Increasing Student Retention Using the MBTI® Assessment

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Learning Objectives

- Identify students learning style and the teaching style of their faculty
- Teach students to develop strategies to be successful in any classroom
- Strengthen students’ sense of purpose for being in college
- Identify what most motivates students, and how to choose a career (and major) based on what they most value
- Look at the most at-risk types for dropping out of college
Two Factors that Most Contribute to Student Retention

- Differentiated instruction (learning style)
- Sense of purpose
Introduction to Session on Learning Styles Based on Type

- Everyone has taken the MBTI Complete
  - (self service version of the MBTI, where students take the assessment on-line and go through an interactive feedback session to validate type)
- Use your results to design strategies to be successful in any classroom

- You are going to...
  1. Identify your learning style
     How you most like to be taught
  2. Identify the teaching style of your faculty
  3. Learn to adapt your learning style to the teaching style of any faculty
Start by reviewing what the MBTI measures

• Write your name

• Do the same thing with the opposite hand
MBTI Learning Styles

Source of energy

Pay attention to
MBTI Preference Pairs

Source of energy

E  I
S  N
T  F
J  P
Energy

EXTRAVERSION
Being energized through contact with other people or through engaging in activities
(the outer world)

INTROVERSION
Being energized through ideas, quiet times, or solitude
(the inner world)

Talk it out
Think it through
What does an Extraverted or Introverted classroom look like?

Separate by E’s and I’s
You have 5 minutes to …

- Describe the characteristics of a classroom taught by someone with YOUR preference for Extraversion or Introversion

- How does an Extraverted or Introverted faculty teach?

- What do they expect from you?

- How can you be successful in a classroom being taught by a faculty who shares your preference for Extraversion or Introversion?
You are being taught by…

Your opposite! Now what?
You have 5 minutes to ….

- Identity 3 or more clues that would indicate your faculty has a type, E or I, opposite from yours

- List 3 or more things that faculty with your opposite type expect from you

- Name 3 or more strategies you can use to meet the expectations and be successful when taking a class taught by your opposite preference
MBTI Learning Styles

E: Source of energy
S: Pay attention to
T: INFJ
J: INFP
SENSING
Paying attention to what you perceive through the five senses: seeing, hearing, touching, smelling, and tasting

INTUITION
Paying attention to what might be described as the sixth sense—the unseen world of meanings, inferences, hunches, insights, and connections

Specifics
Possibilities, Big Picture
Tell me about.....
SENSING

Paying attention to what you perceive through the five senses: seeing, hearing, touching, smelling, and tasting

INTUITION

Paying attention to what might be described as the sixth sense—the unseen world of meanings, inferences, hunches, insights, and connections

Specifics

Possibilities, Big Picture
How does a Sensing or Intuition faculty teach?

Separate by S’s and N’s
You have 5 minutes….

- Describe how a teacher with YOUR preference for S or N teaches a class
- What would the syllabus look like? Would they follow it?
- What would be their primary focus –
  - Details/data/specifcs, or
  - Theory/ideas/big picture?
- What kind of tests is this type of faculty likely to give you? How are you likely to be evaluated?
- Give a nickname for this type of teacher
But your teacher doesn’t have your preference

Now what?
You have 5 minutes to discuss…

▪ What are 3 or more clues that your teacher has an opposite preference for Sensing or Intuition?

▪ What is the expectation of a teacher with your opposite preference?

▪ What kind of tests are they likely to give you?

▪ List 3 things you can do to be successful in a class taught by your opposite type
## Putting it all together

I learn best in environments that...

<table>
<thead>
<tr>
<th>IS</th>
<th>IN</th>
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<tbody>
<tr>
<td>• Let me know what to do!</td>
<td></td>
</tr>
<tr>
<td>• Are organized with clear expectations and goals.</td>
<td></td>
</tr>
<tr>
<td>• Let me think through problems by myself.</td>
<td></td>
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<tr>
<td>• Let me follow my own lead!</td>
<td></td>
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<tr>
<td>• Let me work toward solutions in my own way.</td>
<td></td>
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<tr>
<td>• Let me follow my curiosity.</td>
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<table>
<thead>
<tr>
<th>ES</th>
<th>EN</th>
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<tbody>
<tr>
<td>• Let me <em>do</em> something!</td>
<td></td>
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<tr>
<td>• Have lots of hands-on activities.</td>
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<tr>
<td>• Produce practical results.</td>
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<tr>
<td>• Let me lead as I learn!</td>
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<tr>
<td>• Let me create new ways of doing things.</td>
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<tr>
<td>• Challenge my imagination.</td>
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<tr>
<td>IS</td>
<td>IN</td>
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| • Structured, safe, predictable  
• Organized with directions and examples  
• Provides time to think things through  
• Let’s keep it the way it is | • Creative, with in-depth learning on topics of interest  
• Encourages independent study  
• Allows time for reflection and inspiration |

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</table>
| • Practical, real-life, hands-on  
• Provides clear steps to work toward clear goals  
• Opportunities to think out loud with others | • Ever-changing learning activities that focus on the big picture  
• Opportunities to be in charge  
• Encourages group work to discuss and solve problems  
• Let’s find a new way |
In summary…

**Why it important to know about your type?**

- Using our own preference takes less energy and we are better at it
  - Want to capitalize on what we do easiest and best

**Why important to know the type of you faculty?**

- We will encounter all types in college, and life
- Important to learn how and when to do the opposite
- Learn to be successful in all learning environments
MBTI – What is your purpose

E - Pay attention to
I - Base decisions on
S - E
N - I
T - S
F - N
J - T
P - F
## Developing Students Sense of Purpose

<table>
<thead>
<tr>
<th>ST</th>
<th>SF</th>
<th>NF</th>
<th>NT</th>
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<tbody>
<tr>
<td>Practical and</td>
<td>Sympathetic and friendly</td>
<td>Enthusiastic and insightful</td>
<td>Logical and ingenious</td>
</tr>
<tr>
<td>matter-of-fact</td>
<td>Want to provide service to</td>
<td>Want to empower, make a</td>
<td>Want to understand, master</td>
</tr>
<tr>
<td></td>
<td>others</td>
<td>difference</td>
<td>knowledge</td>
</tr>
<tr>
<td>Want to get it right</td>
<td></td>
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Heart of Type  Sense of Purpose

- Answers the questions
  - WHO am I?
  - WHY is life meaningful?

- Gives purpose to education and to work
MBTI – Major Selection Style

E   Source of energy   I
S   N
T   F
J   Approach to life   P
MBTI – Time Management

Pay attention to
Approach to life
### MBTI – High risk students by type

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
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<tbody>
<tr>
<td>ISTP</td>
<td>ISFP</td>
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<td>ESTP</td>
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<td>ENTP</td>
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<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
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What is the MBTI Complete?

- On-line version of the Myers-Briggs Type Indicator
- Student takes the MBTI on-line
- Guesses their type on-line
- Verifies their type on-line
- Eliminates classroom time previously used for teaching and verifying the 4 preference pairs
- Faculty doesn’t have to be an MBTI expert or certified
- Start applying MBTI in first class
- Available bundled with all Cengage Student Success texts
Take the MBTI Complete for yourself

Go to http://online.cpp.com
Login: FYEMBTI
Password: FYEMBTI1
Password good through March 20, 2012
User ID – Leave blank

Take the MBTI® Complete

You will be able to validate and read more about your type as you go through the process of taking the assessment.
Recommended Resources

- Introduction to Type and Learning
- Finding the Fit
- Introduction to Type
- Introduction to Type and College
- Introduction to Type and Careers
Dunning, D. *Introduction to Type® and Communication*

Provost, J. *Using the MBTI® Instrument in Colleges and Universities*

Kise, J.A. *Differentiation Through Personality Types: A Framework for Instruction, Assessment, and Classroom Management*

Kise, J.A. *Differentiated Learning*
Thank You!

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