1. Title, Abstract & Keywords

Use of Personality Assessment as a Class Activity to Integrate and Apply Organizational Behavior Topics

In this session participants will complete a personality assessment and analyze their personality preferences as a way to learn how to facilitate the use of personality assessments (MBTI, Keirsey) to teach organizational behavior, principles of management, or leadership concepts at both the undergraduate and graduate level, as well as in consulting settings. An integrated model of individual differences will be presented, and participants will learn how personality assessments can be applied to the Individual Difference Model to teach topics including person-job fit, leadership, communication patterns, team dynamics, and conflict resolution.

Key words:

Personality Assessment

Classroom Activity

Organizational Behavior

Leadership

1. Format

X Activity or exercise

Roundtable discussion (60 minute only)

General discussion session

2a) For activities and exercises only, is yours best suited for

A traditional classroom

An online class

X Either, though the focus of the session will focus on traditional classroom due to the interactive nature of the OBTC Conference.

2b) For activities and exercises only, is yours best suited for

Undergraduate students

Graduate students

X Either

1. Time Requested:

30 Minutes

X 60 Minutes

90 Minutes

1. Planning Details:

Ideally all participants will have access to internet resources through a laptop, or even a smartphone. I will have handouts that will include links to on-line resources, however learning will be greatly enhanced by linking to on-line resources during the session.

1. Teaching Implications:

Self awareness and appreciation for individual differences are critical components for an organizational member to contribute in meaningful ways to organizational outcomes through effective human interaction. Personality assessments are an effective tool that allows for the development of both self awareness and for understanding and working with diverse others. The Myers-Briggs and Keirsey personality assessments in particular are widely accepted as valid tools that can drive the following outcomes:

* Know yourself – understand the assets and liabilities of your typical reactions
* Understand others – enable you to see differences as useful and broadening rather than annoying and
* Gain perspective – seeing yourself in the context of type can help you appreciate the legitimacy of other points of views, and perceptual biases you might have

Specifically, individuals have an opportunity to learn the following when learning about their personality preferences:

* How to work with others by understanding how to accommodate and leverage individual differences
* How to be more effective when communicating with diverse others
* How to improve team processes and challenges such as dealing with conflict and managing stress
* To understand blind spots they may possess and how to overcome these blind spots
* To understand how they can best contribute to projects and processes and how to leverage the strengths of different types
* Expand leadership abilities
* Understand the implications of combined types in team interactions
* Enhance self awareness and emotional intelligence

Ways I use personality assessment:

At our college, the Career Center provides the MBTI Type 2 Personality Assessment to students for $15. I require students to purchase and complete the MBTI Type 2 as a lab fee in my senior organizational behavior classes, and in my graduate leadership classes. Principle of Management students can choose to take the MBTI Type 2 through the Career Center, or I provide a hard copy Keirsey short form to use in class. At $15 the MBTI Type 2 is a great value for the students since my cost to administer the MBTI Type 2 is $55, and I charge my clients $250 for the assessment and debrief. Students use their MBTI Type 2 report for years after taking it in class.

Principles of Management: Students take the assessment prior to the chapter “Basic Elements of Individual Behavior in Organizations.” Results are integrated into team projects and are applied to learning in thee chapters on individual differences, leadership, communication, and teams.

Organizational Behavior: Students take the assessment in the second week of class. One class period is dedicated to debriefing results. Personality preferences and student results are integrated into all topics studied throughout the semester, including in their weekly learning journals.

Graduate Leadership: Students take the assessment the first week of class. The Individual Differences Behavioral Model is introduced along with HBR readings by Goleman (What Makes a Leader?), Ancona, Malone, Orlikowski, & Senge (In Praise of the Incomplete Leader), and Rooke & Torbert (Seven Transformations of Leadership.) Students complete a major project analyzing their leadership approach, and plans for leadership development. They use their MBTI Type 2 results as part of their analysis and developmental plan. The final project for these students is to complete a Reflected Best Self, again with personality preference as a component of who they are when they are acting as their best self.

Executive Coaching and Consulting: When working with an executive in a leadership development coaching engagement I use the MBTI Type 2 along with 360 degree feedback and a personal leadership biography as the foundation for our coaching process. In my consulting practice, organizations have hired me to administer the MBTI Type 2 to a project or work team. Sessions are then conducted with the team for personal understanding, to analyze the Team Type, and to enhance team outcomes.

1. Session Description and Plan:

Minutes 0:00 – 15:00: Provide overview of personality assessments, and how, when utilized as a class activity, these tools can add context for understanding and applying Organizational Behavior topics including: person-job fit, individual differences, personality and individual behavior, attitudes, and perceptions. Introduce Individual Differences Integrative Model.

Minutes 10:00 – 25:00: Participants complete a short form version of a personality assessment.

Minutes 25:00 – 50:00: Discussion –

* Individual results are discussed, along with on-line resources that can be used for additional understanding of results.
* Different ways personality assessments have been used by the presenter in settings ranging from undergraduate Principles of Management classes, Organizational Behavior classes, graduate level Leadership and Decision Making classes, and executive coaching and consulting projects will be explained.
* Discussion and models of the linkage between personality assessment, organizational behavior topics, and classroom facilitation of the personality assessment exercise will be provided.

Minutes 50:00 – 60:00: Question and answer.

1. Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

To “Unite in Service” requires that one have self awareness and an appreciation of individual differences. This session provides a classroom activity that simultaneously provides students insight into their personality preferences, and how resultant individual differences must be recognized and managed if teams and organizations are to function effectively. This directly supports the conference theme of appreciating individual diversity in the classroom and in working with others. Also, the use of personality assessments enables students to reflect on how their preferences in communication, decision making, conflict management, and change orientation can be leveraged to strengthen synergies made possible when working with others. This learning supports the conference theme by providing a method with which students can understand the inherent challenges created by personality differences that must be addressed to allow for positive outcomes when uniting to serve others to fulfill a common goal, and to unite together to support self and colleagues to progress.

1. Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

At the 2015 Academy of Management I was a member of a “Human Resource Pot Luck” session, co-ordinated by Suzanne DeJanasz, which offered classroom activities to teach human resource topics. In the short, rotating presentations I presented different types of assessments, including personality assessments, and how these can be used in the classroom to teach human resource subjects. This session was more broad in its consideration of assessments, specific to human resources, and had an abbreviated presentation time frame.