 - 40 minutes):
Stories make a great way to teach about personality type theory; create your own personalized ones.
The Extravert/Introvert Preference

The Energizing Preference - Extraversion/Introversion

This preference helps to answer the following questions:

Where do you focus your energy? Extravert = outward; Introvert = inward
What keeps you interested? Extravert = action in outer world;
introvert = understanding in the inner world

Story:

Bill and Betty go to a party. Bill’s an extravert and Betty’s an introvert. When they get to the party, it’s dull. There’s no excitement and people are leaving. Bill gets involved and starts to introduce people to each other, turns up the music, gets a game going, and so forth. Betty stands back, observes and thinks about what’s happening.

Now the question is: Who was more “involved” in the party? The answer is both were but you could “see” Bill’s involvement and Betty’s involvement was less obvious. The reason you know both were involved is because at the end of the party if you ask them the question: Why do you think the party had flopped at the start?, Bill would say, “I don’t know, I never thought about it,” but Betty would have an insightful answer.

When they leave the party, Bill wants to continue to party but Betty will likely be drained. Bill says, “Hey, let’s go over to Jan’s place and listen to more music” and Betty answers, “Let’s take a rain check, I’m really tired.”

This story illustrates several important points:

(1) Both were involved in the party to the same degree but introverts get bad press too often for “hanging back” when in reality they are right there, but their energy is going inward, into understanding. Betty was NOT being shy when she was quiet; she was NOT uncomfortable with her quietness.

(2) Parties by nature are extraverted events and therefore Bill was energized and Betty was drained and needed time by herself to re-charge her batteries. If they had just spent four hours in concentrated library work, Betty would be energized (by what she was understanding) and Bill would be drained (and needing to “go for a walk” or “talk over a coffee” or some other extraverted activity to recharge his batteries).

Betty enjoyed the party and was very sociable. Just because she PREFERENCES an inner-directed energy flow doesn’t mean she can’t choose to get involved and truly enjoy the party. In the same way, you wouldn’t suggest that Bill, as an extravert, wouldn’t be able to study quietly or spend time in thought.
Extraverts prefer to focus their energies outward, into the world, into people and things; in return, they are energized by the external world of action.

**Common Qualities of Extraverts:**
- Attracted to many different things
- Like to talk, sometimes without thinking
- Like to get involved, make it happen

*Keyword: Outgoing*

Introverts like to focus their energies inward, into themselves, into ideas and concepts; in return, they are energized by the internal world of understanding.

**Common Qualities of Introverts:**
- Attracted to in-depth analysis
- Like to think, sometimes without talking
- Like to understand

*Keyword: Inner-directed*

**Story:**
Suppose you had a young child who was an extravert but she grew up in an introverted family. That is to say, her mom and dad and older brother were introverts. How would she act around a typical dinner table? She would like to talk about many different topics. Sometimes she would just talk for the sake of talking, because she’s energized and it naturally comes out as talking. How would her introverted family react? (Ask class. Look for these ideas: They’d tell her to stick to one topic, don’t bounce around. Finish your thoughts. Don’t ramble. Don’t just talk for the sake of talking. THINK before you open your mouth.)

Suppose you had a young boy who was introverted but his family was extraverted. How would he act around the dinner table? Most times he would quietly listen and think about what was being said, he’d concentrate on single issues and wonder about them for longer periods of time, he wouldn’t share his viewpoints until he’d had time to ensure they were well thought through. How would his extraverted family react? (Ask class. Look for these ideas: They’d scold him for “not taking part” in the family discussion: “Come on! Spit it out.” They might be impatient with his lack of participation, “You should take part in more activities at school - why don’t you join the such and such club?” You really need to be more ACTIVE.)

**Teaching points:**
1. These situations illustrate how natural preferences can be unsupported and therefore cause some confusion for which preference is dominant. (Similar to forcing a naturally left-handed child to write with their right hand.)
2. It is a good exercise to see if the class understands the idea behind extravert and introvert preferences.
The Sensing/iNtuition Preference

The Discovering Preference - Sensing/iNtuition
(Note: Since the letter I is already used for Introversion; Intuition uses the letter N.)

This preference helps to answer the following questions:

What’s the best way for you to find out about your world?

- Sensing types = notice details; Intuitives = notice whole picture

What kind of information do you find easy to learn and use?

- Sensing types = details, facts, parts, components, elements, factors, points
- Intuitives = theories, concepts, speculation, philosophy, principles, abstraction

Story:
Two people wanted to learn more about “street kids.” One is a sensing type and the other is an intuitive.

Mary decided that the best way for her to learn about them was to “hang around them.” She spent several hours interviewing four “street kids” and bought them lunch as payment for their time. She paid particular attention to their clothes (did they have a change of clothes, where were they kept?), their smells (how did they clean themselves?), the tone of their voice as they described their homes (were they wistful or sad or angry?), the grip of their handshake as they said good-bye, her own feelings (were they compassionate, frustrating, sad?) and so on.

Bill, on the other hand, went straight to the library. He found that there were 35 articles on “street kids” referenced in magazine and newspaper articles. He too spent several hours in research and discovered an amazing amount of information as it related to “street kids” in general. He paid particular attention to the trends that have developed over the past few years, he was really interested in the two or three theories about why kids left good homes for the street life, he spent some time wondering about his own philosophy and how it fit with their lifestyle and he speculated whether the trend for “street kids” would increase or decrease with the predicted tough economic times ahead.

Question:
Who learned more?

Answer:
Mary learned more as a Sensor about the individual lives of “street kids,” and Bill learned more as an Intuitive about the phenomenon of “street kids.”
**Question:**
Which approach was the better way of learning about “street kids?”

**Answer:**
It depends on your preference for S or N. Mary’s way suited her strengths and Bill’s way suited his strengths.

**Question:**
Did either one have the whole answer?

**Answer:**
No. To get the best picture of “street kids,” you’d combine both Mary’s and Bill’s reports for a well-rounded picture of the topic.

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**Sensing types** use their senses to focus on what is immediately happening in their lives; they are concerned with the present, with what is real and practical. Not much escapes a sensing type.

**Common Qualities of Sensing Types**
- Notice details
- Practical - interested in WHETHER it will work
- Tangible - like to have results
- Predictable - when learning something new, starts at the beginning and works to the end
- Pragmatic - sticks to the tried and true

**Keyword:** Practical

**Intuitive types** are more future oriented; they see beyond the present (i.e., are insightful) and rather than being practical, more often they are creative and innovative.

**Common Qualities of Intuitive Types**
- Notice the whole picture
- Theoretical - interested in WHY it works
- Conceptual - like to have a model
- Flexible - when learning something new, like to start wherever it seems right and go from there
- Creative - likes to experiment

**Keyword:** Imaginative

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**Story:**
If you say the numbers one, two, three, one, two, three, one, two, you’ll find that the sensing types say: “I heard you say eight numbers. They are one, two, three, one, two, three, one, two.” You’ll find that intuitives say: “Hey! I bet the next number is a three.”
Intuitives notice facts but go immediately to the meaning of them; therefore they don’t pay particular attention to them and are bored by lots of details. Sensing types do pay attention to facts and therefore rarely make factual mistakes and are tolerant of lots of details.

Example: Bill and Bob are walking together on a particularly hot spring day. Bill notices that the temperature must be at least 86 F (30 C), that sweat is running down his cheek and it isn’t even noon yet. Bob wonders if it will be a scorcher summer. (In other words, he’s taking in the details, but immediately going beyond them to wonder if this one hot day predicts a whole summer of hot days.) Who’s the sensing type? (Bill) Who’s the intuitive? (Bob)

The Thinking/Feeling Preference

The Decision-making Preference - Thinking/Feeling

This preference helps to answer the following questions:

How do you make decisions? Thinking types = impersonally Feeling types = by values

What’s important in evaluating choices?

Thinking types:
- Is it logical? Can I support the decision in principle? Is it the right thing to do?

Feeling types:
- Do I feel OK about it? How will it affect someone else? Is it what I WANT to do?

Story:
Two teachers (Jim and Joan) have assignments handed in late. Both teachers refuse to accept the late assignment causing the student to drop 10% of their final mark. Jim reasons that the rules were clear and he can’t alter the rules. It’s too bad the student lost the marks but everyone must abide by the same rules. Joan feels that her student has been growing sloppy with all the assignments and really wants to send a strong message: Smarten up before it's too late. Even though both teachers acted the same way, their motivations were much different. Jim is a Thinking type and Joan is a Feeling type.

Question:
Suppose both Jim and Joan had accepted the assignments. What sort of rationale would each likely have?

Answer:
Jim would likely base his decision on logic: the due dates weren’t clear, the student was away when the due dates were clarified and so can’t be held strictly accountable, the student had a doctor’s note which is another “rule” or some other “rule driven” way of deciding.
Joan would likely base her decision on her values of what was best for the client: the student’s family is breaking up and the added extra stress is cause for leniency, the student will miss a scholarship if they lose 10% so the impact is far greater than normal so it is a “special” case, the student needs extra special encouragement so Joan “breaks” the rule to show how much she supports the student, and so on.

<table>
<thead>
<tr>
<th>Thinking types</th>
<th>Feeling types</th>
</tr>
</thead>
<tbody>
<tr>
<td>make decisions with a high priority placed on principles and logic. They tend to be businesslike and fair because they apply the same logic and standards to every situation they encounter.</td>
<td>make decisions based more on values: how that decision will impact into someone’s life. They tend to be friendly and personable because they focus on the needs of others.</td>
</tr>
<tr>
<td><strong>Common Qualities of Thinking Types:</strong></td>
<td><strong>Common Qualities of Feeling Types:</strong></td>
</tr>
<tr>
<td>Appreciate analysis</td>
<td>Appreciate sensitivity</td>
</tr>
<tr>
<td>Quick to give advice</td>
<td>Quick to give support</td>
</tr>
<tr>
<td>Businesslike</td>
<td>Personable</td>
</tr>
<tr>
<td>Fair and just - same rules for all</td>
<td>Merciful - individual circumstances noted</td>
</tr>
<tr>
<td><strong>Keyword: Logical</strong></td>
<td><strong>Keyword: Friendly</strong></td>
</tr>
</tbody>
</table>
The Judging/Perceiving Preference

The Planning Preference - Judging/Perceiving

(Note: Judging means making decisions; it doesn’t mean being judgmental.)

This preference helps to answer the following questions:

How detailed and organized do you like your plans to be?
- Judging types = organized    Perceptive types = open

Do you prefer to leave things to the last minute?
- Judging types will work hard so things are NOT left to the last minute
- Perceptive types will often leave things to the last minute to energize themselves into action

Story:
Ken and Mike are getting ready for a camping trip. Ken is a judging-type and Mike is a perceiving-type. Ken has already booked the campsite, made a list of the groceries they need to take, estimated the travel time and arranged to meet another group of friends that first night. Mike laughs at Ken, saying: “This isn’t an army expedition. Relax, loosen up. Things will work out.” Ken says, “I like to have things organized. By the way, can you make sure to bring two flashlights with you?”

Two weeks later, thanks to Ken’s organizational skills, they are sitting around the campfire and it is just getting dark. Ken turns to Mike and says, “Can you get me a flashlight?” Mike says, “I forgot to get them.”

Sound familiar? Naturally Ken gets angry: “I only asked you to bring two little things . . . “ However, Mike is used to the need for flexibility so he goes to the next campsite and borrows a flashlight for that evening. The next day he will go to the camp store and buy one.

If both friends were perceptive types, chances are they’d never organize themselves to go camping or if they did it would be on the spur of the moment: “Hey, let’s go camping. Grab your stuff and we’ll leave in the hour and stop when we get tired.” Not having everything organized only adds to their fun and spirit of adventure.

If both friends were judging types, chances are they’d be well organized and enjoy the weekend. Having it all organized lets them relax and makes the weekend all the more restful.
It’s only when the two types are mixed that trouble brews. In group assignments, the most work will be done by whom? (Judging types - because they organize themselves to avoid the last minute pressures.) How can hurt feelings be avoided? (Judging types can help perceptive types by being specific about objectives and writing them down. The judging types will perceive this as excessive, but it is exactly what the perceptive types need. They won’t be insulted by the specificity of the tasks and deadlines imposed by the judging types.) This arrangement helps both types work together harmoniously.

In the above example, Ken would have avoided the frustration of having Mike forget the items if he had asked him to bring them to him before they left, then he could have reminded him of his task . . . and perceptive types often need reminding.

<table>
<thead>
<tr>
<th>Judging types are good at making decisions and don’t feel comfortable when circumstances are “left up in the air.” They make decisions quickly and therefore naturally organize their world. They enjoy accomplishing tasks by setting goals and they have the discipline to achieve them.</th>
<th>Perceiving types like to hold off on making decisions so more information can be found about the situation. Sometimes they will actually delay accomplishing some task so they get an extra burst of “anxious” energy to help them finish the job. Since they dislike making decisions, they learn to become very adaptable.</th>
</tr>
</thead>
</table>
| **Common Qualities of Judging Types:**  
Are comfortable when everything’s organized  
Like to have a time-framed schedule  
Make decisions quickly  
Methodical - make a plan, use it  
*Keyword: Organized* | **Common Qualities of Perceptive Types:**  
Are comfortable with “winging it”  
Like to have an open-ended approach  
Postpone decisions - sometimes procrastinate  
Spontaneous - go with the flow  
*Keyword: Adaptable* |
THE TYPE TABLE:

Directions:
Make a large blank type table as indicated on the next page. Ask your participants to come up as a group and write their names in the appropriate space. Since you are asking them to disclose their personality type, you should ask if everyone feels comfortable doing this.

If any participant does not want to let their type be known, it becomes a teachable moment between you and them in private. Ethically, clients should not have to reveal this bit of information about themselves. However, since many classroom exercises involve breaking participants into type-alike groups and freely discussing their type, the client will be removing themselves from these activities and it can be awkward for them. However, if that is their choice, you should support it.

On the other hand, they may not understand something about type (e.g., they think an introvert is shy or a wallflower) or they are unlike a friend and think they’ll be rejected. Often, once you’ve explained everything and offered to work with them in their journey of discovery, they will feel much better and willingly share their type.

Some participants will still be uncertain about some aspect of their type and express reluctance to put their name down until they are certain. Explain that it is better to put their name down now even if they aren’t certain because if they change their mind later, you can easily move their name and this will give them a place to start.

Note:
If a participant’s personality type isn’t clear, they can confirm it by:
1. Discussing their preferences with friends who know them well. (This may appeal more to extraverts.)
2. Taking time to think about their results. (This may appeal more to introverts.)
Type Table

The following table is the usual way groups are represented when discussing personality type.

<table>
<thead>
<tr>
<th>Type</th>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
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<tbody>
<tr>
<td></td>
<td>inner-directed</td>
<td>realistic</td>
<td>inner-directed</td>
<td>realistic</td>
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<tr>
<td></td>
<td>logical</td>
<td>organized</td>
<td>imaginative</td>
<td>compassionate</td>
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<thead>
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<td>compassionate</td>
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<td></td>
<td>logical</td>
<td>flexible</td>
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<td>flexible</td>
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<tr>
<td></td>
<td>outgoing</td>
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<td>imaginative</td>
<td>compassionate</td>
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<td>organized</td>
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<td>organized</td>
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</tbody>
</table>

D. Closure (5 minutes)

Encourage your participants with the idea that they are just starting on a journey of self-discovery. Remind them that they can change their position on the type table if they discover a more accurate fit.

You might want to make a quick overview of the personality type of the class. The type table is not random and you will notice that the top half is Introverted, the left half is Sensing, the two middle columns are Feeling and the two middle rows are Perceiving. Complete this table on the board:

- # of Es = _____  # of Is = _____
- # of Ss = _____  # of Ns = _____
- # of Ts = _____  # of Fs = _____
- # of Js = _____  # of Ps = _____

Make whatever comment seems appropriate: “Hmmm, it looks like we have a nice blend of types,” or “Isn’t it interesting to note that most of you are Extraverts, that probably explains why you are such a noisy bunch.”
SECTION II: PERSONAL EFFECTIVENESS

Section Overview

People want to discover more about themselves because they are facing serious questions about what they want to do with their life: Should I take the first job that comes along? Should I seek further training? And if so, for what? What does the future hold for me? Most participants will be asking these types of questions: Who am I . . . really? How do I get along with people? What do I value about myself? How do I succeed?

The purpose of SECTION II is to encourage participants by teaching them skills needed for success - in work and in life.
**Lesson plan #3: Who Am I . . . really?**

**Purpose:**
Increase participants’ awareness of themselves using personality type theory.

**Objectives:**
At the end of this lesson, participants will be able to explain how their personality type preferences influence their behavior in several areas:

a) general personality  
b) relationships  
c) career choice  
d) educational success

**Materials:**
Each participant should bring his or her own *Personality Theory* and *Type Factors & Work* reports.

**Note:**
Please explain to your participants that it is important for them to take what is relevant from the descriptors and reject what isn’t. In other words, the participants make the descriptors fit them, not the other way around. Some participants will say, “X and Y really describe me,” and another client of the same type will say, “Well, X describes me but not the Y,” and that is as it should be. What they will both understand when the exercise is over is that they share characteristic X but not Y and they’ll be beginning to develop self-awareness of useful distinctions with which to improve their communications, career choices and relationships.

**Please emphasize the following:**
Discovering the personality type of the client is NOT the end of their discovery about themselves. It is the beginning of a process of self-discovery that will last a lifetime. Your goal is to enable the client to say, *This is who I am . . . (and then describe himself or herself using terms they understand and are comfortable with). Much of what my personality type describes is accurate . . . but not all of it. I am more complicated than one of sixteen types. I’ve learned a lot about myself using this model but I respect my own judgment and will hold an open mind about the important questions in life such as Who Am I? . . . What Career Do I Want? . . . What do I want from life?*

*Just because the results come from a computer, doesn’t mean they are infallible!*
Introduction (5 minutes):

Using the class Type Table, divide the class into several type-alike groups. Use your judgment to make these groups as similar as possible. One way to divide the class is to visually scan the type table and see how you can best isolate similar types. Another way is to divide them into ST’s, SF’s, NF’s and NT’s, which are the columns of the type table. Group sizes between 5-10 work well.

Same-type Group Discussion (20/25 minutes):

1. Tell the groups that you’d like them to discover what others with similar personality types found to be most interesting and useful in terms of self-awareness. Suggest that they each take a few minutes to share what they discovered about themselves by going round-robin. Suggest that one person starts and shares one insight and then go to the next person. Emphasize that everyone should share in a round-robin fashion before engaging in any group discussion.

2. Please emphasize: participants may “pass” in the round-robin discussion if they are reluctant for any reason to share.

C. Whole-class discussion (10/20 minutes):

1. Start the class discussion by asking: “Is self-awareness the first step to success?” Look for answers that illustrate that self-awareness is the foundation for all success.

2. When the above thought has been developed, ask your class for volunteers to share what they’ve learned about themselves.

Ask: Who found something out about themselves that was unexpected?” You might expect the following type of responses:

a) In general, they get the idea that there are different types and that no single type is “right.” This self-awareness leads to an interesting and fundamental choice: You can choose to accept yourself the way you are.

b) Any of the types might have had an insight into their relationships that will allow them to accept themselves better and not try to be something they’re not.

c) Any of the types might have had their general career choices affirmed or, just as importantly, challenged. If someone says, “I’ve always thought I wanted to be a ___________ but now I’m not so sure,” ask what has made them question their original choice.
D. Closure (5 minutes):

1. Wrap up by summarizing the points from the lesson:

You are a unique person with qualities and experiences that separate you from everyone else in the world. You are all unique - and in the long run, you will have more success and enjoy yourself more if you maximize your strengths in your unique areas rather than trying to fit into someone else's idea of what you should do.
Lesson Plan #4: relationships

Purpose:
Increase participants’ awareness of the impact their personality type has on interpersonal communications.

Objectives:
At the end of this lesson, participants will know how to REFRAME and TYPE-FLEX. Reframing means they can rethink how they view someone through an appreciation of that person’s good qualities. Type-flexing means they can analyze a difficult interpersonal situation and adopt a means of communication that suits the personality types involved.

Materials:

A. Mixed-group Discussion (10’ to introduce and set up; 10’ discuss):

Divide your class into discussion groups of around 4 each.

1. Ask each group for a spokesperson to be prepared to share the group’s ideas with the rest of the class at the end of their small group discussion.
2. Post the following information on the board: Jim (ENFP), Bill (ESFP), and Ken (ISTJ) are going camping for a weekend.
3. Explain that because Jim and Bill are Ps they will likely prefer a more spontaneous trip than Ken would who is a J.

Give the groups about 10 minutes to discuss how Ken might differ from Jim and Bill in his organization of the trip.

What would Ken do to plan the trip? What would Jim and Bill do to plan the trip?
How might this result in a conflict – give some examples.
How would Ken see Jim and Bill? How would Jim and Bill see Ken?
C. Whole-class Discussion (10-15 minutes):

1. In order for the friends to continue to be friends, they will need to **reframe** each other. However, if they planned another camping trip they could focus on their type strengths and **type-flex** with each other to ensure their trip and their friendships were a success.

2. Ask the class for suggestions on how each person’s strengths could be best used. For instance, Ken is more organized than Jim and Bill so he might volunteer to organize all the food and equipment; Jim and Bill are more outgoing, so they might organize the “social events” at the camp site and invite Ken along, but understand if he would rather enjoy the quiet beauty of nature.

Set up on a flip chart or blackboard the headings reframe and type-flex. Split each heading into two columns with Ken (ISTJ) and Jim/Bill (ENFP/ESFP) at the top.

Take notes as the discussion takes place. Note that you can involve reframing and type-flexing for all four letters.

D. Closure (10 minutes):

1. General question and answer period.

2. Additional applications might be proposed. For example, the offensive line in a football team are mostly SJs who need to follow strict plays in order to be successful; the defensive line needs to quickly “read the play” of their opponents and be quick to adapt – this favors an NP preference.
Lesson Plan #5: Study Success

Purpose:
Increase participants' educational success by increasing their ability to use their personality type strengths.

Objectives:
At the end of this lesson, participants will be able to:
a) explain how their type preferences influence their educational work
b) demonstrate their ability to analyze their current educational situation
c) partner with their facilitators to develop alternative means of expressing their learning
d) develop a balance of their non-preferred preferences to meet class demands

Materials:
Each participant should be familiar with the content of their Lifelong Learning report.

A. Introduction (5 minutes):

1. Identify an area of the room for each of the eight type preferences (e.g., felt-tip each preference – E or S or J – on a piece of paper and tape them to desks or on the walls). Ask the class to group themselves by their strongest type preference. The groups will usually sort themselves out quickly; not every preference has to be represented.

B. Same-type Group Discussion (20-30 minutes):

1. Ask each group for a spokesperson to be prepared to share the group’s ideas with the rest of the class.
2. Each group (now representing a single type preference) is asked to develop an “ideal class or workshop” which would appeal to their type preference.
Post these questions to help them get started:
a) What is the subject matter of the class?
b) How is the class physically organized? (i.e., desks in rows, in groups, in a circle, no desks.)
c) What is the source of information for the participants? (i.e., books, facilitator, students/clients, field trips, videos, life experience)

d) What are the attributes of a great teacher or facilitator?

e) How is performance evaluated?

f) What do you want to get from the class?

3. At the half-way mark, stop the groups. Ask the groups to share their ideas with their opposite preference (i.e., E with I, S with N, etc.) so the differences are highlighted. Give the combined groups about ten minutes to discuss, then call everyone together.

C. Whole Class Discussion (10-15 minutes):

1. Ask for feedback from the whole class. “How many of you found your opposite type preference had very different ideas about an ideal class than you did?”

D. Closure: (5 minutes):

Wad up a piece of paper into a ball and throw it to someone – preferably an Extravert – and ask him or her to share what they thought of the lesson. After they're finished, ask them to throw it to someone who indicates that they want to share. Keep going until you want to stop the process, then indicate that you’d like the ball and close off.
SECTION III: CAREER OPTIONS

Section Overview

Most people are concerned about their future. Career counselors have told students/clients that they will have a variety of jobs throughout their life - in other words, there is no more stability.

The other side of the coin is that the future is unfolding as it should, that “jobs” as we know them might be disappearing, but “work” is not.

The purpose of Section III is to teach participants that personal success and happiness will be easier to find if they focus on their inherent personality strengths - and this is true whether it is in relation to their immediate education or their long-term career development.
Lesson Plan #6: Choosing a Career Wisely

Purpose:
Increase participants’ awareness of how their personality type, interests and values relate to career choice.

Objectives:
At the end of this lesson, participants will be able to identify a career and explain how their personality type, interests and values make this career choice a good one for them.

Materials:
Note: the Assessment Results and Saved Careers Reports need to be completed before this class.

1. Each participant should bring his or her own Assessment Results report. This can be easily created by going to the Portfolio > Assessment Results and will result in a single report.
2. Each participant should bring their own Saved Careers report. This report can be found at Portfolio > Saved Careers.

A. Introduction (7 minutes):
Divide the class into several type-alike groups – by function pairs (STs, SFs, NFs and NTs) works well.

B. Same-type Group Discussion (18-23 minutes):
Ask the groups to discuss their report results with each other.
- One person starts: I am an ENFP, my values are relationships, recognition and achievement and my interests are social, artistic and investigative. Some careers I’m interested in are teaching and artistic production manager. Then another shares.
- Where were they similar?
- Where were they different?

Note: If you have time (during a second class, for instance) you can deliberately mix the types up and then the participants will learn how very different and unique their individual interests are from each other.
B. Whole-class Discussion (10-20 minutes):

1. Ask for feedback from the different groups on their discussion.
2. When people worked on their education plans, what part was easiest? Hardest?
3. Ask for someone who had a really positive response to this lesson to share their experience: What made it positive?

C. Closure (5 minutes):

Wad up a piece of paper into a ball and throw it to someone – preferably an Extravert – and ask him or her to share what they thought of the lesson. After they’re finished, ask them to throw it to someone who indicates that they want to share. Keep going until you want to stop the process, then indicate that you’d like the ball and close off.
Lesson Plan #7: Training and Education

Purpose:
Raise client awareness of the value of training.

Objectives:
Participants can identify what training is needed for their career choice, where that training can be obtained and other relevant preferences associated with that career.

Materials:
Each participant should bring his or her own Set Goals Report. Go to Portfolio > Plans & Goals.

A. Introduction (5 minutes):
Break the class into smaller discussion groups of 4-5 each and tell them that they will learn from each other today by sharing their education plans and career goals. They are to act as counselors to each other – listening and asking questions for clarification.

B. Same-career Group Discussion (18-23 minutes):
Ask the groups to discuss what careers they chose within this cluster and why in a round-robin fashion. Remind them that this is a time to learn/network from each other. Because the groups all different they will discover just how different they are and how unique career plans can be.

C. Whole-class Discussion (10-20 minutes):
Ask for feedback from the different groups on their discussion. What you will find is that the reasons one person chose his career will be the exact opposite for another person. Some will be the same. The point is that everyone is different and how one job would be great for one person and the same job would be terrible for another person.
D. Closure (5 minutes):
Wad up a piece of paper into a ball and throw it to someone – preferably an Extravert – and ask him or her to share what they learned today. After they're finished, ask them to throw it to someone who indicates that they want to share. Keep going until you want to stop the process, then indicate that you'd like the ball and close off.
Lesson Plan #8: Getting a Job

Purpose:
Help participants use their personality type strengths in the practical matter of getting a job.

Objectives:
Participants are able to identify and use their personality strengths when writing their resumes, networking, and interviewing.

Materials:
Each participant should be familiar with the Job Search Tools reports.

A. Introduction (15-20 minutes):

Ask the class about the importance of having a winning attitude. Ask for a definition of a “winning attitude.” One common way to think about it is to “take responsibility” for what you can do and not to blame others.

We all know people who have suffered terribly and rise above the circumstances. Divide the group into “buzz groups” of 2-4 people and ask for some examples of a winning attitude such as someone trying out for a team and being rejected only to try harder and get accepted. Relate the discussion to the main concept of “taking responsibility.”

Bridge to small group discussion. There are four phases to taking responsibility in your job search:
1. Developing your self-awareness,
2. Fine-tuning your resume,
3. Sharpening your networking skills, and
4. Improving your interviewing skills.

Our next exercise will help you identify where you can take control in your job search.

B. Small-group Discussion (10-15 minutes):

1. Identify four discussion areas in the classroom, one for each of the phases. Participants select which group they will join using this criterion: Which phase do I need to develop most in my career strategy?

2. When the groups are formed, ask them to select a spokesperson, and acting as career counselors for each other, answer three questions:
   a) Why is this phase difficult for us?
   b) What is the first thing we need to do to strengthen this phase?
   c) What will be our greatest obstacle to overcome?

C. Whole-class Discussion (10-15 minutes):

1. Ask for feedback from the different groups on their discussion.
2. Debrief using these questions:
   a) What are the similarities across the four groups?
   b) What words of encouragement can the group come up with for itself?

D. Closure (5 minutes):
Ask for volunteers to describe what their “next step” in the job finding process will entail.