

# MIND STYLES



## Big Picture

Facts

<p><b>Artisans</b> Artisans (SP): Artisans are spontaneous, adaptable, and action-oriented. They enjoy engaging with the present moment and are skilled at troubleshooting and handling the immediate needs of a situation. They are often described as energetic, hands-on, and flexible.</p> <ol style="list-style-type: none"> <li>1. Action-Oriented</li> <li>2. Value Spontaneity</li> <li>3. Curious, Philosophical</li> <li>4. Metaphorical, Unstructured</li> <li>5. Visionary, Risk Takers</li> <li>6. Confident, Casual</li> <li>7. Impatient</li> </ol> <p>Artisan subtypes include Promoter (ESTP), Crafter (ISTP), Performer (ESFP), and Composer (ISFP).</p>	<p><b>Idealists</b> Idealists (NF): Idealists are empathetic, compassionate, and focused on personal growth and meaningful connections. They are driven by their values and seek to make a positive impact on the world. They are often described as imaginative, nurturing, and value harmony.</p> <ol style="list-style-type: none"> <li>1. People-Oriented</li> <li>2. Value Harmony</li> <li>3. Intuitive, Empathetic</li> <li>4. Self-Aware, Meaning-Makers</li> <li>5. Teambuilders, Delegators</li> <li>6. Warm, Approachable</li> <li>7. Sensitive</li> </ol> <p>Idealist subtypes include Teacher (ENFJ), Counselor (INFJ), Champion (ENFP), and Healer (INFP).</p>
<p><b>Rationals</b> Rationals (NT): Rationals are logical, independent thinkers who enjoy problem-solving and analyzing complex systems. They are focused on knowledge, competence, and strategic thinking. They tend to be logical, innovative, and value efficiency.</p> <ol style="list-style-type: none"> <li>1. Logic-Oriented</li> <li>2. Value Knowledge</li> <li>3. Independent, Rational Thinkers</li> <li>4. Precise, Accurate</li> <li>5. Strategic, Efficient</li> <li>6. Observant, Stoic</li> <li>7. Disagreeable</li> </ol> <p>Rationals include subtypes like Field Marshal (ENTJ), Mastermind (INTJ), Inventor (ENTP), and Architect (INTP).</p>	<p><b>Guardians</b> Guardians (SJ): Guardians are practical, responsible, and focused on maintaining order and stability. They are dependable, detail-oriented, and value tradition and security. They tend to be dutiful, organized, and loyal.</p> <ol style="list-style-type: none"> <li>1. Task-Oriented</li> <li>2. Value Stability</li> <li>3. Sequenced, Linear</li> <li>4. Structure, Order</li> <li>5. Reliable, Dependable</li> <li>6. Formal, Reserved</li> <li>7. Controlling</li> </ol> <p>Guardians include subtypes like Supervisor (ESTJ), Inspector (ISTJ), Provider (ESFJ), and Protector (ISFJ).</p>

Relationships

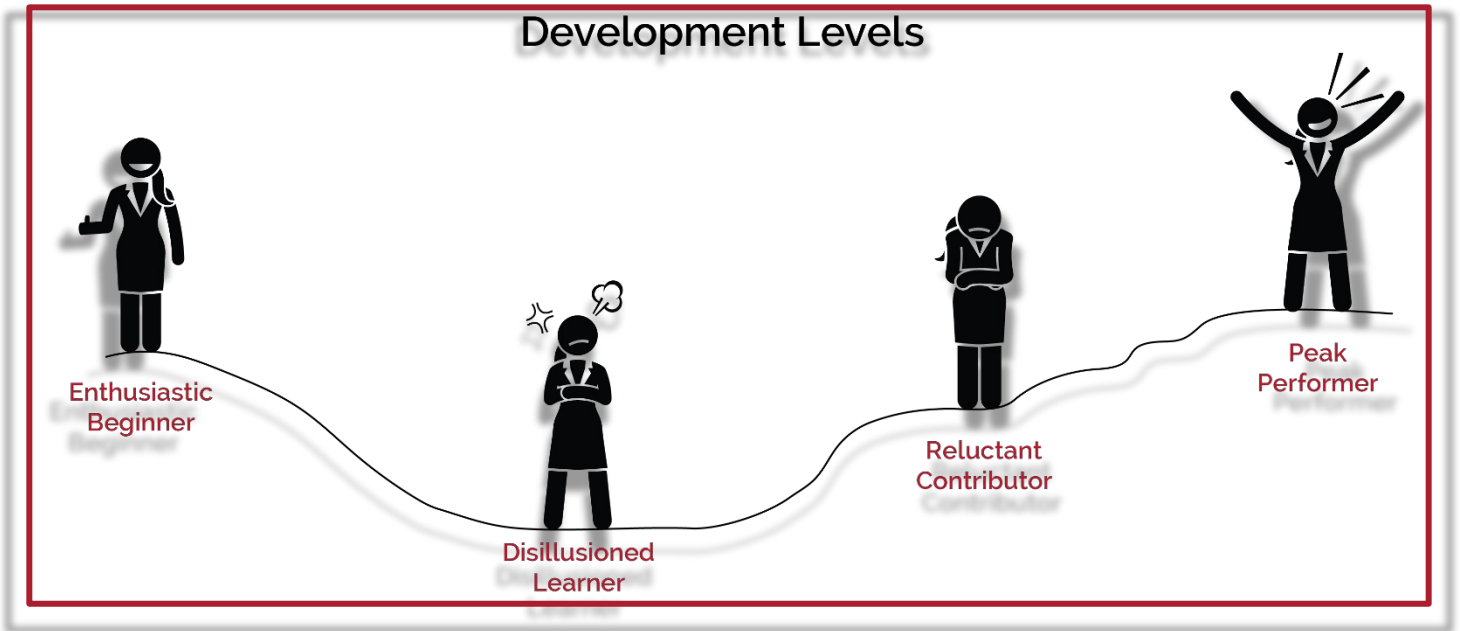
## Details



THEIR COMFORT ZONE	THEIR FRUSTRATION ZONE	STRATEGIES
<b>Guardians</b>		
Learns through senses, direct experience, models, practice, ordering, patterning, logic, and facts. Wants direct practical payoff. Is task oriented and gives attention to detail. Likes time limits and deadlines; needs closure.	May get frustrated with tasks requiring divergent thinking, unexpected changes, too many choices, loose structure, conflicting data, or open-ended requirements.	Uses samples, visuals, charts, note taking guides, advance organizers, outlining, time lines, self-correcting activities, and situational how to's. Incorporate hands-on activities.
<b>Rationals</b>		
Learns through the exploration of ideas using comparison-contrast and weighing pros and cons. Relies on facts and logic. Analyzes various angles and seeks evaluative feedback. Gives attention to larger picture.	May get frustrated with divergent strategies with no obvious relevance to task at hand. Doesn't like picky and unrelated details or expectations. Dislikes activities that deal with emotion.	Teach through lectures, brainteasers, readings, debates, and independent work. Provide time to think through "why" questions. Provide opportunities to analyze and discuss merits of different issues.
<b>Idealists</b>		
Learns through sixth sense, from people and surroundings. Is reflective and flexible in thinking. Highly imaginative, sensitive and attuned to emotions. Sees global picture.	May get frustrated by memorization and tasks, outlining, organizing, deadlines and pressures about time. Doesn't like detail-oriented tasks requiring precision and concentration.	Provide large group discussion and one-on-one peer sharing. Give time to explore and generate possibilities. Use color, images, visuals, role play. Stress personalized applications.
<b>Artisans</b>		
Learns through intuitive leaps, experimentation, and creative endeavors. Seeks alternatives and takes risks. Visualizes the future and creates change. Is curious and invents unusual solutions.	May have difficulty meeting deadlines and following specific procedures. Frustrated with tasks requiring detailed note taking, choosing one answer, ordering and prioritizing, or requiring linear input.	Use open-ended questions and tasks and choices with room for independence and creativity. Stress application to real world, metaphors, inventions, explorations and problem solving.

# DEVELOPMENTAL COACHING

## DEVELOPMENT LEVELS



*Just as groups develop in different stages, individuals also move through a specific set of developmental levels. These levels are based on an individual's level of commitment and competency towards the task or relationships at hand. As levels of commitment and competency change and adapt, individuals align with different developmental levels.*

### Developmental Factors:

- **Commitment** is gauged by the level of investment, enthusiasm, and ownership others have regarding the task and relationships at hand.
- **Competency** is gauged by the level of knowledge, expertise, and experience others have regarding the task and relationships at hand.

# DEVELOPMENTAL COACHING

## Developmental Coaching

Development Level	Group Stage	Factors	Coaching Style	Behaviors
 Enthusiastic Beginner	 Forming	High Commitment Low Competency	 Instructing	High Direction Low Support
 Disillusioned Learner	 Storming	Low Commitment Low Competency	 Guiding	High Direction High Support
 Reluctant Contributor	 Norming	Low Commitment High Competency	 Mentoring	High Support Low Direction
 Peak Performer	 Performing	High Commitment High Competency	 Informing	Low Support Low Direction

Adapted from Hersey-Blanchard Situational Leadership Theory

- **Directive Behaviors** involve clearly telling people what to do, how to do it, where to do it, when to do it, and then closely supervising their performance.
- **Supportive Behaviors** involve listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem solving and decision making.

Situational leadership theory asserts that a leader must adapt their levels of direction and support in order to accommodate the level commitment and competency of their followers.

## **INSTRUCTING STYLE**

**HIGH DIRECTION  
LOW SUPPORT**

- Set objectives, goals or standards.
- Define people's roles in carrying out work.
- Plan people's work in advance and organize resources.
- Decide and communicate work priorities.
- Set timelines for completion.
- Determine how work is to be evaluated.
- Show or tell people how to carry out work.
- Check to see if work is carried out properly and on time.

## **GUIDING STYLE**

**HIGH DIRECTION  
HIGH SUPPORT**

- Identifies the problem(s).
- Sets objectives and standards.
- Develops action plans to solve problems and then consults with people.
- Explains decisions to people and solicits their ideas through two-way communication.
- Makes a final decision after hearing ideas, opinions and feelings.
- Continues to direct people's work.
- Continues to closely lead and evaluate people's work.

## **MENTORING STYLE**

**LOW DIRECTION  
HIGH SUPPORT**

- Listen to people's problems (work or non-work).
- Praise people for completing work.
- Ask for suggestions for carrying out work.
- Encourage and reassure people that they can do the work.
- Communicate information about the organization.
- Disclose information about themselves (work or non-work).
- Facilitate people to problem solve their work.
- Communicate and demonstrate appreciation of good work.
- Shares the responsibility for decision making and problem solving with people.
- Jointly evaluates people's work with them.

## **INFORMING STYLE**

**LOW DIRECTION  
LOW SUPPORT**

- Jointly defines the problems with people.
- Objectives and standards are set collaboratively.
- Allows people to develop action plans and control decision-making about the how, when, and who of problems and work.
- Accepts people's decisions and only periodically monitors their performance.
- Allows people to evaluate their own work.
- Gives people responsibility.