
Author's Note

The framework of emotional intelligence was popularized by Daniel Goleman with the publication of *Emotional Intelligence* in 1996. In fact, researchers began working on aspects of what would be named emotional intelligence in the 1970s. *Introduction to Type® and Emotional Intelligence* utilizes the most basic elements of several models in the emotional intelligence literature. Some of these sources, along with other suggestions for further reading, are included in the Resources section at the back of this booklet.

This work is based on an analysis of self-report, observational, and multirater data covering 80 variables for each of the 16 MBTI® types. Of special significance is the use of the *California Psychological Inventory™* instrument, in which most of the key emotional intelligence dimensions are measured.

I cannot overstate the importance of understanding that even though the descriptors are the results of three kinds of analysis, *you are the expert on your behavior and your psychological makeup*. Because the statistical analyses that produce these descriptions are generated from a randomly selected representative sample of each of the 16 types from the database of the Center for Creative Leadership® (CCL®), readers should always seek to validate the material on the basis of their own experience. What may be true for most people of your type may not be true for you for a variety of developmental reasons. Please note that the Center for Creative Leadership is among the largest not-for-profit trainers of leaders in the United States. As with this work, CCL supports research that promotes the well-being of others and the cause of creative leadership for a productive and healthy society.

For additional information on type and emotional intelligence, contact the author at Pearman@leadership-systems.com.

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Introduction

Emootional intelligence (EQ) is a term used to describe a complex ability to regulate your impulses, empathize with others, and persist and be resilient in the face of obstacles. Developing your emotional intelligence will help you enhance your leadership abilities, enrich your relationships, extend your influence, and expand the personal resources you can call on to manage life's mental demands.

Introduction to Type® and Emotional Intelligence is a practical guide to using psychological type to aid in the development of your emotional intelligence. To achieve this goal you will first need a thorough understanding of psychological type.

Millions of individuals have been introduced to the framework of psychological type through the *Myers-Briggs Type Indicator®* (MBTI®) instrument, which produces the familiar four-letter codes that are used throughout this booklet. A code summarizes how an individual prefers to use mental energy, the kinds of perception and judgment he or she prefers, and his or her preferred general orientation to the world. In part I of this booklet, we will look at these preferences; and we will also go a step farther, exploring a type framework that can be used to understand and develop emotional intelligence. Part I concludes with a worksheet on exploring the eight functions of type.

There are specific internal, or *intrapersonal*, and external, or *interpersonal*, competencies that make up emotional intelligence. Intrapersonal competencies include self-awareness of emotions, abilities, and self-confidence; self-regulation of moods and impulses leading to the development of trust; flexibility to deal with change and be open to experience; motivation to pursue goals; ability to maintain an achievement drive; resilience in the face of adversity; and

management of stress. Interpersonal competencies include demonstrating empathy by appropriately acknowledging others' emotions; experiencing the energy to actively show commitment, seek feedback, and assert feelings; expressing social skills to build rapport; demonstrating tolerance toward the beliefs and values of others; persuading others; and leading with effectiveness. These intrapersonal and interpersonal competencies are introduced in part II of this booklet and are further discussed for each of the 16 types in part III.

Following this discussion of the intrapersonal and interpersonal competencies, part II continues with a detailed analysis of each of the eight functions (Extraverted and Introverted Sensing, Intuition, Thinking, and Feeling) and how they are related to specific components of emotional intelligence. In this section, we explore the key concepts of emotional intelligence and their link to type processes. Part II concludes with a worksheet on emotional intelligence awareness.

Part III comprises profiles of the 16 types as sorted by the MBTI instrument, providing benchmarks of emotional intelligence awareness and suggestions for development. Part IV provides summaries of the key areas of emotional intelligence development for the four preference dichotomies, the eight functions, and the 16 types. The booklet concludes with suggested resources you can access to further your understanding of the concepts presented here.

With an understanding of psychological type, you can get a practical handle on the abilities and skills needed for emotional intelligence development and identify your strategies for improving them. Psychological type is a holistic model of human beings—it accounts for the ways we adapt, cope, and develop in life. It assumes the presence of many gifts that can be more consciously accessed and that can thereby improve our interactions. Because type is concerned with both our internal (intrapersonal) and external (interpersonal) processes, it is an ideal model for exploring and developing emotional intelligence.

ESTJ			
ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Extraverted Thinking with Introverted Sensing

Hallmark Qualities

Primary Tendencies

- Decisively organizes and methodically implements plans and focuses on targeted outcomes
- Communicates well-defined tasks, parameters, and realistic expectations for almost all activities

Typical Areas of Excellence

- Is masterful at structuring and pragmatically acting on plans
- Uses step-by-step analysis to provide a clear, efficient, and often precise plan of action

Emotional Intelligence Framework

Intrapersonal Factors	Introverted Awareness and Inner Experience
Self-awareness	<ul style="list-style-type: none"> ■ Is confident of ability to attain goals but is less sure about addressing the emotional situations that emerge when working with others ■ Is realistic in self-assessment of competencies and capabilities
Self-regulation	<ul style="list-style-type: none"> ■ Controls impulses and directs energy to be well organized and fulfill obligations ■ Is dependable and “works the plan” so that emotional impulses are not distracting
Emotional self-control	<ul style="list-style-type: none"> ■ Experiences emotional satisfaction through the pride of discipline and management of competencies ■ Loves meeting a challenge efficiently ■ Is in danger of losing control when others are dependent, overly sensitive, not committed to performance, or reliant on too much processing and not enough closure or productivity
Flexibility	<ul style="list-style-type: none"> ■ Feels change is to be managed through rational frameworks ■ Prefers predictability and adaptive, step-by-step adjustments to change
Motivation	<ul style="list-style-type: none"> ■ Vigorously pursues implementing agreed-on plans ■ Prefers clarity about tasks and structure in a situation
Achievement	<ul style="list-style-type: none"> ■ Has drive to excel within clearly defined structure ■ Takes initiative in areas of tried and tested competencies
Resilience	<ul style="list-style-type: none"> ■ Is persistent and rarely discouraged in pursuit of well-defined goals ■ Relies on discipline to get through challenges
Well-being and stress management	<ul style="list-style-type: none"> ■ Is often in good physical condition ■ Finds coping resources in physical exercise, analysis, and social networks

Emotional Intelligence Framework

Interpersonal Factors	Extraverted Arena of Behavior
Demonstrative empathy	<ul style="list-style-type: none"> ■ Is often so focused on achieving outcomes that social nuances in others' reactions and their needs are not perceived ■ Is inclined toward problem solving based on a thorough, logical analysis, resulting in inattention to and lack of recognition of others' feelings
Energy	<ul style="list-style-type: none"> ■ Shows commitment to task achievement through doing ■ Seeks feedback to enhance performance
Social skill	<ul style="list-style-type: none"> ■ Is self-assured and responsive and communicates enjoyment ■ Builds trust through reliability and dependability
Tolerance	<ul style="list-style-type: none"> ■ Is fair-minded and open to new ideas within defined parameters ■ Communicates respect during discontent and conflict situations, but often utilizes a competitive strategy to resolve differences
Persuasiveness	<ul style="list-style-type: none"> ■ Is more concerned with outcomes than with making a good impression on others ■ Solicits others' points of view when practical and useful in problem solving
Ability to lead	<ul style="list-style-type: none"> ■ Is assertive about tasks, specified processes, and objectives ■ Outlines goals, plans, and steps of implementation with vigor

Developmental Challenges

Intrapersonal Arena

Given their attention to details and pragmatic focus, ESTJs may need to

- Reflect more on the big picture and on context
- Work to identify feelings and emotional reactions as useful information
- Regularly explore personal values and basic commitments

Interpersonal Arena

Because of a natural drive to critique with precision and pragmatic intensity, often leading to detachment and overcontrol, ESTJs may need to

- Actively demonstrate empathy with others' feelings
- Intentionally create environments that promote innovation
- Learn to ask open-ended questions, such as "Tell me more about ..." rather than have a checklist of yes-no items

Your EQ To-Dos

Continue

- Being practical and realistic
- Organizing and outlining next steps

Start

- Demonstrating greater flexibility and listening to others' views
- Showing more interest in innovation

Stop

- Equating efficiency with effectiveness
- Assuming collaboration will reduce chances of getting to the best solution