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Jungian Perspectives of School Leadership

by

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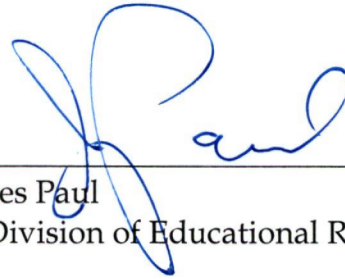
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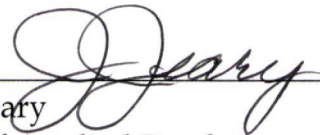
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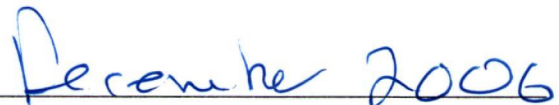
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## **ABSTRACT**

The purpose of this thesis is to examine Jungian theory of personality types to explore the diverse perceptions of effective leadership held by members of the school community. In a departure from identifying a repertoire of specific skills and characteristics that school leaders require in order to be effective this thesis addresses the diverse ways in which effective leadership is perceived by individuals within a school. By adhering to Jung's theoretical framework of personality types the data compiled during the study emerged from participant survey responses and interpretive reports. The study revealed that, personality type is influential in how individuals perceive the effectiveness of leadership. School leadership should not be viewed as a single, principle-centered event. Effective school leadership is dependent upon the skillful facilitation of the relationships among individuals with diverse personality types within a school community.

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## DEDICATION

To my parents,  
Your belief in hard work and sincere effort  
is always an inspiration.

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## Chapter I

### INTRODUCTION

No man is great enough or wise enough for any of us to  
surrender our destiny to. The only way in which  
anyone can lead us is to restore us to the belief in our  
own guidance.

Henry Miller,  
Leadership Through the Ages

### The Genesis of My Inquiry

I became consciously aware of the uniqueness of individuals when I attended a staff meeting which marked the beginning of a new school year at a new school in a new community. I was a new member of the staff; I arrived to the 9:00 AM staff meeting at approximately 8:45 AM. With a history of being constantly concerned and feeling anxious about deadlines and adhering to timelines, I believed that arriving fifteen minutes prior to the onset of the meeting would demonstrate my punctuality and professionalism. While awaiting the onset of the meeting, I noticed that some of my colleagues were absent. At 9:00 AM the meeting was called to order and the principal proceeded

with the first item on the agenda. It was not until fifteen minutes later, that one by one, the missing staff members began to trickle into the staff meeting. Upon their arrival, some staff members continued with their private conversations as they entered the room while others smiled and offered no apology for their tardiness. This occurrence demonstrated a lack of respect for those who facilitated the meeting and as the meeting progressed, I found myself wondering, "What type of individual arrives late for a meeting that was deemed important to the onset of the school year?" "Why is it that for some individuals adhering to timeframes or deadlines appears unimportant? "

This meeting marked only the beginning of my awakening awareness of individual differences. In fact, as the meeting progressed, I observed additional behaviours that further piqued my interest in human behaviour. As one who pays particular attention to details, I found myself recording copious amounts of notes throughout the meeting. Periodically throughout the meeting, I would take a moment to carefully review my notes and was pleased to see that significant events, dates, and meeting times were recorded not only in my notes but also in my personal calendar. This has always been my valuable practice and assists me in keeping organized and remaining cognizant of upcoming school events. Upon completing the review of my notes, I observed that while some staff members were recording notes, others listened intently but did not pick up

a pen to record notes. Once again, I was curious about this behaviour and wondered,

- “What type of individual appears to be focussed on the meeting and listens to absorb all of the information conveyed at a meeting?”
- “What type of individual is compelled to record an abundance of notes at meetings and rigorously maintain a personal calendar?”
- “Why is it that some individuals appear to require structure and routine while others appear to function with spontaneity and flexibility?”

Throughout that school meeting, my awareness of individual differences continued to grow. Following the presentation of all the information items on the agenda, the principal addressed the portion of the agenda which dealt with ‘discussion items’. It is at this point that staff members were encouraged to participate in a dialogue about best educational practices. On the list of items to discuss was a concern over how oral reading might be utilized in the classroom so that it can be most beneficial to students. The principal presented this issue and expressed his personal frustration over allowing non-fluent readers to read orally to their classmates. While he shifted in his chair, he expressed a belief that this practice of forced reading is not only a frustrating experience to those who are listening, but also expressed tremendous concern over the psychological

implications that this may have on a non-fluent reader. He then asked for additional input from the teaching staff.

With thirty staff members present at the meeting, there were teachers who did not wish to participate in the discussion as they looked at the floor and did not make eye contact with the principal. There were teachers who did not participate in a large group discussion and preferred to share thoughts and opinions with only those who sat nearby. As well, there were teachers who eagerly participated in the discussion and wasted little time in making their opinions known to all who were in the room.

It has always been my preference to listen carefully to all that is shared and to remain looking at the floor in order to avoid drawing attention to myself in large groups. While counting the number of eyelets on my shoes, I continued to call into question the diverse responses that arose throughout this discussion.

- “What type of individual readily and passionately shares thoughts and ideas within a group of unfamiliar individuals?”
- “What type of individual prefers to sit quietly and reflect upon the ideas presented by others?”
- “Why are some individuals eager to share or perform while others appear more comfortable watching and listening?”

As my awareness for diverse individual behaviours continued to develop I observed how each member of our staff would respond to the issue that was presented. The variety of responses made this an interesting and insightful activity. For example, when the special education teacher spoke with the principal, she passionately conveyed to him that what she heard him say was that under his philosophy of oral reading, that none of her academically challenged students should be permitted to read. She was agitated by his comments and stated that she had taken the comments of the principal as an attack against her professional capabilities and she angrily left the room.

Meanwhile, the response of one junior high teacher was very different. In fact, he stated that oral reading was an inefficient use of time. This teacher agreed wholeheartedly with the comments of the principal and stated that he was relieved to feel supported in this regard.

To others, the response was less passionate and more subdued. For these teachers, they heard the principal say that teachers must be cautious about the context in which oral reading occurs. These teachers did not feel threatened or enraged by what they heard but rather used the principal's statement as an invitation to seek for 'better' or 'best' practices in education.

The events of that day piqued my interest into the diverse responses that individuals exhibit to similar events or circumstances.



- “Why is it that individuals will feel threatened or enraged by what they hear while others who are communicated to in the same fashion, hear a message that leaves them feeling secure and at peace?”
- “Why are some individuals more concerned with principles and logical analysis while others form opinions and base decisions upon values and empathy for others?”

As I started to reflect on the questions of that day, I set forth on a journey to discover how individuals come to understand and respond to significant events in their world. It was during this quest that I began to informally share my questions and engage in dialogue about human behaviour with friends, colleagues, and administrators. During one of my conversations with an associate at the University of Alberta, we spoke about the diversity of human behaviour and it was suggested that the works of Carl Jung and his research on perception and personality type was relevant to the questions that I had posed. It was noted during this conversation that Jung concluded that differences in behaviour result from people's inborn tendencies to use their minds in different ways. As people act on these tendencies, they develop patterns of behaviour. This information only served to intrigue me even more. My questions continued to evolve and ultimately included,

- “What are the different ways in which individuals use their minds?” and

- “What are the different patterns of behaviour that individuals, exhibit?

These questions became the springboard for additional readings, professional development, participation in workshops, a focus for a graduate program as well as a frame for the research I have conducted.

As I continued to pursue answers to my many questions about human behaviour, I began to consider my own life experiences as a teacher and an administrator. Throughout my teaching career, I assumed a diverse set of responsibilities ranging from classroom teacher to department head to school administrator. Across these experiences, I have developed the knowledge and skills that have contributed to what I viewed as a successful career in education. As a teacher, I understood that not all students learn, work, and play in the same way. In the classroom, I appreciated Howard Gardner's<sup>1</sup> theory of multiple intelligences and ensured that students were provided with a variety of rich learning opportunities in which they would not only utilize their areas of strength but could continue to explore and develop skills in unfamiliar areas. As a teacher, I recognized that not all students respond identically to the events or tasks they encounter and as such, I worked diligently to meet the diverse

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<sup>1</sup> Dr. Howard Gardner developed the theory of multiple intelligences in 1983. Dr. Gardner proposes that there are eight different intelligences to account for a broader range of human potential in children and adults. These intelligences identify eight different potential pathways to learning that occur through a linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, or naturalist approach to teaching or learning.

needs of the students that I served. But this wasn't always enough and as a result, I continued to question "Why?".

- Why is it that there are some students who are comfortable completing presentations in front of the class while others would prefer to work quietly at their desks?
- Why is it that there are students who enjoy working with partners or in groups while there are others who would prefer to work independently?
- Why is it that there are students who consistently respond to questions while there are others who would prefer to reflect quietly on questions and answers?

My questions about human behaviour continued to expand to also include my experiences with school leadership.

My interest in school leadership began long before I assumed the role of leader and at times an administrator in an elementary school. Several years ago, I sat in the office of one of our administrators as we discussed the apparent decline in staff morale. The cause of this unrest was a surprising unilateral decision by the administration to hold a weekly meeting after school for which team leaders would be responsible for organizing and facilitating. As I sat in the office and discussed the concerns of some of the staff members with the administration, I received this response from a member of the administration team, "What ever happened to the good old days when people just did as they

were told?" When I reported back to the staff and shared this comment, I wasn't surprised to learn that some individuals were frustrated and angered by the comment while others were calm and understanding of the remark. For me, this statement has had a profound impact on my performance as a school leader and has served as an impetus for further questions and research. In fact, this served to generate additional questions for which I was compelled to seek answers. Why is it that some staff members are content to be told what to do while others prefer a shared sense of purpose and direction?

In times of increased academic concern, my responsibilities as a school leader rested heavily on how well students learned as determined by the provincial achievement standards. As such, team, department and school decisions were made by keeping the needs of the students and community at the forefront. Whether guiding a team of teachers or an entire staff at a school, I solicited input from the staff and ensured that their voices could be heard in each decision that was made. By working directly with staff I continued to be amazed and yet intrigued by the variety of responses I received. There were those individuals who preferred to have decisions made for them, while there were those individuals who preferred to be part of every decision. Why is it that there are those who are annoyed with every decision while there are those who are content with the same decision? Although I did what I thought was my best as an administrator, my questions now included, "How did others perceive my

effectiveness as a leader?" Carl Jung stated that, "the purpose of life was to realize one's own potential, to follow one's own perception of the truth, and to become a whole person in one's own right" (Stevens, 1994, p. 24). At last, I came to my core question: What are the complex human behaviours that I have started to question and how do these behaviours affect the perception of effective leadership?

### The Complexity of Leadership

Contemporary educational leaders are constantly confronted with issues and concerns to which they are called upon to effectively provide guidance and direction. The complexity of educational leadership evolves as individuals are expected to improve service programs, balance budgets, articulate the values of society and enhance community relations within increasingly challenging environments. Curriculum standards, levels of student achievement, increasing diversity in student characteristics including cultural background, income disparities, learning disabilities and abilities are some of the conditions that make leadership even more challenging. Over recent years, Alberta educators have been faced with declining financial support, rising demands for accountability, increasing policy conflicts and mounting pressure to compete for resources.

To add to the complexities that leaders are already faced with, I truly wanted to understand the diverse needs and behaviours of individuals, how best

to meet these needs, and how one's perception of effective leadership impacts the leader's ability to guide, inspire, and motivate those who would follow. In retrospect, throughout my career, I have repeatedly observed apparent misunderstandings and miscommunications which have at times resulted in poor staff morale, severed relationships, and an educational vision that is shared by few.

In his book, *Leadership is an Art*, Max Depree (1989) suggests that it is imperative that leaders understand and appreciate the diverse abilities within a community. Every individual within the school community is affected by past, present and potential future events and the strengths or challenges that they bring into the community should be addressed in order to create and enhance trusting relationships within the school. I am reminded of my own experiences as a teacher during which there were times that I had little trust for the administration within a school. I recall times in my career when I was never asked by the administration about my family – who they were, how they were, or what might be important to me outside of the school walls. Because these questions were never posed, it was my perception that the administration did not care about me as a person or as a professional. This in part assisted to create the distrust I had for the leaders in some schools. As part of my own leadership development, I needed to find ways to ensure that the relationships and

influence I had, with those individuals with whom I worked, were effective, relevant and meaningful for those with and through whom I work.

### A View of Perception

In 1929, the Swiss psychologist, Carl Jung identified differences in individual behaviour that were caused by specific attitudes and functions of the mind. Jung's work originated during his own quest to resolve a conflict between his one-time friend, Sigmund Freud and Dr. Alfred Adler. After a lengthy examination of the differences held between the philosophies of how to treat neurosis in patients by both Freud and Adler, Jung came to understand the two fundamental attitudes of introversion and extraversion. Freud asserted that a neurosis is caused by external events, such as the Oedipus Complex, which influence the patient from birth. The central theme of Adler's theory of neurosis, on the other hand, involves understanding the meaning of events and how this understanding prepares the individual to attain future goals. By studying the difference in these theories of Freud and Adler, Jung concluded that "each investigator most readily sees that factor in the neurosis which corresponds to his peculiarity ... each see things from a different angle, and thus they evolve fundamentally different views and theories" (Bennett, 1983, p. 35).

Jung continued to reflect on the distinction of extraversion and introversion for several years. During this time, he observed that individuals

differed in their extraverted or introverted responses and came to appreciate that the simple division extraversion or introversion was too ambiguous. He determined that further inquiry was necessary to more fully comprehend the individual psychological functions that remain the same in varying circumstances. It is these psychological functions that will epitomise how individuals process and respond to information and stimuli within their environments.

It is this distinct mental process of recognizing information and then acting upon it that is fundamental to the way human beings manage their daily activities. Carl Jung suggested that perception is the process of recognizing data from either the external or the internal environment. Perception then, according to Jung, is the process of becoming consciously aware of the environment. During this process, individuals are stimulated by each of the senses which are specialized to provide specific types of information. For example, humans start receiving information in the womb as soon as the cells that respond to stimulation (ie. hearing) are developed. In addition, we have insights about and reactions to what our senses are telling us. Consequently, individuals gather information from external objects or from the subject and what is within the individual. (Bennett, 1983). Jung initially wrote about his view of perception in 1916, but did not publish his book entitled Psychological Types until 1920. It



was at this time, that Jung elaborated upon his theory of introversion and extraversion to describe human behaviour.

It is not uncommon to find researchers across the disciplines of psychology and sociology striving to understand the concept of perception. In 1998, William Gudykunst, a sociologist, supported Jung's view of perception and defined it as a "process of selecting information from our environment and forming images [which] take place unconsciously" (Gudykunst, 1998, p. 141). Roger Pearman (1998) states, that, "our brain functions best when we take information (from both our outer and inner worlds) and decide how to use that information (p. 13). Each of these views on the meaning of perception supports Jung's description of how individuals view the world and interact with others. In order to become an effective leader, one who can engage the minds and efforts of individuals, one must be clear about the diverse ways in which individuals process and respond to stimuli within the environment. To this end, leadership is a psychological process in which effective leaders understand the way in which others think, the nature of their perceptions, and the manner in which leaders are perceived by others.

According to David Kiersey (1998), Jung's ideas about personality have periodically throughout history, been given "new life". In the early 1950s, Isabel Myers and Kathryn Briggs devised a questionnaire to identify patterns of human actions and attitudes that was largely inspired by the work of Carl Jung. In

developing the MBTI indicator, the primary aim was to provide individuals with access to knowing their personality type. As Socrates once said, "Know thyself for the unexamined life is not worth living" and it is this self knowledge that will lead to becoming an enlightened individual. The MBTI has used the Jungian construct of personality type so that it can be quickly and reliably identified, quantified, validated and compared with other personality inventories. This is known today as the Myers-Briggs Inventory and is widely utilized today in North America.

Sergiovanni (2005) states that "few would argue that schools can work well without the presence of competent management, but too often school officials ... provide little else" (p. 4). According to Sergiovanni, it is when people are led rather than managed, that they exhibit a sense of spirit, desire and commitment to achieve goals. To this end, there is a great deal to be gained by understanding the differences in individual behaviour and much to be lost by ignoring them or condemning them. Those who value and appreciate individual differences will not only come to understand themselves and their own behaviours, but may also approach challenges in unique and productive ways, enhance the effectiveness of communication within the school community, and will gain the ability to recognize and utilize the unique contributions of those by whom they are surrounded. It is by coming to understand personal characteristics and the influence of context upon these

characteristics that individuals begin to develop a clear and progressive approach to effective leadership.

### The Purpose of This Study

The purpose of this study is to utilize Jungian theory of personality types and the Myers Briggs Personality Inventory® (MBTI®) to interview teachers and principal leaders in elementary, middle, and junior high schools in order to examine the role of perception and the impact upon what is deemed to be effective school leadership. At the core of the literature surrounding leadership are the two primary functions of providing direction and exercising influence in order to stimulate and work with others to achieve shared goals. The effectiveness of these two goals will be explored through the voices and responses of individuals with differing personality types. Through this research, participants completed the Myers Briggs Personality Inventory® (MBTI®) in order to assess and interpret the personality types of school professionals. Each participant was provided with a copy of the Myers Briggs Type Indicator Interpretive Report. In addition, participants were asked to respond to significant issues and provide a response to specific leadership attributes that they believed were most valuable. This provided insight into the different perceptions of effective leadership attributes held by each participant.

These differences were then examined to determine how individual perceptions impact the effectiveness of school leadership.

### Organization of the Thesis

This chapter was intended as an introduction to the motivation, inspiration and rationale of this research. It also provides the framework upon which this thesis is prepared.

In the next chapter, I will present an overview of the literature and research of Carl Jung as it relates to the exploration of personality types and how this is fundamental to understanding individual differences and the perception of leadership development. Chapter III presents information related to the research methodology used in this study, the complications associated with completing the research, as well as how the data was presented and interpreted. Chapter IV will attempt to move the theory of personality types and the perception of effective leadership into practice by presenting the perceptions of teachers who prevail within the school setting. In Chapter V, I will discuss the usefulness of understanding personality types for school leaders and teachers. I will also explore conclusions, recommendations and areas of further study in this final chapter.

## Chapter II

### REVIEW OF THE LITERATURE

In order for me to understand how human beings make sense of the world and how they respond to principal leaders, the comprehension of these concerns needs to be situated both historically and contemporarily. The development of theories linked to human behaviour has occurred within the larger context of research in psychology. The assumptions about how best to understand humans and their actions/reactions, is a complex and lengthy story. However, there are significant perspectives through which the literature has influenced this study and provides a foundation for the interpretation of the data.

The primary source utilized for gathering the information needed to support this study came from a variety of authors who wrote books about Carl Jung, his theory of personality types and leadership. A search for additional research or scholarly publications in the form of articles or periodicals fell short of providing information on the topic of my research.

This chapter provides an overview of four significant perspectives through which the phenomenon of human behaviour may be explored. One perspective that is particularly relevant and central to this study, involves the work of Carl Jung and the development of his theory of personality types. A second important focus for research involves a contemporary approach to

understanding human behaviour through the use of the Myers Briggs Personality Inventory®. The third research focus explores school leadership and the influence of the principal on school climate. Through a fourth perspective, leadership is further examined to uncover salient qualities of effective leaders and how individuals perceive the importance of each of these qualities.

### Carl Jung

My historical presentation of human behaviour is based on the understanding that humans engage in activities which help them to make sense of their world and that this activity leads them to organize themselves in particular ways. My appreciation for the complexity of human behaviour is rooted in the research and theories developed by Carl Jung, the Swiss psychologist. Through his medical work with patients in a psychiatric clinic, Carl Jung studied and researched the similarities of and individual differences in human behaviour. He worked alongside Freud and Adler in the early 1900s and continued to develop his theory of personality development until 1921, when he published his book titled Psychological Types.

Through his research, Jung provided a framework of personality type, from which to appreciate human behaviour in “an effort to deal with the relationship of the individual to the world, to people and things” (Jung, 1921, p. v). Jung examined the characteristics and responses of individuals in order to

identify the commonalities and differences in their thoughts, feelings, and actions. Throughout his life, Jung continued to study and explore the differences between how individuals perceive experiences and interact with the world. Although personality may take on different meanings and assumptions, it is prudent to appreciate that the work of Jung evolved by defining personality as, “a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings, and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment” (Berens, 1999, p. 2).

As his research progressed, Jung recognized that individuals have a predisposition to perceive situations or stimuli in different ways (Bennett, 1983). As he continued his study of human behaviour, Jung determined that there are individuals who orient themselves comfortably and give preference to inward thinking, analyzing, idealizing, clarifying and planning. Conversely, Jung noted that there are others who prefer contact with others and external objects. According to Jung, “everyone knows those reserved, inscrutable, rather shy people who form the strongest possible contrast to the open, sociable, jovial, or at least friendly and approachable characters who are on good terms with everybody, or quarrel with everybody, but always relate to them in some way and in turn are affected by them” (Jung, 1921, p. 330). Through these observations and further study,

Jung introduced the terms 'introvert' and 'extrovert', which are fundamental to his theory of personality types.

### The Two Attitudes

Jung's work on human perception typology originated when he exerted his efforts to find an answer to the ongoing conflict between Sigmund Freud and Alfred Adler. Although the two psychologists frequently and vehemently disagreed, Jung believed that their conflict was not based merely on a difference of opinion. As Jung set forth to study the difference between Freud and Adler, he discovered that it was not the basis of the theoretical work that set the two individuals apart but rather a contrast between two different types of "human mentality, one of which finds the determining agency pre-eminently in the subject, and the other in the object" (Bennett, 1983, p. 35). According to Jung, the 'subject' designates the inner and private world of the individual while the 'object' refers to the environment, surroundings or external reality of the individual. The way in which one responds to the object is what Jung emphasizes as 'attitude-types'. (Jung, 1921). In his book, *Psychological Types*, Jung distinguishes the two attitude-types as extraversion and introversion. Jung concluded that Freud was an extravert and that Adler was an introvert.

Jung did not regard the attitudes as peculiarities of character, but rather as common personality differences found in his dealings with people (Jung, 1921).



Not only did he observe Freud and Adler, but through his extensive research and on-going medical practice, Jung discovered that the attitudes existed in individuals across communities, cultures and gender. Jung stated that the attitudes of extraversion and introversion could be “found not merely among the educated, but in all ranks of society, so that types can be discovered among labourers and peasants no less than among the most highly differentiated members of a community. Sex makes no difference either; one finds the same contrast among women of all classes” (Jung, 1921, p. 331).

As well, Jung acknowledges that a disposition to introversion or extraversion is not fixed - it can alter, fluctuate, or shift from one context to another. That is, individuals may be predisposed to more of one of these functions than the other, at any time. In fact, he writes, “every individual possess both mechanisms - introversion and extraversion and only the relative dominance of one or the other determines the type” (Bennett, 1983, p. 39). However, once the type has been determined it does not change throughout the course of one’s life. In fact, Jung’s theory of personality types assumes that while the type does not change, the expression of the type may vary as individuals progress through the various stages of life.

As Jung continued his study of extraversion and introversion, he concluded that he himself was also an introvert. As a child, Jung recalled that he preferred to spend time on his own. “I [Jung] remained alone with my

thoughts. On the whole I liked that best. I played alone, daydreamed or strolled in the woods alone, and had a secret world of my own" (Stevens, 1994, p. 6). Although, Jung knew himself to be an introvert, he questioned why he was different from Adler, who also was an introvert. Jung concluded that given the complexity of human behaviour, that there were variations among introverts and among extraverts. When Hall and Nordby (1973) summarized Jung's personality theory they stated, "The types, are categories into which people with similar but not necessarily identical characteristics are placed. Even within the same category, no two individuals' personality patterns, are exactly alike" (p. 96).

Jung stood firm in his theory of personality types and because he understood the diverse nature of human behaviour, he asserted that it cannot be divided into only two groups. Jung's theory, which begins as something quite simplistic becomes more complex when he identifies that introversion and extroversion are accompanied by the cognitive processes of sensing, intuition, thinking and feeling.

### The Four Functions

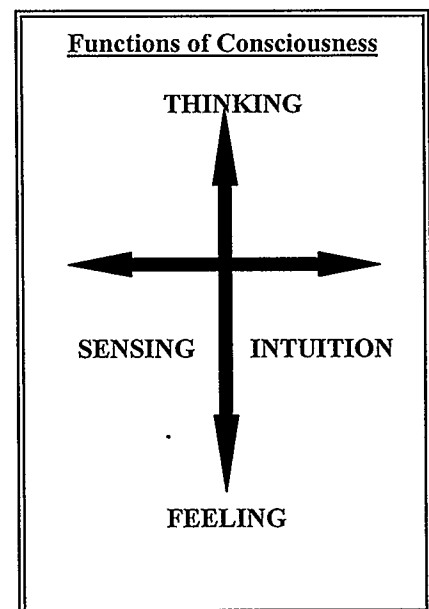
Jung questioned these variations and acknowledged his simple division of human behaviour as indistinct. "Why", he asked, "does one man resign himself to circumstances because experience has shown him that nothing else is possible, [while] another is convinced that though things have gone the same way a

thousand times before, the thousand and first time will be different?" (Jung, 1921, p. 333). To complete his typology, Jung understood that further distinctions were needed and that further subdivisions of each attitude, were required in order to present his theory of personality types more precisely.

Jung's prolonged commitment to uncover the further differentiation of attitude types revealed varying manifestations in basic psychological functions. These basic psychological functions occur when the minds of individuals are active and they are thereby involved in one of two basic mental activities. These cognitive functions correspond to the ways in which individuals are involved in accessing information and evaluating new or unfamiliar information. According to Jung, the "functional types correspond to the obvious means, by which consciousness obtains its orientation to experience." (Hall & Nordby, 1973, p. 99). Consequently, Jung uses the terms 'perceiving' and 'judging' to identify the two cognitive functions that individuals utilize. The function of perceiving, involves all the ways of becoming aware of things, people, events, or ideas. This function, involves "information gathering, the seeking of sensation or of inspiration and the selection of a stimulus to attend to" (Briggs Myers, 1998, p. 24). Judging, however, includes all of the ways of arriving at conclusions about what has been perceived. This function involves "evaluation, choice, decision making, and the selection of a response after perceiving a stimulus" (Briggs Myers, 1998, p. 24).

From these basic functions Jung extended his typology by identifying specific activities relevant to perceiving and judging. Jung introduced two perceiving functions which he identifies as sensing and intuition as well as two judging functions, which he describes as thinking and feeling. In total, Jung identified four additional functions that discern how individuals recognise and provide meaning to objects or experiences they encounter.

These functions, which Jung arranged in dichotomous pairs of opposites, include sensing and intuition as two irrational, or more accurately, non-rational activities or perceiving functions, as well as the functions of thinking and feeling as the rational activities, or judging functions. In total, four functions have been arranged as functional opposites because individuals cannot simultaneously perceive

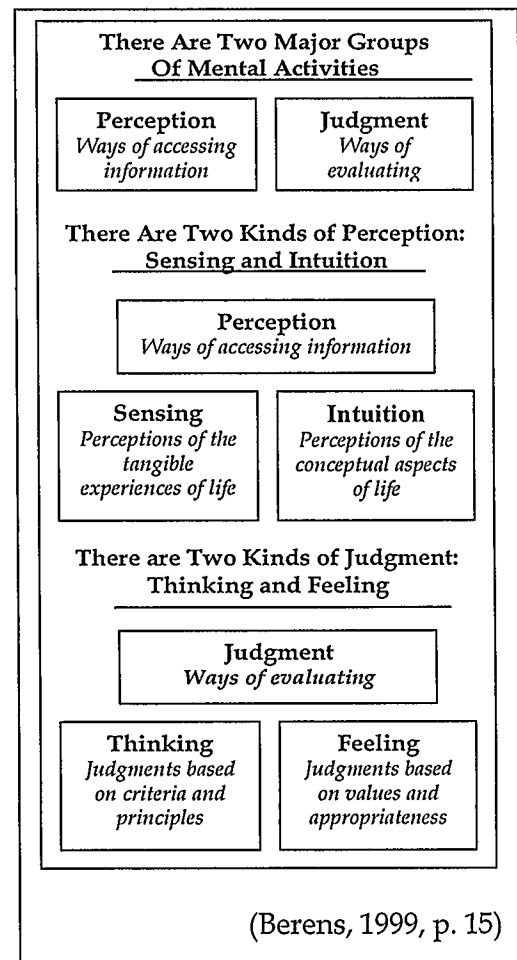


experiences equally through their sensing and intuitive functions, nor can they judge experience equally through the functions of thinking and feeling.

The natural preference for one of these functions over another causes individuals to direct energy towards it and to develop a preference for that function. Jung termed one's preferred cognitive function, their dominant function. According to Jung, "everyone possesses [each] mechanism, and only

the predominance of one or the other determines the type (Storr, 1983, p. 130). "These four functional types correspond to the obvious means by which consciousness obtains its orientation to experience" (Stevens, 1994, p. 86). As such, there are four ways in which the conscious mind apprehends events identified as part of Jung's personality typology.

The chart on the right, depicts the four functions introduced by Carl Jung and how they are connected and relate to one another. The two functions which Jung refers to as irrational, are identified as sensing and intuition. Conversely, thinking and feeling have been denoted by Jung as rational functions for both require an act of judgement.



### Irrational Functions

The function of *sensation* or sense perception, is the function by which individuals take in information and informs the individual that something exists. It refers to the immediate experience with the world and it is a process that

occurs without evaluation or reflection of the experience. According to Daniels, “[sensation] fails to consider context, implications, meanings or alternative interpretations, but instead attempts to represent factually and in detail the information that is available to the senses” (1992, p. 52). Science fiction enthusiasts of the 1970s were exposed to a popular television series entitled *Star Trek*. The crew of the spacecraft named the *Starship Enterprise*, may be explored further as popular culture examples of the functions and personas delineated by Jung. For example, the ship’s engineer, Scotty, consistently demonstrates the sensing function in his daily activities. His response to the events on the Starship is predominantly persuaded by his focus on the precise conditions of events, as they present themselves – without analysis, logical reasoning, or instinct. Repeatedly, throughout this television series, Scotty is very observant and concerns himself primarily with how concrete objects, such as fuel, time, or crystals, impact his senses.

The second irrational functional depicted by Jung involves *intuition* which informs individuals when experiences occur, the relationships involved, the direction in which these experiences may proceed, as well as the latent potentialities of a situation. Daniels further explains that, “intuition refers to a deeper perception of inherent possibilities and inner meanings” (1992, p. 52). In other words, this utilization of this function will cause individuals to have a hunch about something, or a feeling about an experience without clear evidence

or proof. By once again by examining the characters in *Star Trek*, the second irrational function described by Jung is depicted in the ship's captain – Captain James T. Kirk. Captain Kirk utilizes his intuitive function by identifying innovative strategies and solutions to seemingly impossible tasks. His instincts, imagination, and vision bring about ideas that reach beyond a sound and pragmatic approach to problem solving.

### The Rational Functions

In addition to the two irrational functions introduced by Jung, two rational functions may be independently accessed by the mind to help create meaning by evaluating new forms of information or experiences. Jung called these rational functions because the process involves decision making or judging rather than merely taking in information. These functions prompt the individual to assess experiences by examining the predictability and regularity of each occurrence. In other words, the conscious mind will perceive experiences based upon the way in which things typically occur. Therefore, “rational behaviour is based on predictability – things we know to be true because they happen regularly in the same way” (Thomson, 1998, p. 39).

To further Jung's understanding of predictability and how this relates to both a thinking and feeling function, it is necessary to provide a practical definition for each of these functions. According to Jung, thinking is a rational

function because when used, individuals seek to understand each experience through a systematic process of analysis and logical reasoning. When individuals use the thinking function, they are concerned with the need to be analytical and to base decisions upon rules, laws, justice, principles, or intellectual freedom. Therefore, the thinking function, relies on a consistency of how things work or interact. According to Stevens (1994) decisions based upon these descriptors are a rational function.

Turning once again to the characters in the television series *Star Trek*, we are provided with additional insight into the rational functions of thinking and feeling and how individuals who exercise these functions, operate. Individuals who utilize the function of thinking respond to experiences through logic and analysis. The character of Dr. Spock, portrays the quintessential thinking type who consistently reasons through logic and analysis. His primary focus is upon data collection and seeking expedient solutions to the problems encountered on the ship. At the risk of alienating members of the crew, Dr. Spock is frequently portrayed as impersonal as he forges ahead to analyze information and to seek out causal relationships to describe and understand his experiences on the ship.

While Dr. Spock exhibits the characteristics of the thinking function by way of logic and reason, these characteristics are complimented by the concern, compassion and empathy of the feeling type as exhibited by the ship's doctor, Dr. McCoy. The responses of this character are guided by his appreciation for



human relationships and his sense of responsibility for others on the ship. Dr. McCoy's reactions are based on his life experiences and, as such, this forms the foundation from which he predictably responds to events. Dr. McCoy brings to this film the moral conscience which counterbalances the impersonal and logical character of Dr. Spock.

While the feeling function is depicted as committed to human relationships and social justice, controversy can arise, in justifying that the feeling function is in fact a rational activity. In this case, the feeling function should not be confused with emotion or affect but rather with value or responsibility. When individuals use their feeling function, they are concerned with social obligation or acceptable standards and organize their behaviours around values, loyalty, commitment and relationships (Thomson, 1998). This function requires a process of reflecting on past experiences in order to make judgments about these experiences. That is, feeling is an evaluative function that triggers a positive or negative response to whether an event is agreeable, important or valuable. Stevens (1994) suggests that confusion over the feeling function "is reduced if one thinks of Jung's feeling function as a judgemental process concerned with values: evaluating function might be a more appropriate term" (p. 86).

### Adaptation

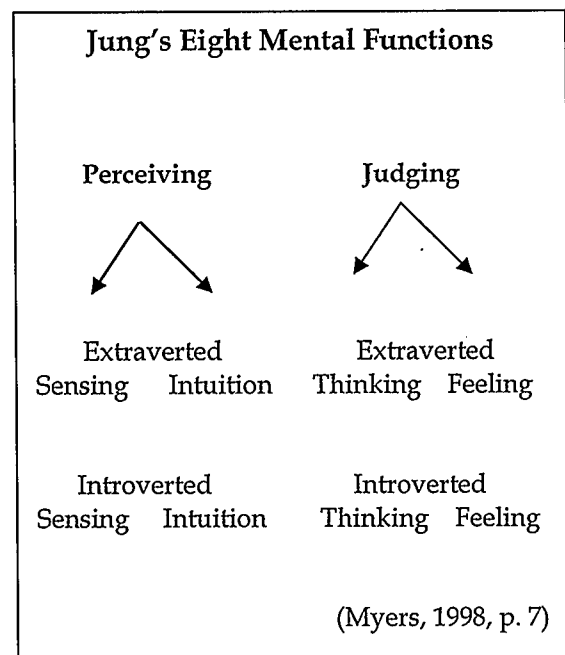
Jung believed that the use of any of the four functions was fluid and that the utilization of each function was adaptable and responsive to the needs of the moment. While all individuals are able to use these functions, they will differ in their selection and determination as to how to comfortably respond to events when they occur. "The relation between subject and object ... is always one of adaptation, since every relation between subject and object presupposes the modification of one by the other through reciprocal influence. In other words, as individuals express their desired function, there is an ongoing process of flexibility and compromise as one function emerges and the opposite function in the dichotomous pair, recedes. Adaptation consists in these constant modifications. Therefore, the typical attitudes to the object are processes of adaptation" (Jung, 1921, p. 331). As a result, individuals are constantly developing and evolving in relation to the multiple experiences that have been encountered.

By looking once again at the characters of 'Scotty' and 'Captain James T. Kirk', I am able to extract an example which highlights the process of adaptation. These two characters frequently disagree and engage in debates primarily because they do not see 'eye to eye', about how to best solve the dilemmas they encounter. Due to the fundamental differences in how an intuitive type and a thinking type respond to experiences, the characters of Captain Kirk and Scotty

view the responses of one another as atypical, foreign and, therefore, uncomfortable. Throughout the Starship's adventures, it was essential to the survival of these characters and to the crew, that Kirk and Scotty, adapt their dominant Jungian functions. As an intuitive type, Kirk's personality is eased by the influence of Scotty who shows Kirk that there are limits and value to what already exists. Conversely, Kirk tempers the sensing function of Scotty by demonstrating that although direct experience is valuable, that the future holds possibilities that extend beyond the concrete reality of the present. This is what Jung meant by stating that the functions are in a constant state of flux and that individuals will use particular functions in response to the needs of each particular experience.

### The Dynamics of Personality

From the two attitudes of extraversion and introversion and the four conscious functions, it is possible to describe eight psychological types. By combining each of the attitudes (introversion or extraversion) with one of the functions, Jung identified these eight personality types:



- the extravert with dominant sensing type
- the introvert with dominant sensing type
- the extravert with dominant intuitive type
- the introvert with dominant intuitive type
- the extravert with dominant thinking type,
- the introvert with dominant thinking type
- the extravert with dominant feeling type
- the introvert with dominant feeling type

Table 2.1 is taken from Myers' (1994) work and describes the eight personality types identified by Jung's typology (p. 23).

<b>Table 2.1</b> <b>The Eight Jungian Functions</b>	
<b>Function</b>	<b>Characteristic Behaviours</b>
Dominant Extraverted Sensing	Directing energy outwardly and acquiring information by focusing on a detailed, accurate accumulation of sensory data in the present
Dominant Introverted Sensing	Directing energy inwardly and storing the facts and details of both external reality and internal through and experiences
Dominant Extraverted Intuition	Directing energy outwardly to scan for new ideas, interesting patterns, and future possibilities
Dominant Introverted Intuition	Directing energy inwardly to focus on unconscious images, connections and patterns that create inner vision and insight

Table 2.1 continued	
Dominant Extraverted Thinking	Seeking logical order to the external environment by applying clarity, goal-directedness and decisive action
Dominant Introverted Thinking	Seeking accuracy and order in internal thoughts through reflecting on and developing a logical system for understanding
Dominant Extraverted Feeling	Seeking harmony through organizing and structuring the environment to meet people's needs and their own values
Dominant Introverted Feeling	Seeking intensely meaningful and complex inner harmony through sensitivity to their own and others' inner values and outer behaviour

Of the eight personality types that Jung introduced, all of the functions cannot be utilized at one time because one function will be preferred and will dominate while the use of the other functions will follow. To maintain balance in the utilization of the functions, Jung believed that there exists a hierarchy of preference when utilizing the available functions. That is, individuals use these functions in order from greatest preference which Jung refers to as the 'dominant function', followed by the second in preference which is known as the 'auxiliary function', to the third preferred function known as the 'tertiary function', to finally the 'inferior function' which is the least preferred function. In Jungian terms, "the dominant function has the largest share of the available psychic energy under its control. The auxiliary, tertiary and the inferior functions have

proportionally less energy available that the individual can direct and control” (Briggs Myers et. al, 1998, p. 25). Because the tertiary and the inferior functions require a significant expenditure of energy, they are the least utilized and, therefore, least developed functions.

Anthony Stevens (1994) states that Jung concluded that “it is rare for people to make exclusive use of one function: they tend to develop two functions, usually one rational function and one irrational function; one of these becomes the superior function and the other an auxiliary function. The other two functions remain [in the] unconscious (Stevens, 1994, p. 89). Within the unconscious, Jung claimed that individuals have a multitude of instincts which he termed as ‘archetypes’. These archetypes drive individuals from within and that one particular instinct is no more important than another. Consequently, it is the tertiary and the inferior functions which are controlled by the unconscious and it is the awareness and development of these archetypes within the unconscious which Jung believed would lead to significant personal growth and ultimate self awareness.

### Self Knowledge

Awareness of one’s personality type is important for several reasons. Most significantly, it helps a person to understand and differentiate one’s own conscious tendencies. In this way, an individual will develop an awareness of

how he/she takes in, processes and judges new information. According to Jung, one of the major tasks of the first half of life is to learn to express effectively a dominant function. Briggs Myers, et. al. (1998) state that “in youth and adulthood, the task is to develop the first (or dominant) and the second (auxiliary) functions. These innate, natural functions are best suited to helping a person find a comfortable and effective place in the world” (p. 28). However, many individuals, are uncertain about their psychological type and, as such, this may cause unexplained difficulties in developing or maintaining relationships. Once there is an understanding of one’s own preferred patterns of behaviour, this may then shed some light onto specific differences in the behaviour of others and provide valuable insight into learning to appreciate and cope with these differences more constructively.

Just as Socrates urged individuals to come to ‘Know thyself’, Jung asserted that a lifelong developmental process could [only] be brought to its highest fruition if one worked with and confronted the unconscious. This is reiterated by Briggs Myers (1998) who writes that, “during midlife, people appear to be naturally motivated toward completing their personalities through gradually adding the previously neglected tertiary and inferior functions to the sphere of operation” (p. 28). While this is an admirable goal few persons if any, reach this stage of personal growth and development. To reach a stage whereby individuals can use each function with relative ease and comfort requires

significant energy and determination. It becomes extremely difficult for persons to explore that which is unknown to them. To elaborate further, I am reminded of an anecdote which provides a metaphor for the difficulty surrounding this task of evolving:

An evil warlord has kidnapped a young woman. In an attempt to demonstrate goodwill, he offers her a choice between two doors. One door, he tells her, leads to his garden. If she chooses that door, she may follow the path beyond it to freedom and sunlight and he will never bother her again. The other door leads to his bedroom. If she chooses that door, she must stay with him forever.

Now, the young woman knows very well that the man is lying. In fact, both doors lead to the bedroom, and it doesn't matter which one she chooses. For a long time she is silent, contemplating her options. Finally, she makes her choice. She points to one of the doors and says, "This door is *not* the door that leads to the garden."<sup>2</sup>

Like the young woman in the story we cannot choose something that we do not yet know, exists. By giving added attention to the tertiary and inferior functions requires a lessening of energy to the dominant and auxiliary functions through

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<sup>2</sup> This is a paraphrase of a story told in the film *Chan is Missing* (1982) directed by Wayne Wang.



which individuals have experienced comfort and success - making the development of the unconscious laborious. As a result, Briggs Myers et. al (1998) state that most people continue to develop their comfort and effective expression of the four conscious functions without "any expectation that they will arrive at a predetermined level of development" (p. 28).

### Type Development

Personality type development is considered by Jung to be a valuable life long process whereby the individual continues to develop and gain greater control over the functions. He asserted that to truly know oneself is to know what has happened, what is experienced, and what one anticipates for the future. However, Jung believed that the "purpose of life was to realize one's own potential, to follow one's own perception of the truth, and to become a whole person in one's own right" (Stevens, 1994, p. 24). To take away any part of this developmental process, would allow for partial or lack of understanding for individual potential to occur. The following story illustrates the importance of connecting each of the functional pieces to the whole in order to develop a meaning that is unified and coherent:

An elephant belonging to a traveling exhibition had been stabled near a town where no elephant had been seen before. Four curious citizens hearing of the hidden wonder went to see if they could get a preview of it. When they arrived at the stable, they found that there was no light. The investigation therefore had to be carried out in the dark.

One, touching its trunk thought that the creature must resemble a hosepipe; the second felt an ear and concluded that it was a fan. The third, feeling a leg, could liken it only to a living pillar; and when the fourth put his hand on its back he was convinced that it was some kind of throne. None could form the complete picture; and, of the part which each felt, he could only refer to it in terms of things which he already knew. The result of the expedition was confusion. Each was sure that he was right; none of the other townspeople could understand what had happened, what the investigators had actually experienced.<sup>3</sup>

This simple yet effective story provides a metaphor for the developmental process that Jung believed was important to gaining an understanding of the self.

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<sup>3</sup> Version told by Indries Shaha, *The Sufis* (Garden City, N.Y.: Doubleday & Company, 1964; Anchor Books edition, 1979), 40-41.

The citizens in this story were unable to understand the unified object because each piece was examined individually and carried with it equal importance by the citizens. There was no connection made between the parts of the object and the elephant as a unified object. Juxtaposing this with Jungian theory, demonstrates that when the functions are examined, connected and further developed, this will lead to continued increased self awareness and further type development. "By developing each of the functions in proportion both to its relative importance to the individual and to the useful relationship to the other processes" (Briggs Myers et. al, 1998, p. 28), will lead to optimum use of the four functions and greater understanding of the self. In order to achieve this, individuals need to make sense of their actions and words – to interpret these experiences and to place these into perspective.

### Relevance of Personality Types

For Carl Jung, the development of his theory of personality types was paramount to his life's work as a researcher and psychologist. Jung spent his life involved in the careful observation of individuals in order to collect the phenomenological evidence that would support his theory of personality types which advocates that there exists not only commonalities in the ways in which individuals respond to events in the world, but also notable individual

differences in these behaviours. Daniels (1992) suggests that there are three significant reasons for developing an awareness of one's own personality type.

Daniels indicates that developing an understanding of personality type will afford individuals the opportunity to "understand and differentiate [their] own conscious tendencies" (p. 87). By coming to understand the attitudes of introversion and extraversion and the four functions (sensing, intuition, thinking and feeling), individuals not only come to understand their own behaviour preferences, but also appreciate the behaviours of others so as to make constructive use of individual differences.

Once individuals are cognizant of their own conscious tendencies, Daniels suggests that this will "help to create an understanding about relationships and how incompatibility and friction can occur" (p. 87) with others. For example, introverts may be challenged in their relationships with extraverts if individuals are unaware of one's preferred tendencies and how these tendencies manifest themselves through the interactions with others. By becoming cognizant of how individuals differ in the use of the attitudes and the specific functions described by Jung, individuals can develop an appreciation for all preferences and that each is equally important and basic to human interaction. This approach to problem solving is effective in enhancing communication, resolving conflicts and, thereby, developing effective relationships.

Finally, Daniels suggests that as individuals acquire comfort and knowledge in their strengths, “this enables persons to gain insight into the direction of unconscious tendencies” (p. 87) . Jung indicated that humans have habitual ways of responding to events and that these habits are influenced by inborn tendencies as well as life experiences. These habits or instincts are contained within the unconscious. Jung acknowledged that differentiation of the inferior functions and developing the unconscious was a difficult task and best tackled in the latter half of life. While the development of the unconscious is yet another reason to become knowledgeable about one’s own personality, it remains one task that is left unattended.

Further interest in Jung’s theory of personality type continued throughout the years and numerous personality inventories surfaced. However, no inventory is more popular than the Myers Brigg Type Inventory. The Myers Briggs Type Inventory® (MBTI®) utilizes Jung’s theory faithfully and rationally, and provides a structured, systematic way to appreciate individual differences.

### The Myers Briggs Personality Inventory®

In 1923, Katharine Briggs and Isabel Myers encountered Jung’s ideas and they believed that his ideas were so powerful that they began further study into his personality typology. For eighteen years from the publication of Jung’s book, *Psychological Types*, Myers and Briggs studied Jung’s theory as they worked

to apply their understandings to individual behaviours. It was at that point that they began two decades of observation and research and in 1941, “they began developing and testing questions that they hoped would assist people in identifying their own Jungian type preferences” (Fitzgerald & Kirby, 1997, p. 4).

Isabel Myers and her mother, Katharine Cook Briggs, both observers of human behavior, were drawn to C. G. Jung's work which sparked their interest into a passionate devotion to put the theory of psychological type to practical use. With the onset of World War II, Isabel Myers recognized that a psychological instrument that has as its foundation in the understanding and appreciation of human differences would be invaluable. Not only would such an instrument aid in identifying differences but would also contribute to a deeper understanding of oneself and the behavior of others. She researched and developed the Indicator over the next four decades, until her death in 1980.

The Myers Briggs Type Indicator® or the MBTI® instrument was developed over the next three decades as research was collected from thousands of people. Throughout its development and initial construction, the MBTI® extracts three underlying assumptions from Jung's theory of psychological types which have set the tasks for the inventory and separate it from other personality inventories or psychological measures. The first assumption is that “true preferences actually exist (Briggs Myers, et. al., 1998 p. 11). Consequently, these ‘true preferences’ will not change over time and that the reporting of these

preferences will remain consistent over time. The second assumption is that personality preferences that combine to form a type can be provided directly or indirectly on a self report inventory (Briggs Myers, et. al.). By utilizing the carefully constructed questions that comprise the MBTI® questionnaire, respondents can complete the inventory on their own with the intervention of additional personnel. Once respondents complete the questionnaire, the results will be provided and interpreted by a qualified examiner to the respondent. Although some variation may occur in the intensity of the result, the personality type does not fluctuate from its original designation. The final assumption is that “preferences are dichotomized” (Briggs Myers et. al., 1998, p. 11) and that the “two poles are equally valued” (Briggs Myers et. al., 1998, p. 11). As such, preferences for extraversion or introversion are viewed as opposite ways of dealing with the outside world and yet it is never to be assumed that it is better or worse to be of one type or another. Both are merely different ways of viewing and interacting with the world.

### Validity and Reliability

In order to ascertain the value in utilizing the MBTI® to assess personality types and differences, it is important to consider the validity and reliability of this instrument. Because the MBTI® was originally created to utilize the theory of personality types posited by Carl Jung, the validity of this instrument is

determined by its ability to connect Jung's theory to the outcomes of this instrument. In short, does the test measure what it claims to measure – personality types as presented in the theoretical framework established by Carl Jung? Jung's theory suggests that healthy individuals are of differing types and the MBTI® utilizes the responses provided by participants to sort individuals according to the personality type that best fits the responses. According to the MBTI® manual (1998) two areas were explored to determine the validity of this instrument. The first area explored the individual personality preference scales that comprise the MBTI® and are the component parts or the separate scales used to identify personality type. The second area examined the whole personality type or the combination of preferences that contribute to the designation of a four-letter personality type. "A number of exploratory factor analyses of the MBTI® scales have demonstrated very close correspondence with the hypothesized four-factor structure. More rigorous confirmatory factor analyses provides even stronger support for the model. Correlations of the four preferences scales with a wide variety of scales from other instruments support the predictions of type theory regarding the meaning of and the behaviors believed to be associated with the four dichotomies" (Briggs Myers, 1998, p. 219). Through rigorous testing, it is evident that the MBTI® closely connects Carl Jung's theory of personality types to the outcomes of this instrument.



To further support the use of the MBTI® instrument for determining personality types, it is necessary to explore the reliability of the responses and the consistency with which the respondents acquire similar results. To determine the internal consistency reliability two methods – split-half reliability and coefficient alpha – were utilized. Through split-half reliability, the test is divided into two halves labeled X and Y. The results of responses for section X are compared with the results of section Y to measure the consistency of the responses throughout the test. The following table demonstrates the split-half reliabilities for Form M of the MBTI®.

Correlations that measure .80 or greater on the two halves of the test, demonstrate excellent reliability coefficients and are expected when comparing results from the same instrument.

<b>Table 2.2</b> <b>Internal Consistency of Form G and Form M Continuous Scores Based on Split-Half Correlations</b>					
Sample	Population	Extravert-Introvert	Sensing-Intuition	Thinking-Feeling	Judging-Perceiving
Form G CAPT Databank Form M National Sample	32,671 3,036	.82	.84	.83	.86
Logical Split-Half					
X Half		.90	.92	.91	.92
Y Half		.91	.92	.90	.92

Table 2.2 continued					
Consecutive Split-Half					
X Half		.91	.92	.89	.92
Y Half		.90	.92	.92	.92
Word Pairs		.91	.93	.92	.94
Phrases		.91	.91	.90	.93

(MBTI® Manual, 1998, p. 160)

The internal consistency was also explored using coefficient alpha whereby the average of the correlations is utilized. The following table depicts that there is limited difference between the coefficients acquired in the split-half and coefficient alpha methods and no differences in reliability between males and females in the representative samples.

Table 2.3 Internal Consistency of Form M Continuous Scores Based on Coefficient Alpha						
Sample	Gender	Population	Extravert-Introvert	Sensing-Intuition	Thinking-Feeling	Judging-Perceiving
National Sample	M,F	2,859	.91	.92	.91	.92
	M	1,330	.91	.93	.90	.93
	F	1,529	.90	.91	.88	.92
Iowa State University	M,F	269	.91	.91	.91	.92
CRI Sample	M,F	140	.89	.93	.91	.94
Trinity	M,F	90	.90	.91	.94	.92
Fairview	M,F	247	.93	.93	.90	.92
	M	37	.93	.93	.91	.93
	F	210	.92	.93	.89	.91
Middle Tennessee State University	M,F	175	.91	.87	.88	.91
	M	76	.91	.87	.86	.88
	F	99	.92	.87	.87	.92
Public Utilities	M,F	240	.95	.95	.93	.94
	M	114	.95	.95	.93	.94
	F	126	.95	.95	.93	.94
Ball Foundation	M,F	85	.93	.89	.92	.92

Table 2.3 continued						
Test Samples (Combined)	M,F	500	.94	.93	.92	.93
	M	200	.93	.93	.91	.93
	F	300	.94	.93	.91	.94
Table 2.3 continued						
Retest Samples (Combined)	M,F	400	.94	.95	.93	.94
	M	151	.94	.95	.93	.94
	F	259	.94	.94	.93	.94

(MBTI® Manual, 1998, p. 161)

A further analysis of internal consistency reliability explored the gender, age, and ethnicity as factors that may influence test reliability. The following table depicts the internal consistency reliability coefficients by age group and ethnic group as derived from the national sample and college student samples presented in the previous tables.

Table 2.4 Internal Consistency Reliability of Form M by Age Group and by Ethnic Group					
Age Group	Population	Extravert- Introvert	Sensing- Intuition	Thinking- Feeling	Judging- Perceiving
18-21	89	.91	.92	.89	.94
22-25	145	.90	.91	.91	.92
26-30	241	.91	.93	.91	.93
31-40	641	.90	.91	.91	.92
41-50	628	.91	.92	.91	.92
51-60	440	.91	.92	.91	.92
61-70	347	.90	.91	.92	.92
> 70	269	.91	.90	.89	.90
Ethnic Group	Population	Extravert- Introvert	Sensing- Intuition	Thinking- Feeling	Judging- Perceiving
<i>Adults from national Sample</i>					
African American	120	.88	.87	.84	.91
Latino/Latina/Hispanic	100	.88	.87	.90	.91
Public Utilities Company	53	.95	.95	.94	.91

Table 2.4 continued ...					
<i>College Students</i>					
African American	105	.91	.80	.87	.90
American Indian	17	.96	.86	.87	.91
Asian or Pacific Islander	233	.91	.82	.83	.89
Latino/Latina/Hispanic	28	.84	.86	.88	.90

(MBTI® Manual, 1998, p. 161)

The results of this analysis indicate that while the consistency reliability coefficients remain excellent, there is some variation in this data. Factors such as wording, phrasing, and occurrence within the test items may affect the outcome of the results. As well, individual factors such as level of interest, age, or developmental level may have had an impact the results of this analysis. Overall, however, the above tables indicate that the internal consistency of the MBTI® reliable.

In addition to exploring the internal consistency of the MBTI® test-retest reliability estimates were examined. The purpose of this is to determine the replicability of respondent test results over time. As a trained and qualified examiner for the MBTI®, I have been asked on numerous occasions about the consistency of individuals remaining the same type over time. The following table depicts the continuous reliability for the four personality preference scales.

Table 2.5 Test-Retest Percentage Agreement Of Dichotomies for Form G and Form M						
Sample	Interval	Population	Extravert- Introvert	Sensing- Intuition	Thinking- Feeling	Judging- Perceiving
<i>Form G</i>						
Meta-analysis	> 9 months	1,133	75	76	75	77
Meta-analysis	< 9 months	356	82	87	82	83
<i>Form M</i>						
VA Commonwealth	4 weeks	116	87	87	84	88
Public Utilities Company	4 weeks	258	91	92	84	89
CPP	4 weeks	50	96	96	92	96

(MBTI® Manual, 1998, p. 163)

The data presented in the table above indicates that the responses to the items presented on the MBTI®, remain stable over time. According to Briggs Myers et. al, “when subjects report a change in type, it is most likely to occur in only one preference and in scales where the original preference clarity was low” (1998, p. 164). Changes in the four letter personality type description will remain constant over time with only potential changes to occur in only one of the four letter designations.

By utilizing a valid and reliable instrument such as the Myers Briggs Type Indicator®, the theory of personality types developed by Carl Jung can be explored to further one’s understanding of the diverse human behaviors within our community. By coming to understand these differences, individuals can build upon the strengths of others, cultivate and refine underdeveloped skills, and can enhance the relationships between those with whom we are surrounded.

This is an essential ingredient for those who aspire to lead teachers and staff in creating positive and effective teaching and learning communities.

### Leadership

Concepts of leadership, ideas about leadership, leadership practices, and suggestions for improving leadership practices are the topics of substantial research resulting in the publication of a myriad of books relating to these subjects. Contemporary leadership has been defined in diverse ways, and with each new leadership book there is a claim that its definition is the best. One needs only to visit the local bookstore or to run an Internet search using the keyword 'leadership' to view the vast collection of literature on the topic of leadership and to determine that this is a popular and growing area of interest and expertise. The principles, analyses, and recommendations for effective leadership as outlined in the literature can be overwhelming for current leaders and for those who aspire to lead. The strategies and skill sets of past leaders are described in this literature as those qualities and characteristics that all successful leaders must possess. One of the authors who wrote about the skills that effective leaders require is Stephen Covey (1990), who identifies that being proactive, managing time, exercising empathy and committing to continual improvement as the key characteristics of effective leaders. Jim Collins (2001) in his book *Good To Great*, identifies that the success of a corporation or the

leaders within the corporation, is largely attributed to ensuring that the “right people are on the bus, and [to get] the wrong people off the bus” (p. 41). He identifies the “right people” as those individuals who are “self motivated by the inner drive to produce the best results”. Collins (2001) further describes effective leaders as those individuals who exercise rigor in decision making, lead with questions and not answers, engage in dialogue and debate, and ensure that they are surrounded by the “right people”.

My research focus is not to address to the qualities of an effective leader, but rather I seek to explore the attributes of leaders of varying personality types and how these attributes are perceived by others in the school community.

In schools that operate as learning organizations or professional learning communities, “leadership is not defined as the exercise of power over others. Instead, it is an exercise of wit, will and passion, time and talent, and purpose and power in ways that allows the group to increase the likelihood that shared goals will be accomplished. In learning organizations leadership as power over events and people is redefined to become leadership as power to achieve shared goals ” (Sergiovanni, 1994, p 170). All members of the school community are called upon to work collaboratively in order to achieve the academic, social, emotional and spiritual goals set forth by the community. Therefore, school leaders are challenged with seeking effective ways in which to bring the diverse

members of the school personnel together and to work toward meeting a shared mission and vision of the school community.

There is a need for leaders in professional learning communities to develop key behaviours and strategies to move from being efficient managers to effective mission, vision and goal driven leaders who appreciate how to develop commitment rather than compliance from those who follow. By utilizing the MBTI®, school leaders can embrace individual uniqueness and create wholeness (community) out of diversity (Kouzes and Posner, 2002). Then, leaders are able to make an asset out of difference and find a common purpose with which community constituents may identify. School leaders need to have an understanding and a skill set that enables them to not only make key decisions but also to motivate, challenge, inspire and support staff and students. To this end, it is at the heart of the school community that the relationships among and between its constituents are fostered. Max DePree (1989) states that, “leaders need to foster environments and work processes with which people can develop high quality relationships – relationships with each other, relationships with the group with which we work” (p. 25) in order to be effective. For it is “people that are at the heart and spirit of all that counts” (DePree, 1989, p. 13).



### School Leadership and a Place for the MBTI®

Sergiovanni (1996) explored the fundamental difference between school communities and outside organizations by stating that “communities are organized around relationships and ideas. They create social structures that bond people together in a oneness, and that binds them to a set of shared values and ideas” (p. 47). “[School] communities are collections of individuals who are bonded together by natural will and who are together bound to a set of shared ideals and ideas” (Sergiovanni, 1996, p. 48). The challenge for each school leader or aspiring leader is to find ways to foster relationships and to create an effective school culture. Much in the same way that an artisan will shape, mould or even reconstruct the artistic medium of choice, school leaders need to work patiently to develop their own skills which will ultimately be utilized to form relationships and shape the culture of the school (Deal and Peterson, 2000).

One step in the process of creating a school community is to become more aware of one’s own behaviour and how one’s personality type influences that behaviour. Developing relationships with others relies heavily upon situational behaviours and interpersonal style. Therefore, when leaders gain clarity about their own personality type, they will have a deeper awareness of leadership strengths and potential developmental needs. (Barr & Barr, 1989). By utilizing the MBTI®, school leaders can identify their own personality preferences, attributes and challenges.

A further step in the process of creating school community, is for school leaders to come to know the personality types of those individuals within the school community. By utilizing the MBTI® and taking the time to understand how individuals interact with the environment, school leaders can develop an awareness of the diverse personality types and personal preferences of those within the school community. Through this process, school leaders will come to appreciate that a variety of responses are required to support as well as to foster growth and motivation for those of differing personalities. According to Sergiovanni (1994), "concentrate on people first. Build them up by increasing their capacity to function and by increasing their commitment. Link them to purposes " (p. 35) and this will further engage them in the school community. "Community is part of our nature and all people will aspire to higher standards of performance when they are genuinely understood and appreciated for their dedication ... and achievements" (Sergiovanni, 2000, p. 19). This remains a challenge for school leaders.

### Type Distribution of Leaders

Through my experience as an MBTI® test administrator and interpreter, one of the first questions that I am asked when returning type reports to respondents is, "Am I the right type?" It is important for school leaders to appreciate that there is no right or wrong answer when it comes to identifying

one's personal preference. The MBTI® instrument is designed to sort individuals into pre-existing categories rather than to measure deficiencies of any human characteristic. When referring to types of leaders and managers, the MBTI® reports that all personality types fulfill leadership roles (Fitzgerald and Kirby, 1997). Fitzgerald and Kirby (1997) report that the thinking and judging types (ISTJ, INTJ, ESTJ and ENTJ) are consistently reported to secure the majority of leadership positions across a variety of cultures, organizations, schools and social service agencies. Additionally, Fitzgerald and Kirby (1997) report that while males and females typically report a preference for the thinking dimension males typically respond approximately 20% higher than females in this dimension.

### Leadership Attributes and the MBTI

Utilizing the MBTI® to acquire information about the attributes of individuals who are leaders or followers will assist individuals to further their understanding and appreciation for the unique characteristics that may be present within a community. Roger Pearman (1999) has provided an overview of the attributes held by leaders who exhibit one of each of the sixteen personality types as introduced by Carl Jung and further developed by Isabel Myers. According to Pearman (1999), the following descriptions were derived from observations and the analyses of responses from respondents who worked

as leaders or who worked with others in administrative tasks. Each description provides an overview of the typical responses and behaviours of leaders as witnessed from each of the sixteen personality types.

**Table 2.6**  
**Type Descriptions** (Pearman, 1999, p. 12-43)

<b>ISTJ</b> <b>Introverted Sensing</b> <b>with Extraverted</b> <b>Thinking</b>	<p>ISTJ leaders seek precision and clarity in spoken or written information. These two qualities promote a thorough and practical concentration on the task at hand. With Introverted Sensing as the lead mental process ISTJs have an immediate, concrete focus on the here and now. They are likely to appear as focused, orderly, critical, and decisive people who trust facts and structure.</p> <p>Potential Barriers to Effectiveness:  ISTJs need to learn to create more developmental climate and demonstrate more compassion for others and have a low tolerance for ambiguity.</p>
<b>ISFJ</b> <b>Introverted Sensing</b> <b>with Extraverted</b> <b>Feeling</b>	<p>ISFJs tend to be realistic, calm, consistent and careful with facts. Loyal and reliable, they trust their experience and the consistency of information. ISFJs have a storehouse of memories and facts. They are cooperative and sympathetic. They express interest in people rather than things.</p> <p>Potential Barriers to Effectiveness:  Their lack of interest in the limelight means that they often do not get their views aired.</p>
<b>INTJ</b> <b>Introverted Intuition</b> <b>with Extraverted</b> <b>Thinking</b>	<p>INTJs as leaders are analytical and innovative. INTJs often see the relationships among unrelated events or facts, and have an uncanny awareness of situations.</p> <p>Potential Barriers to Effectiveness:  INTJs need to strengthen relationships, demonstrate more compassion and sensitivity and to be careful about disagreements with decisions. Perceived by others as being opinionated, detached, and manipulative.</p>
<b>INFJ</b> <b>Introverted Intuition</b> <b>with Extraverted</b> <b>Feeling</b>	<p>INFJ leaders perceive the complexity of interpersonal relationships and circumstances of situations with clarity. INFJs link inspiration, ideals and imagination. INFJs engage with other people and evaluate the events around them with an awareness of the consequences on people and treasured ideals.</p>

Table 2.6 continued INFJ continued	<p>Potential Barriers to Effectiveness: Interpersonal style may be seen as guarded and pressuring. These qualities undermine trust and a feeling of fair play.</p>
<b>ISTP</b> <b>Introverted Thinking</b> <b>with Extraverted</b> <b>Sensing</b>	<p>ISTPs lead by being analytical. This produces a decisive and incisive perspective concerned with precision and exactness. This type is reflective, sceptical and critical. ISTPs are adaptable as long as logical order can be made out of the situation.</p> <p>Potential Barriers to Effectiveness: In environments where change is frequent, they may discover their logical, critical comments are perceived as disagreeing with upper management.</p>
<b>INTP</b> <b>Introverted Thinking</b> <b>with Extraverted</b> <b>Intuition</b>	<p>INTPs lead by seeking answers to questions in terms of the causes, outcomes, and variable relationships of people, places, and things. An awareness of the fluidity of the situation is often a hallmark of this function.</p> <p>Potential Barriers to Effectiveness: Learning to build and mend peer and direct report relationships is critical to the future success of INTPs. INTPs may be perceived by others as having poor work team commitment and a poor confrontational record.</p>
<b>ISFP</b> <b>Introverted Feeling</b> <b>with Extraverted</b> <b>Sensing</b>	<p>ISFPs are gentle leaders who make decisions based on their ideals and web of relationships as well as a desire to take practical action. ISFPs find supportive environments and develop strong, though few interpersonal relationships.</p> <p>Potential Barriers to Effectiveness: Can be seen as guarded and impatient at times. Observers would like to see a demonstration of more strategic mindedness.</p>
<b>INFP</b> <b>Introverted Feeling</b> <b>with Extraverted</b> <b>Intuition</b>	<p>INFPs as leaders seek congruence between their ideals and the current situation. INFPs make decisions by looking at consequences and how outcomes will fit into their values and ideals. They seek out possibilities and patterns and make connections among people, ideas and events and then evaluate their acceptability.</p> <p>Potential Barriers to Effectiveness: INFP get surprised with how touchy and unrealistic they become when they are under stress. They become noticeably distracted and impulsive as the stress increases. With continued stress, they will become very critical and petty, seeming harsh and very negative toward others and themselves.</p>

<p>Table 2.6 continued</p> <p><b>ESTP</b>  <b>Extraverted Sensing</b>  <b>with Introverted</b>  <b>Thinking</b></p>	<p>ESTPs as leaders are acutely aware of the environment and people that they respond quickly and adaptively. They are focused on concrete, exact facts which promote expedient action. ESTPs arrive at a quick analysis and action.</p> <p>Potential Barriers to Effectiveness: Failure to take the time to show their interest in the long-range strategic future of the organization.</p>
<p><b>ESFP</b>  <b>Extraverted Sensing</b>  <b>With Introverted</b>  <b>Feeling</b></p>	<p>ESFPs as leaders are friendly, practical and responsive. This leads to easy connections with people and people-related tasks in their environment. They have a quick awareness of the human dynamics of a situation and are eager to enjoy the moment.</p> <p>Potential Barriers to Effectiveness:  When they appear impatient, noncommittal and blunt, ESFPs are viewed as ineffective. They need to show that they will do what is needed to get the job done and that they learn quickly.</p>
<p><b>ENTP</b>  <b>Extraverted Intuition</b>  <b>with Introverted</b>  <b>Thinking</b></p>	<p>ENTPs as leaders focus on future possibilities that are related to present circumstances. ENTPs seek out patterns and interrelationships among ideas and frameworks. ENTPs are questioning and sceptical and decisions are continuously flowing.</p> <p>Potential Barriers to Effectiveness:  Some see their analytical questioning as a noncommittal and overly critical behaviour. ENTPs can be seen as impatient with those who do not think as quickly and appear unconcerned about their work/personal life balance.</p>
<p><b>ENFP</b>  <b>Extraverted Intuition</b>  <b>with Introverted</b>  <b>Feeling</b></p>	<p>ENFPs as leaders like 'going with the flow'. They seek to connect current experience to future possible outcomes. Their active imagination is triggered by external events. Drawn toward people and people related concerns, ENFPs work toward understanding relationships in context.</p> <p>Potential Barriers to Effectiveness:  ENFPs need to be more deliberate in their management of tasks. When their values are pinched, they seem guarded, dogmatic and hypersensitive, which interferes with their effectiveness.</p>

<p>Table 2.6 continued</p> <p><b>ESTJ</b>  <b>Extraverted Thinking</b>  <b>with Introverted</b>  <b>Sensing</b></p>	<p>As leaders, ESTJs give a critical, analytical eye to experience. They seek order and reasonableness in decision-making processes. ESTJs have a clear impression about experiences, people, and circumstances. This type enjoys methodical, systematic analysis of life events.</p> <p>Potential Barriers to Effectiveness:  ESTJs need to learn more effective ways to build and mend relationships. As well, ESTJs need to focus on creating a development climate with direct reports or team members.</p>
<p><b>ENTJ</b>  <b>Extraverted Thinking</b>  <b>with Introverted</b>  <b>Intuition</b></p>	<p>ENTJs as leaders are inclined to critique and analyze information as it occurs in relation to some larger framework. They are able to identify endless connections and interrelationships among facts and ideas. ENTJs are perpetually building more complex models of whatever their interests may be.</p> <p>Potential Barriers to Effectiveness:  Observers feel that they could have problems with interpersonal relationships because of their quick verbal analytical style. As well, problems with personal/work balance are created by their high aspirations and demanding attitudes. Their general proactive attitudes and critical nature can be seen as condescending and arrogant.</p>
<p><b>ESFJ</b>  <b>Extraverted Feeling</b>  <b>with Introverted</b>  <b>Sensing</b></p>	<p>ESFJ leaders give a great deal of attention to people and their reactions to situations. They are immediately aware of the relationships among people and they seek to understand others' experiences. ESFJs are responsive, loyal and attuned to others.</p> <p>Potential Barriers to Effectiveness:  At times, their energy for closure and focus comes across as blunt, abrasive and manipulating. ESFJs may not identify key opportunities for growth and development.</p>
<p><b>ENFJ</b>  <b>Extraverted Feeling</b>  <b>with Introverted</b>  <b>Intuition</b></p>	<p>ENFJ leaders are expressive, positive and look for structured ways to achieve the goal and maintain relationships. They connect with people in intense ways and are often in tune with the subtle differences of interpersonal interactions among people. They are very engaging and affiliative. They exhibit innovative and imaginative solutions to problems they encounter.</p> <p>Potential Barriers to Effectiveness:  ENFJs need to address their behaviours that appear more opinionated, manipulating, blunt and dogmatic. At times their energetic style seems manipulating, and the comments seem overly personal.</p>

From the information provided in Table 2.6, it is evident that there is significant diversity among leaders with respect to personality types. By coming to understand and appreciate one's own leadership attributes and potential challenges, school leaders can work toward stepping away from behaviours that are comfortable and work toward modifying or changing typical habits to enhance interpersonal relationships and the school community. According to Sergiovanni (1996), "A loyal constituency (followership) is won when people, consciously or unconsciously, judge the leader to be capable of solving their problems and meeting their needs" (p. 87).

Leadership effectiveness can be defined as those qualities which others observe and rate as effective. Immediately following in Chapter III, I will provide a description of the research methodology utilized to collect the data for this study. In Chapter IV, I will explore the responses of the twelve individuals of differing personality types who participated in the study and I will present the findings indicating how these individuals perceive leadership and what these individuals deem as important qualities of effective leaders.



### Chapter III

## RESEARCH METHODOLOGY

### Background

This chapter provides a description of the research methodology used in this study. The intent of this study was to develop an understanding of the unique attributes that a sample group of professional staff members bring into a school and the complexity with which one's own perception leads to diverse understandings of effective school leadership. There exists today numerous texts which delineate the strategies and skills required in order to be an effective leader. These texts outline basic skills that current or prospective leaders need to develop in order to succeed. I did not want this research project to become another one of these texts.

I felt that from the very beginning of my inquiry that I wanted to study the phenomenon of effective leadership through the perceptions and experiences of those who are led. I wanted to emerge with an understanding of how these individuals view the world and if the skills that are believed to be important to leaders are, in fact, equally as important to those who are led. Carl Jung believed that individuals have a predisposition to perceive situations or stimuli in different ways. It is because of his theory that I began my quest to understand the many ways in which individuals come to perceive effective leadership.

As time went on, I became more intrigued by the theoretical framework posited by Carl Jung. To further enhance my understanding of individual responses to stimuli, I enrolled in a course of study offered in Edmonton, where I acquired the certification which permits me to administer, assess and interpret the Myers-Briggs Type Indicator® (MBTI®). The MBTI® is founded upon the theory of personality types developed by Carl Jung and has been adapted by the instruments' authors, Isabel Briggs Myers and Katharine Cook Briggs. Together, the Briggs' ideas support the foundation of my study as they seek to explain individual differences and differences in how individuals view and respond to the world.

According to the literature that explores the personality types identified by Carl Jung and the Myers-Briggs Type Indicator®, knowing about one's personality type will help individuals understand the assets and liabilities of typical human actions and reactions. This understanding will then, in turn, permit teachers and administrators the opportunity to seek and establish positive and effective relationships within the school setting. Those who lead or who aspire to become leaders need to utilize attributes that will enable them to interact effectively with a diverse population of individuals. My hope remains that this study will create an understanding and appreciation for the unique attributes and individual preferences that exist within our school communities.

Ultimately, this understanding will provide insight into complex human behaviours and how effective leadership is perceived by individuals.

### The Study

My commitment to develop an understanding of the role of perception through human action furthered my belief that a qualitative study would be the most appropriate approach for my research. I hoped that the recorded and reflected upon observations and experiences of participants would enable me to generate rich data that might aid in confirming my beliefs regarding perception and understanding as related to effective leadership. Best and Kahn (2003) acknowledge that qualitative research “uses the context and setting to search for a deeper understanding of the person(s) being studied”(p. 241). By engaging in this type of study, the individuals and the responses they provide should add to the understandings we have about the phenomenon of effective leadership.

Best and Kahn (2003) identify six assumptions of qualitative research. Qualitative research “is descriptive; it involves fieldwork; it is concerned with process rather than products; it is inductive; the researcher is the primary instrument for data collection; and it is primarily interested in meaning – how people make sense of their lives, experiences, and their structures of the world”. (p. 241). This study includes each of these properties. The study is descriptive in that a rich description of effective leadership is generated through the

responses and experiences of the participants. Because the study is conducted within a school community and involves teaching professionals from within a school, it involves fieldwork. For this study, I sought to discover new relationships and understandings about leadership which supports the assumption that qualitative research is not concerned as much about the product but rather, coming to understand how one defines this phenomenon.

As I began to analyze the data, the study took on an inductive approach. Each of the details gathered in the data were pieced together to support a theory surrounding perception as derived from personality types and its impact upon effective leadership. Through the process of conducting the study, collecting the data, analyzing the responses and preparing a report, another assumption about qualitative research began to ring true. The researcher is the primary instrument for data collection. In this study, there exists no research team, computer program or statistician to assist with the collection or interpretation of the data. The responses and perceptions of the participants are gathered and collected by the researcher. Finally, this study attempts to make sense of how one sees the world and how individuals make sense of their experiences within that world. This study supports the final assumption put forth by Best and Kahn (2003) as they described features of qualitative research.

## Ethics

I made application and adhered to the ethics guidelines stipulated by the Joint Research Ethics Committee, the Faculty of Education at the University of Calgary and submitted the approved application to the superintendent of the school community I studied. Stipulations set forth in the approved guidelines specified that the identity of each participant remain confidential and that the names of the school district, school, and participants of the study not be divulged. The anonymity of individuals was protected by using pseudonyms in the analysis and reporting of data. Individual participants selected a pseudonym and the real names of all participants were omitted.

Prior to the commencement of the study, participants were provided with information forms that outlined the ethical considerations and the commitments required of each participant (Appendix B). These forms informed participants that interview data, records, and contact information would be stored in a password protected computer file or locked office. All data would be destroyed within three months following the conclusion of this study.

## The Participants

My quest to secure participants for this study began in January of 2004. Having spent many years of my career teaching in rural Alberta, I longed for the opportunity to conduct my research in a larger community in an attempt to step

away from colleagues that I had come to know well throughout my career. With the anonymity of the participants at the forefront of my decision, I thought it best to move outside my community and into a community that was less familiar. As well, I considered the possibility that the isolation of working in rural areas that were very small and very familiar, may have caused my views to narrow throughout my career. The rumour in our community was that schools in larger centres offered more educational opportunities and had greater resources so I really wanted to know how leadership was perceived in this type of environment. My desire to step away slightly from the teachers and administrators with whom I worked intensified, and it was with this in mind that I made my first attempt to step out of my comfort zone and work to secure participants within a large urban board.

In February of 2004, I began making inquiries with the urban board to determine the name of individuals responsible for authorizing research within any school of this school jurisdiction. I learned the name of this individual, but also learned that I had missed the January research submission deadline, and subsequently, could only apply to conduct research in April. Although disappointed, I decided to use this time to prepare all of the necessary documents and surveys thereby placing myself in a position of complete readiness. This readiness was imperative as I continued to work as a full time teacher and department head in rural Alberta.

In March of 2004, I eagerly completed the comprehensive application package provided to me by the urban board and promptly returned all of the signed and required documents to their main office. In April of 2004, I received notification that I had received approval to commence my research at the schools I had requested. Enthusiastically, I generated forty-two separate packages which I personally delivered to school principals. Following the delivery of these packages in mid-April, I determined that I would leave the package at the school for a period of one week before I would begin to call schools to inquire about their potential participation.

By the end of April and the beginning of May, I had not heard back from any of the forty-two schools with which I had left information packages. Consequently, I started to call the schools only to discover that this was period of time in which employment contract negotiations left teachers in the urban board in a work-to-rule position. As such, teachers were not interested in participating in any additional activities outside or in addition to their required responsibilities as teachers. By mid-May, the contract situation had been resolved and once again, I contacted the schools to inquire about any renewed interest in participating in my research. This time, the results were different. School principals were not interested in taking my request to their staffs as they believed that this was now a busy time of the year for their staffs and that they would not add any further responsibilities on their teachers. I was no stranger

to precisely how busy May and June can be as I also was involved in my own teaching and the preparation of my students for upcoming exams. To my disappointment, my research was once again placed on hold until I could reapply to the conduct research in the fall.

As fall drew near, I reflected on my experience of the spring and decided to hold off on my application until December. As a teacher, I understood that September is equally as busy for classroom teachers and I feared that the response from school principals might be less than positive. In December of 2004, I sent another application to the urban board to conduct research in January 2005. I did not hear back from this school jurisdiction until January only to learn that the individual with whom I had previously corresponded was no longer responsible for approving research projects. I was once again asked to fully complete the comprehensive application package and return it to the main office. In February, I received authorization to once again conduct my research and I once again personally delivered the forty-two packages to urban schools. After one week I started to follow-up with school principals and was saddened to discover that with the exception of only one school, there was absolutely no interest on the part of school administrators to participate in my research.

Although almost ready to give up in my quest to find participants, I decided that I would approach a rural school division to request permission to conduct research. In March of 2005, the superintendent of this school division



granted me the authorization to conduct my research. As I carefully considered who I should contact, it dawned on me that given my own busy schedule as a teacher that I would approach a school with which I was familiar in order to seek permission for some of the teachers to participate in my study. The principal at this school was only too happy to become involved in this project.

As I reflect on this experience of seeking to secure participants for my research, I am pleased with the outcome of this process. With a cost of \$50 for each completed MBTI®, I was thankful to have the opportunity to narrow my search to sixteen individuals. Had I secured participants from schools with which I was not familiar in an urban setting, the costs borne to me to complete the research could have/would have been significantly higher and I likely would have secured the same range of participants. Without question, the securing of participants for this research study was the most difficult and challenging aspect of the project.

### The Data

For the purpose of this research project, data were gathered from three primary sources: the literature on personality theory, the Myers Briggs Type Indicator®, and attributes of leadership. Additionally, participants were asked to complete an on-line MBTI® Interpretive Report which was analyzed and provided to participants in order to acquire information concerning the

personality type of each participant. Following this, interpretive report surveys were conducted to attain additional information about specific qualities of leadership that participants regarded as important. The completion of each survey began with an informal conversation because I felt that it was necessary to gain the trust of participants. I felt that it was important to clarify that the research was not an evaluation of the existing administration but was intended to collect information about individual perceptions.

To facilitate open and honest communication, participants were reassured that all responses would remain confidential and that the name of the school, administrator, or participant would not be revealed in any published work. Along with the survey, participants were asked to describe and comment on specific experiences they have had with leaders. The information collected, provided insight into the different perceptions of leadership held by the varying personality types of the participants.

Throughout this endeavour, it was very difficult to detach my own perceptions when analyzing the participant data. Having completed the Myers Briggs Inventory® (MBTI®) myself, I understood my own strengths and challenges not only as a leader, but with my own understanding and interpretations of effective leadership qualities. Consequently, there was a continual and recurring need to ensure that I was not inadvertently manipulating the data based upon my own interpretation of the data presented.

### Analysis of the Data

The sorting and analysis of the data in this study was an interesting and highly rewarding experience. While participating in the interviews, reviewing documents and thinking about the various personalities within a school, I began to feel very excited about the responses the participants would offer. I wanted to rigorously capture the essence of the people and the events I had come to know throughout my experience as a researcher at this school.

To begin my research participants were asked to complete the questionnaire for the Myers Briggs Type Inventory® (MBTI®). Participants were provided with a confidential password and completed the MBTI® electronically and on-line. Once this was complete, I reviewed the results for each participant, identified the personality types and met with each of the participants to discuss the findings of the interpretive reports. Following this, each participant was asked to complete a brief survey (Appendix D) in which he or she provided information about what they perceived to be the most valuable leadership attributes and how these attributes have had an impact upon the motivation of a staff. This survey information was categorized and interpreted utilizing the theoretical framework of Carl Jung and Isabel Myers.

### Limitations

Considerations to the internal and external factors that may limit the generalizations of the findings of this study are varied. Internal factors such as my personality type and subsequent analysis of the data are factors that have the potential to affect the outcome of the study. How one sees the world and processes the events of this world affect the responses that individuals provide. As the principle researcher, my preference as an introvert may have limited the amount of time spent with each participant and the ultimate depth of responses that participants provided during scheduled meetings. As well, my own personal biases and desired outcomes of the study need to also be considered.

A variety of external factors may have also limited the outcome of this study. Although I received approval to move ahead with my research in March, it was not until early May when staff completed the on-line questionnaire for the MBTI®. The timing of this study may have contributed to the outcome of the responses. Participant meetings occurred near the end of the school year and teachers were tired and heavily involved in test preparations, report cards and additional work related to complete the school year. This may have had an impact on the perception of the participants as they explored facets of leadership that they believed were important.

Further external factors such as the contractual bargaining in which teachers were involved during this study limited the number of participants with

whom I worked. As well, my own busy work schedule as a teacher and as a university instructor, have impacted my ability to complete this research in a timely fashion. It is with regret that I have experienced the need to request three extensions to complete this study. However, due to my professional responsibilities and commitment as a classroom teacher and a university instructor each request was precipitated by the lack of adequate time to appropriately analyse and write an academically thoughtful interpretation of this study.

This study sought to explore the perceptions of the individuals who volunteered to participate in this study. During an interview, there may be a tendency for a respondent to provide information that they think the interviewer may wish to hear. As well, the questions asked on the survey also contribute to the response because they have been prepared to support the purpose of the study.

In the following chapter, the responses and interpretations of the participants are explored through their own personality types.

## Chapter IV

### PRESENTATION OF THE DATA

In this chapter I will describe the characteristics of the school community within which I conducted my research. The individuals who participated in this study have selected pseudonyms in order to protect their identities and to respect the confidential nature of the responses that have been provided. In some instances, I have utilized direct quotes from written responses to survey questions in an attempt to share the intensity of the perceptions held by the respondents. In the first section of this chapter, I provide a description of the school setting in which this research occurred. The following sections of the chapter describe the participant demographics, which also includes an overview of each respondent's personality type as determined by the MBTI® results attained by each participant, as well as the participant responses to survey questions that aid in illuminating each respondent's perception of effective leadership.

#### The Setting

The school that was utilized for this study was one of forty-three schools that I had contacted in Alberta. While the majority of schools that I contacted were located in an urban region, the school that ultimately participated in my

study was located within a rural jurisdiction. The school that participated in this study had an excellent reputation for placing the needs of the students above all else.

The school employed forty-five full time staff. Of the forty-five individuals, thirty were teachers or administrators. The majority of the teaching staff were experienced teachers with approximately one third of the teaching staff new to the profession. In this school, the majority of the teachers were female. When I approached the staff in May 2005 about participating in my study, my research interests were welcomed and the staff was eager to participate. Upon speaking with each participant they expressed their trust in my work and understood that the source for each response would remain confidential.

### The Participants

Before I could begin to explore facets of school leadership that were deemed valuable by individuals within the school community, I needed to first select participants and then determine their personality type as identified by their participation in completing the Myers Briggs Type Indicator® (MBTI®). Each of the thirty teachers employed at this participating school, received invitations to participate in my study. Each invitation to participate included detailed information which was provided to the participants and outlined the

scope and level of involvement that was required for each individual involved in this study. Of those thirty teachers who received information packages, sixteen individuals ultimately agreed to participate in this study. The teachers who consented to their participation in this study provided equal representation in the areas of gender, age, teaching experience and grade level of teaching.

Each participant was required to read and sign an Informed Consent (Appendix B) prior to participating in any facet of this study. Once the signed Informed Consent was received by the researcher, participants were provided with instructions that would permit access to the on-line personality inventory which each participant agreed to complete. Following the completion of personality inventory, the researcher reviewed the results with each participant and then provided each participant with survey questions to complete.

Participant 009 withdrew from the study immediately following the completion of the personality inventory. In keeping with the protocol described within the informed consent, all information collected from this participant was destroyed. Fifteen individuals continued to participate in the study and responded to the questions provided in the survey.

### Gender

Seeking a balance of male and female respondents within the participating school was not possible. Within the teaching staff, only five of the members were



male while the twenty five remaining teachers were female. Of these five male teachers, one was also the school principal. All five of the male teachers were asked to participate in this study and all five agreed to complete the personality inventory (MBTI®), respond to the questionnaire, and meet with the investigator to discuss the personality inventory report.

### Age

With a mix of experienced and novice teachers it was without challenge to secure a participant sample that spanned across a variety of age ranges. Table 4.1 indicates the distribution of age across the population of sixteen individuals who agreed to participate in this study.

Table 4.1  
Age Distribution of Respondents

Age Range	Number of Participants	% of Total
21-26 years	3	20%
27-31 years	4	27%
32-37 years	2	13%
38-43 years	4	27%
44-49 years	2	13%
50-55 years	0	0%
Totals	15	100%

### Teaching Experience

In addition to securing a range of ages for participants, I wanted to secure a participant sample with varying years of teaching experience. In this way, one specific group of teachers would not be targeted for this study and

representation would be available from every level of experience. Table 4.2 indicates the distribution of teaching experience across the fifteen individuals who agreed to participate in this study.

Table 4.2  
Years of Teaching Experience  
Distribution of Respondents

Teaching Experience	Number of Participants	% of Total
1-5 years	6	40%
6-10 years	3	20%
11-15 years	1	6.5%
16-20 years	4	27%
21-25 years	0	0%
26-30 years	1	6.5%
Totals	15	100%

#### Grade Level of Teaching

The participating school is comprised of three distinct levels or divisions of instruction. Division I consists of students in grades K-3, Division II is comprised of students in Grades 4-6, and Division III includes junior high school students from grades 7-9. In addition to individuals who participated in these grade divisions, administrators were asked and agreed to participate in this study. The two administrators have been placed in a division termed as 'Other' because, in addition to administrative responsibilities both of these individuals also teach classes at the Division I, II and III level. Table 4.3 indicates the

distribution of divisional teaching across the sixteen individuals who agreed to participate in this study.

Table 4.3  
Area of Teaching Experience  
Distribution of Respondents

Teaching Experience	Number of Participants	% of Total
Division I (Grades K-3)	5	33%
Division II (Grades 4-6)	4	27%
Division III (Grades 7-9)	4	27%
Other	2	13%
Totals	15	100%

### Personality Types

In addition to acquiring representation of individuals of differing gender, age, years of teaching experience, and levels of teaching, individuals of differing personality types were identified by the completion of the on-line MBTI® questionnaire. Sixteen individuals were initially asked to participate in this study in anticipation of acquiring sixteen diverse personality types. Following the completion of the MBTI® interpretive report, nine unique personality types emerged from the group of participants selected for this study. Five individuals had personality types that overlapped with at least one other participant in this study. Each participant is assigned a three digit numerical code to secure participant anonymity in this study. Table 4.4 indicates the distribution of

personality types across the fifteen individuals who agreed to participate in this study.

Table 4.4  
MBTI Personality Type  
Distribution of Participants

MBTI Personality Type	Participant Pseudonym	Number of Participants
ISTJ	---	0
ISFJ	002, 006, 011*	3
ISFP	001	1
ISTP	---	0
INFJ	008, 014	2
INTJ	---	0
INFP	---	0
INTP	---	0
ENFJ	003	1
ENFP	004	1
ENTP	---	0
ENTJ	---	0
ESTP	005	1
ESFJ	007, 012, 013	3
ESFP	010	1
ESTJ	015, 016*	2
<i>*indicates the participation of an administrator in this study</i>		

Six of the participants in this study have introverted preferences while nine of the respondents indicated a preference for extraversion. Also reported in Table 4.4 are the administrator responses from participant 011 and 016. One administrator indicates a preference for introversion while the other administrator demonstrates a preference for extraversion.

### MBTI Interpretive Reports

Following the completion of the personality inventory, each participant met with the principle investigator to review the results of the Myers Briggs Type Indicator® and to discuss the interpretive report that is provided to each participant. The interpretive report provides a type description, the clarity with which the preferences were reported for each individual, and provides a brief description of the preferred work style for each individual. The principle investigator and the participant review and discuss the interpretive report for approximately one hour and review areas such as the individual's contributions to the organization and preferred work environments. For the two administrators, a review of their leadership style is also included. The following section will review the data obtained from the interpretive reports for each of the nine reported personality types that emerged from the personality inventories completed by the participants.

Table 4.5

**MBTI Personality Type  
Interpretive Reports**

Personality Type	Work Style Descriptors from Interpretive Report
<p><b>ISFJ</b></p> <p>Participants 002, 006, 011</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Take the practical needs of each person into account</li> <li>- Use follow-through skills in carrying out organizational goals</li> <li>- Are patient and responsible with detail and routine</li> <li>- Expend efforts willingly to serve others</li> <li>- Have things at the right place at the right time</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain conscientious people working on well-structured tasks</li> <li>- Clearly structured and organized</li> <li>- Maintain calm and quiet with some privacy</li> <li>- Personalized, kind and considerate</li> <li>- Offer a service orientation</li> </ul> <p><i>Leadership Style:</i></p> <ul style="list-style-type: none"> <li>- May be reluctant to accept leadership at first, but will step in when needed</li> <li>- Expect themselves and others to comply with organizational needs and structures</li> <li>- Follow traditional procedures and rules conscientiously</li> </ul>
<p><b>ISFP</b></p> <p>Participant 001</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Respond to the needs of each person in the organization as they arise</li> <li>- Act to ensure others' well-being</li> <li>- Infuse joy into their work</li> <li>- Bring people and tasks together by virtue of their cooperative nature</li> <li>- Pay attention to how people are treated</li> </ul> <p><i>Preferred work environments:</i></p> <ul style="list-style-type: none"> <li>- Contain cooperative people quietly enjoying their work</li> <li>- Allow for private space</li> <li>- Are aesthetically appealing</li> <li>- Seek practical outcomes</li> </ul>

<p><b>INFJ</b></p> <p>Participants 008, 014</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Provide future-oriented insights directed at how to serve human needs</li> <li>- Follow through on commitments</li> <li>- Work with integrity and consistency</li> <li>- Use periods of solitude to come up with creative ideas</li> <li>- Organize complex interactions between people and tasks</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain people strongly focused on ideals that make a difference to human well-being</li> <li>- Have smooth running processes respectful of people's needs</li> <li>- Reward personal insights</li> <li>- Foster quiet with time and space for reflection</li> <li>- Are organized and planned</li> </ul>
<p><b>ENFJ</b></p> <p>Participant 003</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Bring strong ideals about how organizations should treat people</li> <li>- Enjoy leading and facilitating teams</li> <li>- Encourage cooperation</li> <li>- Communicate organization values</li> <li>- Like to bring matters to conclusions</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain individuals focused on changing things for the betterment of others</li> <li>- Are people-oriented and social</li> <li>- Encourage support and appreciation</li> <li>- Have a spirit of harmony and empathy</li> <li>- Encourage self-expressions</li> <li>- Are settled and decisive</li> <li>- See responsiveness and order</li> </ul>
<p><b>ENFP</b></p> <p>Participant 004</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- See the need for change and initiate it</li> <li>- Focus on possibilities, especially for people</li> <li>- Energize and persuade others through contagious enthusiasm</li> <li>- Add creativity and imagination to projects and actions</li> <li>- Appreciate and acknowledge others</li> </ul>

<p>ENFP continued</p>	<p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain imaginative people focused on human possibilities</li> <li>- Allow for sociability</li> <li>- Foster participative atmosphere with varied people and perspectives</li> <li>- Offer variety and challenge</li> <li>- Encourage ideas</li> <li>- Are flexible, casual and unconstrained</li> <li>- Mix in fun and enjoyment</li> </ul>
<p>ESTP  Participant 005</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Negotiate and seek compromise to move things along</li> <li>- Keep things lively, make things happen</li> <li>- Take a realistic and direct approach</li> <li>- Embrace a risk in a calculated way</li> <li>- Notice and remember factual information</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain lively, results-oriented people who value firsthand experience</li> <li>- Have rules but make room for deviations</li> <li>- Allow time for fun</li> <li>- Provide for flexibility in doing the job</li> <li>- Have a technical orientation with all the latest equipment</li> </ul>
<p>ESFJ  Participants 007, 012, 013</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Bring a service orientation and attitude</li> <li>- Pay close attention to each person's needs, desiring to please</li> <li>- Complete tasks in a timely and accurate way</li> <li>- Respect rules and authority</li> <li>- Hand day-to-day operations efficiently</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain conscientious, cooperative people oriented toward helping others</li> <li>- Are goal-oriented, with helpful procedures in place</li> <li>- Encourage friendships</li> <li>- Are appreciative and outgoing</li> <li>- Foster interpersonal sensitivity and caring</li> <li>- Include both facts and values</li> </ul>



<p><b>ESFP</b></p> <p>Participant 010</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- Bring energy and enthusiasm, and a spirit of cooperation</li> <li>- Present a positive image of the organization</li> <li>- Offer action, excitement, and fun</li> <li>- Link people, information, and resources</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain energetic and easygoing people focused on present realities</li> <li>- Include people who are adaptable and spontaneous</li> <li>- Emphasize being harmonious, friendly, and appreciative</li> <li>- Are upbeat and social</li> </ul>
<p><b>ESTJ</b></p> <p>Participants 015, 016</p>	<p><i>Contributions to the Organization:</i></p> <ul style="list-style-type: none"> <li>- See, point out and correct flaws in advance</li> <li>- Critique programs in a logical, objective way</li> <li>- Organize the process, product, and people to achieve goals</li> <li>- Monitor to determine that the job is done correctly</li> <li>- Follow through in a step-by-step way</li> </ul> <p><i>Preferred Work Environments:</i></p> <ul style="list-style-type: none"> <li>- Contain hardworking people determined to get the job done properly</li> <li>- Are task-oriented and committed</li> <li>- Offer organization and structure</li> <li>- Have team projects</li> <li>- Focus on efficiency and productivity</li> <li>- Reward meeting goals</li> </ul> <p><i>Leadership Style:</i></p> <ul style="list-style-type: none"> <li>- Seek leadership directly and take charge quickly</li> <li>- Apply and adapt past experience to solve problems</li> <li>- Get to the core of the situation crisply and directly</li> <li>- Decide and implement quickly</li> <li>- Act as traditional leaders who respect the hierarchy, achieving within the system</li> </ul>

### Findings by Research Questions

This section describes the findings related to the survey questions completed by the participants in this study. These questions address the central theme of this study which is to explore how the perception of individuals with differing personality types impacts what is deemed to be effective leadership. All the data in this section are organized by the questions presented to the participants.

#### Five Qualities of Effective Leadership

One important aspect of this study was to ascertain what participants perceived to be important qualities of effective leadership. Respondents were asked to choose five qualities that they deemed vital to leadership and to list these five qualities in order of importance on the participant survey. Table 4.6 illustrates the data obtained from the participant responses received for this survey question.

**Table 4.6**

#### **Five Qualities of Effective Leadership Distributed by Participant Responses**

<b>Extraverted Types</b>	<b>Participant</b>	<b>Introverted Types</b>	<b>Participant</b>
<b>ENFJ</b> 1. Confidence 2. Organized 3. Approachable 4. Directness 5. Humour	003	<b>ISFP</b> 1. Trustworthy 2. Respect 3. Vision/Values 4. Motivator 5. Decisive	001

Table 4.6 continued			
<b>ESTP</b> <ol style="list-style-type: none"> <li>1. Example</li> <li>2. Communication</li> <li>3. Caring</li> <li>4. Wisdom</li> <li>5. Patience</li> </ol>	005	<b>ISFJ</b> <ol style="list-style-type: none"> <li>1. Intelligent</li> <li>2. Organized</li> <li>3. Empathetic</li> <li>4. Time Management</li> <li>5. Clear Vision</li> </ol>	002
<b>ENFP</b> <ol style="list-style-type: none"> <li>1. Clear Expectations</li> <li>2. Empathy/Compassion</li> <li>3. Communication Skills</li> <li>4. Listening Skills</li> <li>5. Confidence</li> </ol>	004	<b>ISFJ</b> <ol style="list-style-type: none"> <li>1. Confidence</li> <li>2. Organized</li> <li>3. Approachable</li> <li>4. Directness</li> <li>5. Humour</li> </ol>	006
<b>ESFJ</b> <ol style="list-style-type: none"> <li>1. Supportive</li> <li>2. Ability to develop relationships</li> <li>3. Decision Maker</li> <li>4. Communication Skills</li> <li>5. Team Builder</li> </ol>	007	<b>INFJ</b> <ol style="list-style-type: none"> <li>1. Outgoing</li> <li>2. Supportive</li> <li>3. Encouraging</li> <li>4. Fair</li> </ol>	008
<b>ESFP</b> <ol style="list-style-type: none"> <li>1. Knowledgeable</li> <li>2. Personable</li> <li>3. Patient</li> <li>4. Fair</li> <li>5. Dedicated</li> </ol>	010	<b>ISFJ</b> <ol style="list-style-type: none"> <li>1. Competence</li> <li>2. Servant-like "attitude"</li> <li>3. Principle-centered</li> <li>4. Vision</li> <li>5. Develop Relationships</li> </ol>	011
<b>ESFJ</b> <ol style="list-style-type: none"> <li>1. Firm</li> <li>2. Fair</li> <li>3. Empathetic</li> <li>4. In Control</li> <li>5. Understanding/open minded</li> </ol>	012	<b>INFJ</b> <ol style="list-style-type: none"> <li>1. Compassion</li> <li>2. Listening Skills</li> <li>3. Supportive nature</li> <li>4. Fairness</li> <li>5. Open heart/mind</li> </ol>	014

Table 4.6 continued			
<b>ESFJ</b> 1. Organized 2. Confident 3. Well spoken 4. Dedicated 5. Punctual	013		
<b>ESTJ</b> 1. Values-based 2. Pro-active 3. Insightful 4. Willing to make unpopular/tough decisions 5. Fair 6. Good Listener	015		
<b>ESTJ</b> 1. Compassion 2. Intelligent 3. Planning 4. Humour 5. Balance in life	016		

While some of the perceived qualities of effective leadership are similar it is true that no distinct pattern exists. However, both extraverts and introverts seek the development of positive relationships. The manner in which such relationships are attained is dependent upon the personality type and needs of the individual in context. Extraverts reported more frequently than introverts that a sense of humour is an essential leadership quality. As well, introverts reported more frequently than extraverts that being supportive is an essential characteristic of effective leadership. The perception of effective leadership

qualities for each respondent is varied indicating that the perception of effective leadership is unique to the personality and individual needs of each participant.

In addition to identifying five leadership qualities, participants were asked to describe two actions that the principal at the participating school should start to do and two actions that the principal should stop. As well, participants were asked to comment on how they are further motivated or inspired by the school principal. At the participating school, two principals participated in this study. Participant 016 is the Principal of the school and has an ESTJ personality type. Participant 011, is the Assistant Principal of this school has an ISFJ personality type. The participant surveys that were distributed to the Principal and the Vice Principal of the school did not include the same open ended questions that were presented to remaining participants. The following responses of the participants (n=13), are taken from the participant surveys.

### A Call for Action

#### **Respondent 001 – ISFP:**

Participant 001 suggests that principals should start to really listen to the concerns of the staff, rather than merely hear the noise that the staff creates. As well, more visibility and interaction with students and staff on an informal daily basis was suggested as a way to develop and strengthen relationships in the school. Two actions that respondent 001 would like to see stopped include

'giving a compliment and then negating it with a following statement' thereby making a compliment seem insincere. As well, a more decisive manner is deemed an important characteristic so that in times of challenge, the principal will speak directly to specific individuals rather than address the entire staff about an issue with which they may be unfamiliar. This participant is inspired when the principal 'informally takes the time to acknowledge staff or their accomplishments'.

**Respondent 002 – ISFJ:**

Participant 002 would like to see school principals 'stand up for others, when faced with a few negative staff members'. This individual would like school principals to stop apologizing for things that are beyond the control of the administration. As well, this individual believes that principals should stop 'trying to please everyone'. What motivates this individual, is when principals take the time to appropriately recognize the contributions of others in a positive manner.

**Respondent 003 – ENFJ:**

This participant would like school principals to work toward enhancing relationships with students and staff by taking the time to visit classrooms more often. As well, this participant would like to see principals utilize humour and

laugh more often with staff. Conversely, principal are encouraged to stop 'giving into the demands of the parents when they are unreasonable' and support the staff more openly. This participant is inspired when school principals comment on the quality of work put forth by the staff and takes the time to 'give everyone a pat on the back'.

**Respondent 004 – ENFP:**

This respondent with a preference for extraversion suggests that school principals provide better teacher support in the form of praise and encouragement. As well greater interaction with the students through additional classroom visitations is suggested as a way in which to foster relationships with the students. As an extravert, this participant would like school principals to stop "not having the time to talk" and to spend more time with staff and students. This participant is stimulated when the principal 'encourages and supports the staff with sincerity and promotes the concept of teamwork' with the staff.

**Respondent 005 – ESTP:**

This teacher works with students in division three and has only been teaching for one to five years within this school division. This teacher suggests that the principal start to provide more frequent and meaningful feedback and

recognition to the staff. As an extravert, this individual would also like to experience more unexpected and impromptu staff socials in order to build staff morale. This individual would also like to see the principal stop apologizing for decisions that are made at the school level. As well, this respondent is further motivated when the principal compliments staff accomplishments and recognizes these efforts.

**Respondent 006 – ISFJ:**

This respondent indicates that one action that school principals should start is to take an avid interest in the people that are being led. This respondent indicates that ‘no attempt was or has ever been made to learn more about me, my teaching or my family’. In fact, among the actions that the school principals should stop, according to this respondent include ignoring the needs of the staff, students and the school. Additionally, school principals should stop closing their office doors and to be more available to the school community. This respondent states that he/she is further inspired when school principals ‘demonstrate that he/she has a genuine interest in the daily event and special events important to the students and staff’. Upon speaking further with participant 006, this was referred to as the GAD Principle. That is, school principals need to demonstrate that they Give a Damn about those who are led in order to make them feel as though they are making valuable contributions to the school community.



**Respondent 007 – ESFJ:**

From the survey responses, this respondent recommends that in order to become more effective as a leader, school principals should start to support teachers more through words and actions and to become more 'in tune' with what is going on in the classrooms. In doing so, this respondent suggests that principals stop avoiding confrontational situations with parents and students and take the time to work cooperatively with staff members. Further discussions were held with this participant and it was determined that the lack of support experienced by this teacher lead to no suggestions or response as to how school principals may further inspire this participant.

**Respondent 008 – INFJ:**

This respondent would like to see school principals become more effective by fostering relationships in the school by 'taking the time to see how things are going and by getting to know the staff on a more personal level'. As well, it is suggested by this respondent that school principals need to stop treating staff differently and work towards becoming fair and consistent when working with individuals within the school. As with several other respondents, participant 008 is motivated when the school principal 'compliments or encourages the good work of the staff'.

**Respondent 010 – ESFP:**

The response from this participant states that school principals need to work toward developing a positive relationship and a sense of community by 'providing more positive feedback to the staff and by engaging in more interaction with the staff and students.' The participant believes that when staff are engaged and are acknowledged for their hard work, that they will become inspired to continue to do great work with staff and students. This respondent did not report any practices that should be redressed or stopped by school principals.

**Respondent 012 – ESFJ:**

This participant suggests that school principals can enrich the school community by treating all staff equally. The perception of this participant is that there are times when the personal bias and opinions of school principals interfere with the ability to make sound judgements and decisions. This is reiterated by the statement this respondent makes with regard to the actions that school principals should stop where it he/she comments again about the importance of fair and equitable treatment of staff. This participant is inspired and motivated when school principals recognize the hard work and contributions of the staff.

**Respondent 013 – ESFJ:**

As an extravert, this respondent would like to see school principals spend more time visiting classrooms, staff and students. As well, this participant would like to see school principals foster relationships with all staff members by taking the time to 'seek out qualities of all staff members and highlight these at appropriate times throughout the year. According to this participant, this would suggest that the school principals stop spending more time with selected staff members and to share his/her time equally with all staff. In keeping with the majority of responses provided, this participant also is inspired when school principals praises the staff for their initiatives.

**Respondent 014 – INFJ:**

This respondent suggests that trust is a key component of effective leadership and that school principals need to be honest with staff and students. This participant further commented that 'a leader has to know his staff – personally and professionally - judge them on their merits and be loyal to individual circumstances'. When asked to comment upon the actions that school principals should stop, this respondent would like administrators stop having favourite teachers and to treat all staff members equally. To inspire this respondent, the principal needs to listen to his/her goals and to acknowledge the accomplishments of the staff.

**Respondent 015 – ESTJ:**

This participant would like to see school principals become more positive role models in the areas of teaching and learning. This is a leadership quality that this respondent views as valuable for new and experienced teachers within the school. In doing so, however, this participant would like school principals to stop trying to make everybody happy. There are times when leaders need to make difficult decisions that must be based on sound information, according to this respondent. As well, this respondent is motivated when school principals trust and support the capabilities of the staff.

Through each of these responses, all respondents are motivated and inspired by acknowledgement, support, recognition or encouragement for a job well done. Overwhelmingly, all respondents – regardless of personality type – viewed praise and encouragement as significant factors to fostering a positive work environment for teachers. While the manner in which this positive environment is achieved may differ across personality types, every individual in this study reported this to be an essential quality of effective leadership.

### Summary

The study in this school which explored personality types and the perception of leadership began in April of 2005 and concluded at the end of the school year, in June, 2005. In Chapter IV data of effective leadership as perceived by participants with diverse personality types was presented. The perspectives of fifteen participants were presented throughout this chapter.

This chapter provided a description of the participants and reported their responses to the research questions of the study. The data were organized around the frameworks of Carl Jung and Isabel Myers (MBTI®) who developed a tool with which to identify personality types.

Chapter V provides a summary and analysis of the data gathered, as well as recommendations for action and future research.

## CHAPTER V

### RE-THINKING LEADERSHIP

#### Summary

This final chapter contains a summary of the study relative to its purpose, its research methodology, and presents major findings. In addition, the chapter also provides the conclusions which emerged from the study findings, the implications of the study, my researcher reflections and implications for further research.

#### Purpose of the Study

The purpose of the study was to explore the theory of personality types developed by Carl Jung in order to further explore what those who follow leaders perceive as qualities that are deemed vital to effective leadership. The intent of this study was not to identify a specific set of skills or attributes that leaders possess or work to enhance, but rather to identify that there exists a diverse set of characteristics which is perceived as important but remain unique to each individual who follows. As such, this study did not attempt to provide a specific formula or 'cookie cutter' model for school leadership nor did it attempt to explore the effectiveness of school leadership whereby all leaders are required to demonstrate specific and identical characteristics. It was Kouzes and Posner (2003) who stated that "in order to inspire and motivate people leaders must

come to know their constituents and speak their language” (p. 15). Consequently, in this study, the uniqueness of participant responses was valued and viewed as a means by which to understand the complexity of leadership as seen through the perception of those who follow.

### Literature Review

A review of the literature was conducted in order to further understand the unique needs, attributes and perceptions of differing personality types. The literature identified sixteen different personality types for which individuals have a preference of one type. With each preference, the literature highlights individual strengths and challenges for which school leaders need to be aware so that they may appropriately respond to events and situations that involve the members of their community. The review of the literature also revealed that fostering high quality relationships and developing a sense of community is at the forefront of effective school leadership. The challenge for a school leader is to seek and identify ways in which relationships can be enhanced in order to create a community that inspires, motivates and binds individuals to shared goals and ideals. The literature links this leadership challenge to first developing an awareness of one’s own personality preferences and when this is achieved to further seek to understand the various personality types of others.

As well, the literature encourages leaders to ultimately aspire to seek additional ways to connect with the personality preferences of those who follow.

### Research Methodology

Individuals who participated in this research study, were engaged in a two phase data collection process. Upon providing written and informed consent to participate in the study, (1) participants were provided with access codes and passwords to complete an on-line assessment of their personality types using the Myers Briggs Type Indicator®. Following the completion of the personality inventory, I met with each participant at the school to review the MBTI® interpretive report and to provide an opportunity for participants to engage in a discussion regarding the results. (2) Then, participants were asked to respond to a four page questionnaire and brief survey which was organized into two sections. Section A examined the participant demographic data and general information about the participants. Section B, invited participant responses to open ended questions. Each of the open ended questions encouraged participants to explore the qualities and characteristics of leadership that were valued and/or not valued.

The population from which the sample was drawn initially totalled sixteen individuals who were employed as full time elementary or junior high school teachers and who specialized in a variety of subjects from within a rural



school jurisdiction in southern Alberta. Securing participants did not come without challenge as my attempts at conducting research on two previous occasions were thwarted by contract negotiations, labour disputes and the overall unwillingness of individuals to engage in a research project during peak operational times in the school year. While original attempts to secure participants involved the random selection of virtually anyone who was willing to engage in this study from within a large metropolitan area, the ultimate selection of participants occurred from an area outside this urban center and individuals were specifically selected for this project. The factors contributing to the decision to limit and select participants included the significant costs associated with completing each on-line Myers Briggs Type Inventory®. For the purposes of my study it was cost effective to limit the number of participants to sixteen which coincided with the number of personality types developed by Carl Jung and Isabel Myers. Consequently, I utilized my experience as a certified MBTI® tester and my knowledge of personality types to seek individuals who overtly represented each of the personality types. In addition to seeking equal representation of personality preferences, factors such as gender, age, teaching experience and grade level of teaching were considered in order to equitable representation in the selection of the participants for this study.

While sixteen individuals eagerly responded to my request to recruit participants, only fifteen completed each of the three components established for

the collection of data. One of the participants requested to withdraw from the study following the completion of the Myers Briggs Type Personality Inventory. As the principle investigator for this project, I discussed with the participant the reason for withdrawing from the project and it was determined that insufficient time to appropriately participate in the study was the sole reason for her withdrawal.

### Understandings

This section outlines my understandings of the research as it evolved and is based on the methodology used in this research, the theoretical framework, the participant sample and the emergent issues that arose as a result of this research. I have chosen to address both a summary of the research findings and discussion surrounding my understandings.

### Methodology

The survey method that was used was appropriate for this research considering the information sought, the expertise and previous research available in this area, the time involved and the costs associated with the project. However, some short-comings became apparent upon analysis of the data. The survey method allowed for significant individual interpretation of the questions and this led to the use of vocabulary that was varied and at times, unclear. When

attempting to identify particular themes or consistent responses to the survey questions, this was a challenge. Providing a list of predetermined responses from which participants could respond would have made the analysis of the data potentially easier. However, this would not leave room for individual difference to become apparent.

### Conceptual Framework

The results of this study support the theoretical framework of personality types developed by Carl Jung. Jung focused on describing eight dominant functions and Briggs and Myers further developed Jung's ideas and included a fourth auxiliary function which is indicated on the Myers Briggs Type Inventory®. This resulted in sixteen different personality types which are expressed as four letter combinations. Each preference identified by the Myers Briggs Type Inventory® is an aspect of personality and enhances the understanding of self and others. The perception of leadership was explored through the various personality preferences expressed by the participants and this was utilized throughout the study to determine the qualities and characteristics of leadership that are considered most valuable by the teachers who participated in this study.

### The Participants

The findings from this study were reviewed in two ways. First, it was important to understand the characteristics and personality preferences of the respondents. Following this, the responses to the questionnaire and survey questions were reviewed and reflected upon.

Despite my best intentions to include research data that represented each of the sixteen different personality types, there were some personality preferences which did not surface at the time the data was collected. In fact, seven of the personality preferences did not manifest themselves through the completion of the personality inventories. Upon closer examination of the personality preferences that were inadvertently omitted, six of these personality preferences are dominated by an introverted attitude. The four letter personality preference combinations that were not highlighted in this study include ISTJ, ISTP, INTJ, INFP, INTP. The two remaining personality preferences that were omitted in this study are dominated by an extraverted attitude which means that for these individuals, the preference is to direct their energy toward the outside world. The final two four letter personality preference combinations that were not included in the presentation of the data are ENTP and ENTJ.

From the responses that were included in this study, six of the participants reported a preference for introversion while nine of the respondents indicated a preference for extraversion. Of the two school leaders that were engaged in this

study, one administrator demonstrated a preference for introversion while the other demonstrated a preference for extraversion. From the small sample of data that was collected from this school, it is apparent that there is a blend of individuals with personality preferences who have indicated a preference for both introversion and extraversion. That is to say that within this school, there are teachers who are energized by the external world of people, experience and activity and teachers who prefer reflecting on the internal world of ideas, memories, and emotions.

It is also noteworthy to report that from the personality preferences that were included in this sample, that eleven of the participants have a preference for sensing as their dominant perceiving function for the way in which individuals take in or collect information from the outside world. The remaining four participants preferred intuition as their dominant perceiving function for the way in which information is collected. Both school leaders who participated in this study indicated a preference for sensing as the perceiving function. In addition, eleven of the teachers who participated in this study reported feeling as their judging preference for how they organize incoming information and arrive at conclusions.

Following the completion of the on-line Myers Briggs Type Inventory®, participants were asked to complete Part A of a brief questionnaire in order to attain additional demographic data about the respondents. The results of the

responses were used to demonstrate that the participant sample represented a variety of age groups, teaching experience, and subject area expertise and the sample was not relegated to only a specific demographic group within the school.

The age range of teachers who participated in this study varied from twenty one years of age to forty nine years of age. The greatest representation of teachers occurred at the twenty-one to twenty-six age group, the twenty-seven to thirty-one age group, and the thirty-eight to forty-three age group. Each of these three groups saw four individuals participate in this study with the youngest grouping (teachers aged 21-31 years) enjoying the participation of eight teachers and the remaining four participants in the thirty-eight to forty-three age range. One quarter of the individuals who participated in this study were young and new to the teaching profession.

Within this group of fifteen teachers who participated in the study, it was not surprising to learn that based on the age of the participants, that six of the participants indicated one to five years of teaching experience. Following this, the next group with the largest representation included teachers with teaching experience of sixteen to twenty years of age. Only one teacher within this sample indicated twenty-six to thirty years of teaching experience. The collection of data in this area indicates that almost one half of the teachers who participated in this

study were young teachers who were new to the teaching profession with only up to five years of teaching experience.

According to the data that has been collected there was equal representation of teachers who were, at the time of the study, teaching students from within Division One (grades one to three), Division Two (grades four to six), and Division Three (grades seven to nine). At the Division One level, five teachers participated in this study, at the Division Two level four teachers engaged in the research, and at the Division Three level another four junior high teachers contributed to this project. As well, a fourth category entitled 'Other' was included in Table 4.3 to include the two school leaders at this school who also participated in the data collection of the research. Each participant provided a unique perspective of school leadership in this study.

### Research Questions

Following the completion of Part A of the participant survey, the fifteen teachers who agreed to complete the study were asked to respond to the survey questions in Part B of the questionnaire (Appendix D). Table 4.6 outlined the varied and diverse responses provided by participants when asked to highlight the five qualities of effective leadership that were deemed most valuable by each of the participants. Of the fifteen respondents, twelve of the teachers indicated that one of the qualities valued most of effective leaders is the ability to foster

and maintain relationships. Some of the descriptors that participants used to describe this quality include 'ability to develop relationships', 'approachable', 'caring', 'personable', 'empathetic', 'supportive', and 'compassionate'. The need for school leaders to be 'empathetic' was reported by one quarter of the thirteen respondents who believed that developing relationships was an important attribute of leaders.

Regardless of personality preference, the majority of the respondents indicated that a vital attribute of successful leaders is the ability to foster and maintain relationships. Kouzes and Posner (2002) agree with this and write, "success in leading will be wholly dependent upon the capacity to build and sustain those human relationships that enable people to get extraordinary things done" (p. 21). The challenge for school leaders is to come to understand the personality preferences of those who follow in order to find the means by which to develop and strengthen ties. Coming to know not only oneself but also others marks the beginning of establishing positive relationships and rapport with those who follow.

In addition to qualities associated with developing relationships, participants also indicated that effective communication skills were considered important qualities of effective leadership. Of the thirteen participants, eight of these teachers selected 'communication skills', 'well spoken', 'directness', and 'listening skills' as terms to describe this quality of effective leaders. Three of



these eight respondents specifically selected the term 'communication skills', while two selected 'directness', another two selected 'listening skills', and one other participant selected 'well spoken' to describe this leadership attribute.

Deborah Tannen (1990) discussed the shortcomings and pitfalls when males and females engage in conversation. Her underlying philosophy is that there are gender differences in the ways in which males and females communicate. Tannen suggests that males engage in what she coins as report talk during which the conversation is more concerned with "giving a report" (p. 77) than establishing bonds with another individual. Conversely, Tannen suggests that females engage in rapport talk, "which is a way of establishing connections and negotiating relationships" (p. 77). Given that the study was conducted in an elementary/junior high school and that five of the respondents were male, I would be remiss to ignore that gender may be a variable that influenced the response of the participants.

Nevertheless, it is also essential to consider the personality preferences of individuals who communicate with another. Along with each of the personality types, comes a preference for specific styles of communication. Barr and Barr (1989), point out that a source of conflict can arise when the communication differences between introverts and extraverts are not recognized. For example, Barr and Barr highlight some of the misconceptions held by extraverts about the communication styles of introverts. Statements such as "they are too secretive",

“they are boring”, “they have hidden agendas”, or “they are too insecure to speak up and they seem slow” (Barr and Barr, 1989, p. 41) are among the criticisms made about introverts. As well, commentary made by introverts about individuals who have a preference for extraversion include, “they are too pushy, obnoxious, and domineering at times”, “they talk without thinking”, “they are intrusive and they don’t respect privacy”, and “they are frequently insensitive” (Barr and Barr, 1989, p. 41). Consequently, it is imperative that school leaders come to understand the personality preferences of the individuals within the school. The very best of intentions can be misinterpreted unless an understanding of how individuals communicate exists along with a sincere desire to adapt or modify the communication to meet the needs of the individuals with whom leaders interact.

The remainder of the participant responses outlined in Table 4.6 indicate no other pattern or consistency of terminology utilized to highlight effective leadership qualities. These responses are diverse and unique to each of the individuals and the personality preferences reported in this study.

Participants were also asked to identify actions that the principal of the school should start and actions that should be ceased. Some of the responses to what the principal should start to do include, ‘interact with students and staff on a daily basis’, ‘support the staff’, ‘enhance relationships’, ‘provide feedback and recognition’, and ‘take an interest in staff and students’. The majority of the

participants indicated that they would like the principal to start fostering and enhancing relationships with the staff and the students by spending more time getting to know the members of the school community.

The actions that participants would like to see the principal stop include, 'keeping his/her office door closed', 'apologizing for not pleasing everyone', 'treating staff differently'. These three comments were reiterated in the responses of the participants in this study. Four of the participants commented on the need for fair and equitable treatment of all staff and how this contributes to teamwork and a sense of community within the school. Making oneself available to the staff, developing positive relationships, supporting the staff, and making sound decisions were the underlying themes of the participant responses to this question.

Participants were also asked to complete the following sentence: 'I become motivated and inspired when my principal ...' Fifteen of the participants responded to this statement by overwhelmingly stating that acknowledgement and recognition of staff accomplishments inspired teachers to continue to work hard during the most challenging days at school. All fifteen participants stated that providing sincere and genuine acknowledgement for the efforts and accomplishments of the staff makes teachers feel that they are contributing and valuable members of the school community. Only one participant stated that due to the lack of support at this school there was no

suggestion for how the principal could further motivate or inspire this respondent.

Kouzes and Posner (2002) echo the sentiments of this teaching staff and state that “genuine acts of caring uplift the spirits and draw people forward. Encouragement can come from dramatic gestures or simple actions” (p. 19). Upon interviewing the respondents and then referring back to the comments provided on the survey, each of the respondents acknowledged that they were not interested in large awards ceremonies or recognition assemblies. They were particularly interested in simple actions such as a pat on the back, a discrete thank you note, or even a nod of approval from the school leader to acknowledge the efforts of the respondents. To this end, it is important for school leaders to understand the personality preferences of the staff and to provide recognition opportunities that permit the recipient to feel comfortable. For example, an individual with a preference toward introversion may feel overwhelmed and uncomfortable to receive public recognition and may prefer a more low key approach. Conversely, an individual with a preference for extraversion may feel completely at ease and be energized in front of others when receiving acknowledgement for his/her efforts.

### Improving the Process

One of the personal goals I had as I began this project was to emerge with deeper understanding of human behaviour and how this knowledge could enhance the leadership services that I, or others in school communities, could provide to a staff. Recognizing that leadership is a complex process that affects all members of a school community, I believed that more attention was required in the facilitation of this process of understanding individual differences within a staff.

An attempt to create a list of recommended skills and attributes for effective leadership is futile given what I now know about the complexity of human behaviour. Each school is comprised of unique individuals who contribute to the composition of their community. Consequently, the goals of a leader is to foster and develop relationships with the individuals within the school to the extent that these ties will strengthen and bind the actions, philosophy, and vision of community together. It was Sergiovanni (1994) who said that, "community is part of our nature. Given the opportunity most of us will opt for community as the metaphor for how we will live our lives. We humans seek meaning and significance above all and building purposeful communities helps us find both" (p. 95). Challenging my own perceptions about effective leadership and then reconsidering the attributes and challenges connected with personality preferences within my own school community is an

effective first step to enhancing community and leadership effectiveness. By coming to understand the needs of the individuals with whom school administrators interact can positively impact the community of the school.

Through my own experience, developing a change in behaviours is not always easy. Behaviours that have been developed over years of hard work do not dissipate quickly or easily. The comfort of knowing what to do reinforces behaviours that have been repeated over time and as such leaders can in effect, be blinded by their own expertise, beliefs, mindsets and paradigms. However, leaders are constantly called upon to respond to dynamic and, at times, volatile situations and may become so focussed on the goal or outcome that not enough attention is paid to what stands at the forefront – the individual needs of those within the school community. By developing an awareness of the personality preferences of those who follow, leaders can come to recognize and employ a range of behaviours that will most effectively respond to critical events that occur. Kouzes and Posner (1999) support this notion by stating that, “creative leaders find ways of stepping into the shoes of other people and asking, “How would I feel and what would I want if I were this person?” ( p. 73)

#### Implications for Future Research

This study is intended to contribute to an ever increasing body of literature concerned with developing effective school leaders. Rather than

explore all of the characteristics that many great leaders already possess, this study has explored the perception of leadership through the framework of personality preferences. It is important to be cognizant of the need to continue the research into leadership development as this process of leading others into the future becomes increasingly complex. We need to continue to illuminate the human potential that exists within our school communities and to further inform educational leaders and assist leaders wherever possible when guiding and inspiring members of the school community. Several questions have emerged from this research which are worthy of further investigation.

1. The primary focus of this research project was to determine what followers perceive to be effective leadership qualities. Because the perception of teachers has been virtually ignored in previously published research, it is important that the results of this study be confirmed or dismissed by comparable studies. Securing a larger population sample and exploring how other communities respond to the actions of leaders can assist educational leaders in not only developing an awareness of personality preferences but may also result in the consideration of alternate approaches to experiencing school leadership.
2. It would be an interesting focus of study to continue to look at the perception of leadership through the eyes of those who are led in a school community where the staff morale is reported to be significantly higher

than the school utilized in this study. While this research project sought to identify ways in which teachers with diverse personality preferences are inspired and motivated, a further study could illuminate additional challenges that school leaders encounter when working to meet the diverse needs of the members of the school community.

3. Another possible focus in the study of the perception of leadership could include parents, students, or other educational stakeholders. Sergiovanni (1996) posed the question, "How do we get students, teachers, parents, and principals to connect to each other in authentic and meaningful ways and how can people become tied together interpersonally?" (p. 42). A further study into the personality preferences of these valuable members of the school community could provide further insight into the expectations and perceptions of specific leadership attributes and characteristics deemed essential to establishing essential community bonds.
4. By looking at teachers as leaders, an additional focus to understanding personality preferences would be to engage in a study that identified the diverse attributes and challenges of the children within a classroom. How do teachers as leaders make the personality preference connection when preparing for effective learning and teaching? However, more importantly is the focus on the student's perception of teaching and



learning. This study could provide further insight which could illuminate additional challenges that school teachers encounter when working to meet the diverse needs of their students.

5. By developing an awareness of one's own personality type and the preferences of those with whom one interacts, leaders are called upon to reflect upon current practices and to develop additional strategies to foster relationships within the school community. A further implication of this study, is that it may dovetail with the work of Donald Schon. In order for school leaders to alter or modify behaviours there is a need for further reflection to move from a state of knowing-in-action, whereby leaders "reveal intelligent action – publicly observable, physical performances. [Leaders] reveal it by the spontaneous, skilful execution of the performance; and are characteristically unable to make it verbally explicit" (Schon, 1987, p. 25) to reflecting-on-action or "thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (Schon, 1987, p. 26). In this way, leaders explore new phenomena and test tentative understandings as they work to change and improve upon current practices.

### The Leader's Brain

In my quest to develop an awareness of the various personality preferences within my own school environment, I began to question if merely understanding that these differences exist is enough to begin to modify or alter my own responses to individuals and events. I had taken the time to explore the work of Carl Jung and the development of his theory of personality preferences. I also engaged in a program of studies, whereby I became familiar with and received accreditation and qualification to conduct and interpret the Myers Briggs Type Inventory®. Regrettably, I discovered that although I understood and appreciated the diverse personality preferences within my own school, little changed with respect to the reactions and responses I exhibited to those with whom I interacted. As I continued to reflect upon and further call this study into question, I am reminded of Socrates who stated "know thyself" and I now believe that this is an introductory step to developing an awareness of the personality preferences of others and any change in behaviours which can ultimately occur. Consequently, I continued to question how it is that leaders can come to view the world through the eyes/ I's of those who follow?

Of particular interest to me now is the subject of metacognition - the knowledge of one's own thinking processes and developing the ability to consciously reflect and act on the way in which individual think in order to modify those processes. Specifically, I am most curious about how leader's think

and the potential to utilize or enhance areas of the brain relevant to cognition. Do leaders think differently than those who follow? Do leaders utilize parts of the brain that those who follow do not typically utilize or vice versa? Can those who lead, learn to respond differently to the complex personality types they encounter? This interest has led me to begin reading the work of Dr. Bastiaan Heemsbergen and his book, *The Leader's Brain* (2004). It is from the research that I have completed that I am even more passionate about not only understanding personality preferences but now to also inquire into how leaders think and can become more effective.

### Reflection

Given the literature that I have read, my personal experience with leadership, and the opportunity of closely studying leadership and the perceptions of those who are led, I must ask myself how my own beliefs and practices have been influenced as a result of my inquiry. This research began with my desire to learn more about how individuals perceive what constitutes effective leadership. The purpose was not to unravel the many facets of leadership but rather to explore the way in which those who are led come to understand, appreciate and respond to the actions and reactions of leaders.

When I began my quest to inquire more deeply into the perception of effective leadership I hoped that I would emerge from the research with

suggestions for leadership practices that would support and enhance the development of community within schools. I believed that if teachers were unhappy with the way in which the school was led, that this would ultimately extend to the students and parents of the school and, as such, this could impact potential teaching and learning opportunities.

Early in my endeavour it became apparent to me that studying individual differences within a school community from the perspective of different personality types afforded me a magnified glimpse into the intricate workings of leadership and its connection to the culture of a school. As a teacher and administrator, I have spent several years exploring the individual differences of the students. I have worked with teachers, team leaders, consultants, and a myriad of specialists to ensure that the needs of the students were met at a social, psychological, academic and spiritual level. Never once did I consider that teachers too, have individual needs and preferences. As I reflect further on this context, an anecdote from the airline industry comes to mind. On a recent trip to Vancouver, I was taken aback when the flight attendant began to review the emergency procedures prior to the departure of the aircraft. The attendant directed the attention of the passengers to the emergency exits and then highlighted the evacuation procedures. It was in this description that I realized that at no point in the demonstration did the attendant request that the needs of the children were to be attended to first. In fact, the procedure indicates that if

there is an in-flight emergency which causes the oxygen masks to drop, that adults are to secure the masks firmly onto their own faces and then attend to small children and the infirm. What I realized from this, is that if the needs of the adults are not met first, there will be no one left to help meet the needs of others. The same can be said true of meeting the needs of individuals within a school.

Following my research, I have come to understand that if the individual needs of the teaching staff are not recognized, then the challenge of meeting the needs of the children becomes more exigent. Teachers need to feel as though they are valuable and contributing members of the school community. When this is achieved teachers will work with school leaders to foster a community that is filled with learning opportunities for the students. While school leaders purport to place the needs of the children first, through my research, I believe that the individual needs of the teachers should be initially recognized. Consequently, it was with a sincere desire to improve the quality of school communities that I deemed it vital to explore the varied and diverse perspectives of effective leadership.

### Conclusion

As I conclude this study about personality type, perception, and its impact on effective leadership, I have emerged a different person from whom I was when I initiated this work. I began with a belief that there must be one correct

way to lead and that leadership could be approached with a 'one size fits all' philosophy. I believed that everyone would embrace the philosophy of the school leader provided that the leader delivered the 'right' philosophy.

I also believed that as a school leader, the needs of the children must always come first. I now understand that effective leaders attend to the needs of the teachers, who will in turn address the needs of the children. I conclude this study with an understanding that there are diverse ways in which leaders must respond to their staff. As well, I have developed an understanding that individuals perceive and respond to information differently and the way in which leaders facilitate this understanding impacts the underlying beliefs about leadership in schools.

I conclude this study with a sense of excitement, passion and encouragement for the future of school leadership. By opening my eyes and developing an understanding for diverse personality types, I am excited about the potential that exists within the school community. Sergiovanni (1996) suggests that, "good theories don't get everything right, but elicit the kind of criticism and thoughtful reflection that leads to better ways of looking at things (p. xix). I believe that I have provided another lens through which school leaders can come to understand those who follow and will have another way in which to regard situations and individuals. Rather than view each personality type as providing a limiting profile for each individual, I view it as understanding and

unleashing the pure potential that is available to the school community. As a school leader, I am excited to explore the possibilities that personality type can bring toward creating a positive learning community for staff and students. Carl Jung and Isabel Myers believed and were passionate about identifying the different ways in which humans process and respond to information. Carl Jung (1921) stated that “one sees what one can best see oneself” (p. 9). According to Jung, individuals tend to comprehend the world based on the perception of one’s own type. Through my own experience as a school leader I have witnessed apparent misinterpretations and misunderstandings that have occurred between and among staff and, I am passionate about moving beyond my own preferences and developing an appreciation for the preferences and challenges of those with whom I interact at school.

With all of this, I am encouraged for the future of school leadership. I am optimistic that with an understanding of the diverse personality preferences, more school leaders will look to the potential of the dynamic and complex interactions that exist among the members of the school community in order to initiate and sustain positive and effective change. It is my hope that school leaders will embrace the uniqueness of each staff member and will continually strive to effectively lead members of the school community into the future in ways that honour and respect the diverse personality preferences of the staff.

As I conclude my research, I am constantly reminded of a sentence which I wrote at the beginning of this thesis, whereby I stated, "Concern arises when the people with whom we interact do not reason as we reason, do not value what we value and are not inspired by what inspires us". I now possess a clearer understanding that teachers have individual personality preferences and that the actions and reactions of leaders may be perceived differently by those individuals. It is the complexity of human behaviour and what is deemed to be effective leadership by those who follow that remains the challenge for myself and for the generations of school administrators that may lead in the future.



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## APPENDIX A

### INFORMATION PAGE FOR PARTICIPANTS

**UNIVERSITY OF CALGARY - FACULTY OF EDUCATION**  
**Graduate Division of Educational Research**

Linking Perception to Performance: The Search for Effective Leadership  
Investigator: Karen Dittrick ([kdittrick@ucalgary.ca](mailto:kdittrick@ucalgary.ca))

This information page is intended to provide you with a basic understanding of this study and what your participation in this research will involve. If you would like more information concerning any of the details that have been provided, you should feel free to ask.

Please take the time to carefully read the following information.

- The purpose of this study is to explore the correlation between personality type and the perception of effective leadership.
- Participants in this study will complete an assessment of their personality type by utilizing the Meyers Briggs Personality Inventory (MBTI).
- Each participant will be provided with an interpretation of the MBTI results involving a meeting of approximately 60 minutes in length.
- Following the interpretation meeting, each participant will be interviewed to provide data related to reactions to key administratively orchestrated events that had an impact upon the operation of the school or the staff.
- Results from the interviews will be analyzed and presented in the contents of my master's thesis.
- There is no estimation of risk or harm associated with your participation in this research.
- All responses to the interview will be considered confidential and your identity will remain anonymous.
- Interview data and contact information will be stored in a secure, password protected file in the office of the researcher. Only the researcher and the supervisor of this study will have access to this data.
- All interview data will be stored for period of one year, after which it will be deleted and destroyed.
- You may withdraw from this study at any time by submitting your written and signed request to the researcher.

## APPENDIX B

### UNIVERSITY OF CALGARY - FACULTY OF EDUCATION GRADUATE DIVISION OF EDUCATIONAL RESEARCH

#### Informed Consent

**Research Project Title:** Linking Perception to Performance:  
The Search for Effective Leadership

**Investigator:** Karen Dittrick

I am a graduate student in the Graduate Division of Educational Research and I am carrying out a study that explores the correlation between personality type and the perception of effective leadership. The purpose of this study is to utilize Jungian theory of personality type and the Meyers Briggs Personality Inventory (MBTI) to interview teachers and principals in an elementary, middle, and junior high school and to examine the role of perception and its impact upon what is deemed effective school leadership.

This consent form, a copy of which has been given to you, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

As part of this study, I wish to utilize the Meyers Briggs Type Indicator (MBTI) to assess and interpret your personality type. I may also wish to interview you about your response to a significant leadership event. I will record these interviews and compare the results with interviews obtained from other participants in this study.

I do not expect any risk to you in participating in this study. Your participation would involve answering on-line questions for the Meyers Briggs Type Indicator (MBTI), which would require approximately 30 minutes. A follow-up session is required to interpret the results of the MBTI, which will take approximately 60 minutes. Following the interpretation of the MBTI, an additional 20 minutes of your time is requested to complete a survey to collect demographic information and to answer open ended questions regarding your experiences with leadership.

Your participation is voluntary and you may withdraw from the study at any time, in which case records of any information collected from you, would be destroyed.

All responses to the survey will be considered confidential and your identity will remain anonymous. Individuals who participate in the study will select a pseudonym that may be used to cite information in published materials. I will keep the data collected from the surveys in a secure, password protected computer file or in locked cabinet in the researcher's office. After the study is complete, this data will be stored for a period of one year in this location. After this period of time, all data will be destroyed.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. If you have further questions concerning matters related to this research, please contact:

Karen Dittrick	220-7076	<a href="mailto:kdittric@ucalgary.ca">kdittric@ucalgary.ca</a>
Dr. J. Paul	220-5874	<a href="mailto:paul@ucalgary.ca">paul@ucalgary.ca</a>

If you have any questions or issues concerning this project that are not related to the specifics of the research, you may also contact the Research Services Office at 220-3782 and ask for Mrs. Patricia Evans.

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Participant's Signature

Date

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Investigator's Signature

Date

*A copy of this consent form will be given to you,  
to keep for future reference.*

## APPENDIX C

**UNIVERSITY OF CALGARY – FACULTY OF EDUCATION**  
**Graduate Division of Educational Research**

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Dear Participant,

I am engaged in developing my Master's thesis at the University of Calgary entitled "*Linking Perception to Performance: The Search for Effective Leadership*". The intent of this study is to utilize Jungian theory of personality type and the Myers Briggs Personality Inventory (MBTI) to examine the role of perception and its impact upon what is deemed effective school leadership.

Teachers and principals within [Name of School], are being asked to complete two surveys that gather information about perceptions of principal leadership. You are invited to participate in this study. The study consists of two parts. The first part involves the completion of the Myers Briggs Personality Inventory (MBTI) and will be completed on-line. The second portion of this study involves a researcher developed survey which will be provided to each participant. The latter asks for demographic data and for the completion of some open-ended questions.

Participation will require approximately 20 minutes in order to complete the attached questionnaire. There are no known risks associated with this research. Benefits may include a raised awareness of your personality traits and how these attribute to your own views of effective leadership. Fifteen teachers have been randomly selected to participate in this study and each participant has been provided with these forms. Please return the surveys directly to me in the enclosed envelope to ensure that confidentiality is maintained.

The number at the top of the survey is for tracking purposes only and simply identifies you to facilitate further contact. Neither the administration nor any other school personnel will have access to your responses.

I want to assure you that any information obtained during this study that could identify you will be kept strictly confidential. Your name will not be used in the study. The entire set of data will be kept in a locked cabinet in the researcher's office and will be accessible only to the principal researcher and her supervisor. The data will be kept in the locked file for one year after the study is complete and will then be destroyed.



You may ask questions regarding this research at any time by calling me at (403-220-7076) or my supervisor, Dr. Jim Paul (403-220-5874). If you have questions concerning your rights as a research participant that I have not answered, you may contact the University of Calgary Research Services Office at 403-220-3782.

I thank you in advance for taking the time to participate in this research. Please place the survey packet in the enclosed envelope and return it to me as soon as possible.

Yours truly,

Karen Dittrick  
Principal Researcher

**APPENDIX D****UNIVERSITY OF CALGARY – FACULTY OF EDUCATION  
Graduate Division of Educational Research****Participant Questionnaire****Part A. Demographic Data:**

This part of the questionnaire is about demographic data. Please answer all the items on this answer sheet. If an item is irrelevant or you are unsure of the answer, leave the answer blank.

Please check the response box that is the most appropriate.

**1. What is your gender?**

- ☐ Male
- ☐ Female

**2. Please indicate your highest level of education.**

- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate degree

**3. How many years have you been a teacher?**

- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ 26-30 years

**4. Which of the following categories describes your age?**

- ☐ 21-26 years
- ☐ 27-31 years
- ☐ 32-37 years
- ☐ 38-43 years

- ☐ 44-49 years
- ☐ 50-55 years
- ☐ 56-60 years

**5. How many years has it been since you completed a formal university course?**

- ☐ Less than 2 years
- ☐ 2-4 years
- ☐ 5-9 years
- ☐ 10 or more years

\*\*\*\*\*

**B. Open-Ended Responses**

This part of the questionnaire, consists of open-ended responses. Please answer all of the items on this answer sheet. If an item is irrelevant, or you are unsure of the answer, leave the answer blank.

Please respond to the following questions in as much detail as you would like. If more space is needed, please attach a separate sheet of paper with the question number on it.

**1. Please list 5 or 6 words that best describe the characteristics of your current principal.**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**2. Two actions principals should continue to do are:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. Two actions principals should stop are:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

4. Two actions principals should start to do are:

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. I become motivated and inspired when principals .....

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6. Describe a significant situation, event or experience that you have had or observed, whereby the actions(s) or behavior(s) of a principal affected you negatively.

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7. Describe a significant situation, event or experience that you have had or observed, whereby the actions(s) or behavior(s) of a principal affected you positively.

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8. List, in order of importance, what you believe to be, five (5) qualities of effective leadership.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_
- iv. \_\_\_\_\_
- v. \_\_\_\_\_

*Thank you for taking the time to participate in this research.*

*The answers to these questions will be used to gather information regarding the participant's experiences. All information obtained in this study will be kept strictly confidential and your name will not be used in this study.*

*Please place the survey packet in the enclosed envelope and return it to me as soon as possible.*

## APPENDIX E

May 1, 2005

Dear Participant,

Many thanks for agreeing to participate in my research. The first part of the research involves your completion of the survey. The second (and the last part), is to complete the on-line assessment of your personality type using the MBTI.

Below are the basic computer instructions for completing the final part of my research.

1. Go to the following website: <http://karendittrick.careerid.com>
2. Ignore the login instructions and type in the following UserID and Password to gain access to the test page.

UserID:

Password:

3. Click on MBTI (Step I – Form M), which is highlighted in yellow.
4. You are now ready to begin. Read each question carefully and select your answer. Do not spend too much time thinking about any one question. If you cannot decide on an answer, skip that question and return to it later. Work through until you have answered all the questions. There are 93 questions on the inventory. Expect to spend 15-20 minutes answering questions.
5. Follow the instructions on the site. Once you have submitted your responses on-line, I will prepare a report on your personality preference for you.
6. Should you have any difficulty accessing, using or submitting your responses, do not hesitate to contact me. I would only be too happy to help. ☺

Thank you.