EFFECTS OF PERSONALITY TYPE

ON THE CONSENSUS-BUILDING PERFORMANCE

OF A LEADERSHIP TEAM

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Dedication & Acknowledgements

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Abstract

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The formation of leadership teams in educational systems poses numerous and iterative storming, norming, and performing challenges due to the diversity of their members, their naturally eclectic goals and visions, and the systemic and long-term nature of their tasks. Further, educational organizations that think systemically, and thus value and pursue consensus-building modi operandi, face supplementary physical, cognitive, and affective obstacles to their team production and processing. These challenges are studied in this work via interpretive, instrumental, embedded case-study research on the systemic-change effort led by a school-district Leadership Team (LT) and their implementation of the design theory and methods suggested by the Guidance System for Transforming Education (GSTE).

This study investigates relationships that could inform performance gaps and strategic recommendations to aid the LT and other educational-system leaders in improving their team relationships and intended outcomes via improvements to the design theory that guides their systemic-change processes. The researcher identified personality type in LT members as one potential key variable of their performance, and thus suggested that studying team dynamics, as influenced by personality, could provide educational systems with powerful analytical and evaluative tools that could become instrumental to their efforts.

In order to identify the existing knowledge base on personality type and team performance, the researcher reviewed literature on the subjects of teams, team performance, personality type,

and personality measurement, as well as research studies about effects of personality type on

overall and consensus-building team performance. This work responds to: *What effects do*

personality types have on the consensus-building performance of a LT and how can these effects

inform potential improvements to a guide for systemic change in education?

Based on this literature review, observation of the consensus-building performance of LT

members, analysis of LT-member personality types, and follow-up interviews, this work

identifies and discusses relationships between the personality-preference and mental-function

combinations represented in the study participants and their observable behavior. As a result, the

author presents likely and theory/behavior-informed patterns of effects of personality type on the

consensus-building performance of this LT. In addition, he lists recommendations for possible

applications of his findings and discussions in pursuit of improvements to the norming

performance of this LT, as well as potential enhancements to the performance of other leadership

teams implementing systemic change in their educational environments.

Committee Signatures: _____

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Chapter 1: Problem Statement & Literature Review

Introduction

My Ph.D. dissertation is a research study about the effects of personality type on the consensus-building performance of a leadership team. In Chapter 1, I briefly state the research problem and identify some of the existing knowledge base about the effects of personality on team performance. To do this, I present brief literature reviews on the nature of teams, team performance, and team performance measurement, as well as on the topics of personality, personality types, and personality measurement. I also review research studies on effects of personality type on overall and consensus-building team performance in pursuit of study justification and comparative assessment. Chapter 1 concludes with brief observations about my dissertation topic, followed by the research questions I study throughout my work.

I. Problem Statement

Problem

The formation of learning, instructional, and/or service teams in educational systems poses numerous and iterative storming, norming, performing, and adjourning challenges due to the diversity of their members (e.g., students, service-providers, administrators, stakeholders), their naturally eclectic goals and visions, and the systemic and long-term nature of their tasks (Banathy, 1992; Tuckman, 1965). Further, educational organizations which think systemically, and thus value and pursue consensus-building modi operandi, face supplementary physical, cognitive, and affective obstacles to their team production and processing (Thomas & Kilmann, 1974). These challenges are worth studying via interpretive, instrumental, embedded case-study research to identify data relationships that could inform performance gaps and strategic solutions

to aid educational systems in improving their team relations and intended outcomes (Merriam, 2001; Stake, 1995; Yin, 2003).

Relevance

This case study identifies personality types in members of a school-district leadership team as one potential key variable of their consensus-building performance. I previously speculated that team product and process performance, as measured by their members' ability to operate by consensus, might have been, and could continue to be, directly affected by the personality similarities, contrasts, and relationships among their participants. This research study thus considers whether examining team dynamics, as influenced by personality types, could provide educational systems with powerful analytical and evaluative tools instrumental to the improvement of their design/redesign, development, and implementation of educational, administrative, and networking practices and change (Bond & Ng, 2004; Kiersteadt, 1998; English, Griffith & Steelman, 2004; Gorla & Lam, 2004; Jundt, Ilgen, Hollenbeck, Humphrey, Johnson & Meyer, 2004; Poling, Woehr, Arciniega & Gorman, 2004; Reilly, Lynn & Aronson, 2000).

Context

Since the year 2001, a school district of a mid-west metropolitan area has been conducting a systemic change effort by following the design theory and methods suggested by the Guidance System for Transforming Education (GSTE; Jenlink, Reigeluth, Carr & Nelson, 1998). A district-wide systemic change process, according to the GSTE, consists of a number of stages, including phase III for the formation and implementation of a Leadership Team (LT). In

the school district I researched, this process began through the creation of a five-member Core Team and its development into a twenty-five-stakeholder LT charged with the evolution of community members' mindsets and the procurement of resources toward a systems view of education and a systemic paradigm change in their school district. Via strategic training and facilitation efforts, LT members have been able to study, project, plan, and debrief about subjects like team formation and team dynamics, the development of a shared vision and systemic decision-making, and the art of collaborative negotiation and operating by consensus (Banathy, 1992; Burgess & Spangler, 2003; Fisher & Ury, 1985; Myers, 1998; Senge, 2000; Thomas & Kilmann, 1974; Tuckman, 1977).

Literature

In order to identify the existing knowledge base, and perhaps knowledge gaps, about the relationship between personality type and team performance, next I review relevant literature on the subject of teams, team performance, and performance measurement (Banathy, 1992; Forsyth, 1999; Hughes et al., 1999; Senge, 2000; Schermerhorn, Hunt & Osborn, 2000; Tuckman, 1965). In addition, I study and incorporate prominent work on the topic of personality, personality type, and personality measurement, including published case studies about personality effects on overall consensus-building team performance (Cohen, Montague, Nathanson & Swerdlik, 1988; Bloom, 1997; Jung, 1923; Myers, McCaulley, Quenk & Hammer, 1998; Thorndike, 1997; Digman, 1990).

II. Teams, Team Performance, and Performance Measurement

Teams

A *team* can be defined as a group (i.e., "two or more interdependent individuals who *influence one another*") whose members work "together regularly to achieve *common goals*" (Forsyth, 1999, p. 5; Schermerhorn et al., 2000, p. 174). Although teams often function within organizations, they are different from them in that the size of the latter often limits its capacity for mutual influence. Teams allow for reciprocal influence, and thus are a type of group that enhances some characteristics of their nature, relationships, and production. Some of these enhancements include a required *common goal or task*, stronger *membership identification*, necessary *task interdependence*, and further *specialized roles (*Hughes, Ginnett & Curphy, 1999).

Basic characteristics of teams are their *size* and respective subdivisions (e.g., cliques[1]) or agenda/task diversity (e.g., social loafing,[2] Hawthorne effect[3]), and their *formation* process or their stages of development (i.e., forming $\rightarrow$ storming $\rightarrow$ norming $\rightarrow$ performing $\rightarrow$ adjourning; Tuckman, 1965). Teams are also defined by their task/relationship *roles* and role challenges (e.g., role dysfunction, role conflict, and role ambiguity; Benne & Sheats, 1948 in Partington & Harris, 1999; House et al., 1983, Jamal, 1984, and Rizo et al., 1970 in Hughes et al., 1999; Hughes et al., 1999). In addition, teams are qualified by their *norms* and how these contribute/align with the group's survival, expectations, dynamism, and values (Feldman, 1984 in Schermerhorn et al., 2000; Hackman, 1976 in Forsyth, 1999). Further, teams are characterized

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[1] *Definition: informal team member subgroups* (Yukl, 1981 in Hughes et al., 1999).

[2] *Definition: team member performance lower than when working independently* (Latan'e et al., 1979 in Schermerhorn et al., 2000).

[3] *Definition: team member tendency to perform better, but only for a selected team mate/observer/objective* (Mayo, 1933 in Caluwé & Vermaak, 2002).

by their *cohesion* and its causation of feelings of belongingness or potential overbounding[4] or groupthink[5] (Cartwright, 1968 in Forsyth, 1999).

Teams can be classified, although their categories vary contextually and broadly. Examples of common team categorizations are Steiner's (1972) *team-task types* classification (i.e., additive, conjunctive, disjunctive, and discretionary tasks), determined by the role of the team member on whose performance the team's production depends, Barczack and Wilemons' (1989) *operating* or *innovating teams* classification, based on the maintenance or development emphasis of their production, and Burns and Stalker's (1961) Social Contingency Theory and its respective *mechanistic* or *organic teams* classification, depending on whether they operate under a centralized/functional or a decentralized/divisional structure (Barczack et al., 1989 in Reilly et al., 2000; Burns & Stalker, 1961 in Jundt et al., 2004; Steiner, 1972 in English et al., 2004).

New types of teams are emerging and becoming prevalent based on 21st Century organizational needs (Cannon-Bowers, 1998, Denison, Hart & Kahn, 1996, and Lepine, 1997 in Poling et al., 2004). Some of these are *geographically dispersed* or *virtual teams*, which continually pursue innovative communication technologies and a focus on global operations, emphasis on group trust, and the maximization of the power of diversity, *cross-functional teams,* which focus on external communication, technical quality, creativity, and heterogeneity, and *learning teams* which operate under a shared vision and dialogue (Cohen & Bailey, 1997 in Cunningham & Packianathan, 2004; Hughes et al., 1999; Senge, 2000).

In this case study, I research variables that affect the performance of members of a *consensus-building team*. Compatible with Senge's (2000) learning teams above, consensus-

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[4] *Definition: extreme team cohesion resulting in alienation from its system* (Alderfer, 1977 in Hughes et al., 1999).

[5] *Definition: prioritization of team unanimity over objective team thinking or decision-making* (Janis, 1971).

building teams are those which purposefully engage in the pursuit of decision-making by

consensus, via collaborative processing or problem solving (Burgess & Spangler, 2003;

Consensus Research Consortium, 1998). Often strategically charged with complex problem

solving (e.g., the design and implementation of systemic transformation in a public school

district) and its inevitable storming/norming or conflict resolution, many of these types of teams

base their work on performance rooted in Fisher and Ury's (1992) seminal negotiation interest-

based paradigm, focusing on modi operandi that seek win-win opportunities and address

relationship and outcome needs, and purposefully avoid decision-making by control,

accommodation, withdrawal, or even compromise (Burgess, 2004; Fisher & Ury, 1992;

Consensus Research Consortium, 1998; Thomas & Kilmann, 1974). These concepts of

consensus and consensus building, and their instrumentality to this study are further discussed in

subsequent sections.

Performance

According to Schermerhorn et al. (2000), the effectiveness of a team can be defined by its

capacity to produce qualitative outcomes on *four specific areas*: the completion of its task, its

group performance, its members' satisfaction, and its capacity to remain an effective team.

Importantly, the performance of a team could be anchored on its *synergy*, or the group's ability

to "create a whole greater than the sum of its parts" (Schermerhorn et al., 2000, p. 175). Conner

(1992) developed this concept into the Synergistic Process, through which teams balance their

critical-thinking and creative processes (Conner, 1992).

Team effectiveness theoretical models include Halam and Campbell's (1992) *eight key

characteristics* for effective team performance (i.e., clear mission, high performance standards,

stock appraisal, technical skill assessment, resource protection, planning and organization, high levels of communication, and minimal interpersonal conflict), Hackman's (1990) and Ginnett's (1993) *Groups That Work* normative model and its task structure and group boundaries, norms, and authority components to help teams get started regardless of their task, as well as Senge's (1990; 2000) necessary team conditions of team learning *alignment* (i.e., shared team vision) and *dialogue* (Hackman, 1990, and Ginnett, 1993 in Denison et al., 1996; Hallam & Campbell, 1992 in Hughes et al., 1999; Senge, 1990, 2000).

From the latter systems perspective, the effectiveness of team performance could be measured by the function and contribution of the relationships among its subsystems, peer systems, and the larger systems through their inherent or strategic *outputs, processes, and inputs* (Banathy, 1992). Based on this conceptual framework, the TELM (*Team Effectiveness Leadership Model*) first suggests the *identification* of a team's input, process, and output needs to then focus on *addressing* performance obstacles and/or *enhancing* the team's potential (Ginnett, 1996 in Forsyth, 1999; Hughes et al., 1999).

Further applicable to this study, the performance of a team can be measured by its *members' intent and ability to build, reach, and implement consensus* as part of their modi operandi, decision making, and conflict resolution. Burgess and Spangler (2003) defined consensus for the Consensus Research Consortium as "collaborative problem solving or collaboration … [in] a conflict-resolution process mainly to settle complex, multiparty disputes" (Burgess & Spangler, 2003, p.1). Given Tuckman's (1965) inherent expectation of iterative team-storming phases, a decision-making by consensus paradigm (i.e., one that considers the voices of all stakeholders, focuses on shared interests, reaches consensus on the most feasible options based on the current conditions, and prototypes a solution for proximate, open, and

formative evaluation) can be critical to a team's pursuit of a shared vision, stakeholder

ownership, and systemic team norming and performing (Duffy, 2002; Jenlink et al., 1998; Senge,

2000; Tuckman, 1965).

Measurement

Team performance and its effectiveness vary in criteria and measurement, suggesting the

need for established theoretical foundations, formal research on the subject, and the careful

application of new knowledge to team performance appraisal. Below are examples of established

theories that have offered effective criteria for the measurement of team performance.

Two traditional theories applied to the measurement of team performance are *research

and development* and *integrated performance measurement* (Kerssens-van Drongelen &

Bilderbeek, 1999, and Pearson, et al., 2000 in Bremser & Barsky, 2004). Combined, these

theories stress team performance and measurement as contingent on the transient nature of their

organizations and markets, and thus advocate the alignment of team and organizational processes

through concrete outcome objectives and performance incentives (Bremser & Barsky, 2004).

The measurement of this type of performance has usually exercised the administration of

observation or self-reported instruments like the Balance Scorecard (BSC; Kaplan & Norton,

1992, 1993, 1996, 2001 in Bremser & Barsky, 2004).

Team/social cognition and *shared mental model theories* premise team performance on a

teamwork orientation rather than on a work-task focus, and thus emphasize team cognition

versus behavior (e.g., internal/external synergy) and the development of team knowledge for

subsequent collective performance (Kimoski & Mohammed, 1994, and Volpe, 1996 in Cooke,

Kiekel, Salas, Bowers, Stout & Cannon-Bowers, 2003). Measurements of this kind have been

often based on researcher-designed *synthetic tasks* (e.g., scenarios), *observation*, and *questionnaires* (e.g., NPD Internal/External Communication Instrument) to collect data on team outcomes and the development of team knowledge (Cooke et al., 2003; Griffin & Hauser, 1992).

From a psychological, member-centered perspective, *social identity* and *self-categorization theories* argue that team members perceive their teams and membership as an extension of their own social identity, which they often safeguard through categorizations or stereotypes (Seta, Seta & Hundt, 2001; Tajfel, 1970, and Turner, 1980 in Seta et al. 2001). These theories suggest the appraisal of team performance based on its members' approach and response to their groups as measured through *observation, interviews* or *instruments* such as the AIQ Collective Identity measure or researcher-designed questionnaires (Cheek, 1998 in Seta et al. 2001; Cunningham & Packianathan, 2004).

The three team-performance measurement approaches I sampled above could be organized along a product/process-oriented performance spectrum that classifies team-performance somewhere between a team-tasks focus and a modus-operandi emphasis, in other words, its emphasis is on the expected outcome and/or the inherent relationships of the group. Thomas and Kilmann (1974) developed this bi-paradigm continuum in their Conflict Resolution Theory (CRT) by referring to team-member *"assertiveness"* or outcome-orientation ranging from their tendency to *withdraw* to their propensity to *control*, and to team-member *"cooperativeness"* or relationship-orientation ranging from their tendency to *withdraw* to their propensity to *accommodate*. As a middle point in both of these spectra, Thomas and Kilmann additionally identified *compromise* or team-members' transactional reactions to outcome and/or relationship challenges. Finally, but particularly relevant to this case study, the CRT authors identified *collaboration* as team-member performance that addresses functionally, both, product

and process team needs (Thomas & Kilmann, 1974). For a graphic representation of the CRT, see Table 1 below.

Table 1

Thomas and Kilmann's (1974) Conflict Resolution Theory

Accommodation		Collaboration
Focus on Cooperativeness or Relationships	Compromise	
Withdrawal		Control

Focus on Assertiveness or Outcomes
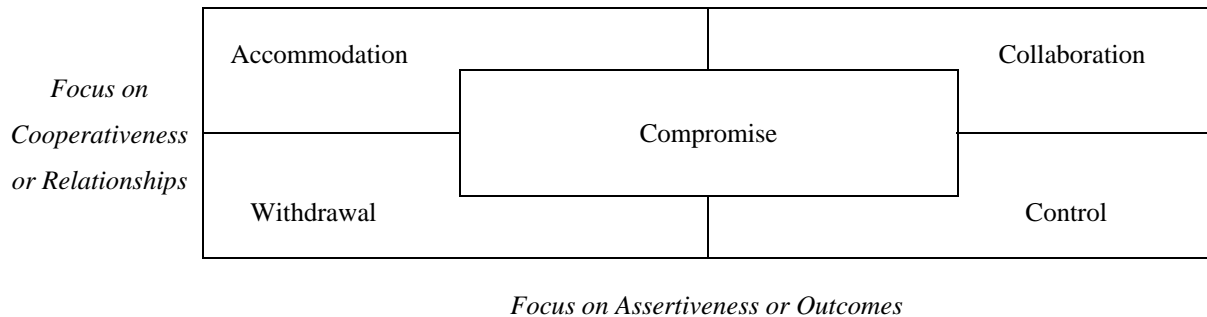
Due to its integration of product and process continua, measurement of the Thomas and Kilmann conflict-resolution taxonomy could include performance *observation* (e.g., the observation of LT-member performance during periodic meetings) and post-facto *interviews* (e.g., follow-up interviews of key LT members about their researcher-observed and self-perceived performance during meetings), as well as the administration of performance-style *instruments* (e.g., the Negotiation Style Profile [NSP®] or the Thomas-Kilmann Indicator [TKI®]).

III. Personality, Type, and Measurement

Personality

In the previous section, I briefly reviewed different types of teams and contrasting approaches to the measurement of their performance, including some of their common data-collection methods. I identified consensus-building as the dependent variable of my proposed research, thus focusing my study on consensus-building teams (i.e., the Leadership Team [LT] of the school district I researched) and their ability to seek and implement decision-making by consensus as part of their modi operandi. Conversely, I began to explore the seemingly unlimited array of possible independent variables affecting consensus-building team performance, such as team-member demographics, values, skills, interests, personality, self-efficacy, culture, etc. Among these, I decided to further research personality for three reasons: 1) Although often casually considered, personality is complex enough in concept and application to be easily misinterpreted or overstated and, thus, studying it could become uniquely revealing and possibly impacting in understanding teams and their performance (Cohen et al., 1988). 2) Due to its inherent conceptual and practical complexity, personality functions and dynamics are often at play tacitly and could therefore limit a team's awareness and capacity for problem-solving about the nature of its relationships and collective performance (Myers et al. 1998). 3) As I discuss in subsequent sections, personality is proven to be a consistent and instrumental variable of interactive dynamics and complementarities (Bond & Ng, 2004; English et al., 2004; Gorla & Lam, 2004; Holton, 2001; Jundt et al., 2004; Jung, 1923; Myers et al., 1998; Karn & Cowling, 2006; Poling, et al., 2004; Reilly et al., 2000).

Personality is vernacularly defined as "the totality of an individual's behavioral and emotional characteristics" (Merriam-Webster, 2006). However, different theoretical and

epistemological perspectives have given *personality* a variety of definitions. Some have defined

it holistically as the overall behavioral composition of a person, or even as the entirety of what

defines an individual, physically, cognitively, and affectively (McClelland, 1951 in Winter,

1998; Menninger, 1953 in Bloom, 1997). Others have understood personality based on specific

human elements, such as sensorial activity or social engagement (Goldstein, 1963 in Sherrill,

1984; Sullivan, 1953 in Acton & Revelle, 2002). Some definitions seem to have a rather

skeptical point of view, such as the suggestion that personality is what other fields or variables

cannot define, or that it should be a research area rather than an independent subject (Byrne,

1974 in Cohen et al., 1988; Dahlstrom, 1970 in Holzman, 1974). From a pragmatic perspective,

some have described personality as ungeneralizable, or a solely local understanding of the

individual or observer (Hall & Lindzey, 1970 in Sorensen & McCroskey, 1977). In response to

this array of definitions, Cohen et al. (1988) projected a middle-ground definition. They argued

that personality is "an individual's unique constellation of psychological traits and states"

(Cohen et al., 1988, Chapter 11, p. 2). They further defined traits and states as psychological

characteristics labeled in an attempt to identify human patterns of behavior. They also stressed

their belief that traits are context-, situation-, and time-dependent, thus making them relative to

perceptions, comparisons, and social/cultural desirability (Cohen et al., 1988).

Type

Based on these definitions, *personality type* can be thus described as "the constellation of

traits and states similar in pattern to one identified category of personality within a taxonomy of

personalities" (Cohen et al., 1988, Chapter 11, p. 2). Exemplary of this definition is Carl Jung's

(1923) seminal theory of personality type, which I describe briefly in the paragraph below

(Berens, 1999; Berens & Nardi, 2004; Jung, 1923; Myers & Kirby, 1999; and Myers, 1962 in Myers et al., 1998). Other key personality typologies range from Hippocrates' humoral theory (400BC) to Adler's personality classification (1933/1964), the former intended as a taxonomy of pathology, the latter with an emphasis on social inclinations, but both remarkably compatible in their respective categories (i.e., choleric/ruling type, phlegmatic/getting type, melancholic/avoiding type, and sanguine/good man type; Adler, 1964 in Cohen et al., 1988).

In his early-20th-Century work, Jung identified that individuals differed based on whether they were *extraverted* or primarily attracted and therefore oriented toward their external stimuli (i.e., people, activity, environment), or *introverted* or primarily oriented toward their inner world (i.e., thoughts, memory, reflection). He then realized that once having followed their extraverted or introverted orientation, individuals responded to its particular stimuli through two types of cognitive functions or mental processes, namely, their *perception* of things and their *judgment* about them. Jung identified that each of these cognitive functions was performed under a dichotomous preference, that is, perception either through the person's *senses* or via their *intuition*, and judgment either based on the individual's *feeling* or value-based criteria or on *thinking* or logical principles. Further, he noticed that people prioritized one cognitive function over the other, orienting one inwardly and the other outwardly or vice versa. People then presented a dominant and an auxiliary mental process, whether extraverted or introverted perception as their dominant function and then extraverted or introverted judgment as their auxiliary, or the opposite. Jung thus generated an eight-type taxonomy based on all possible combinations among these functions, orientations, and priorities (Berens, 1999; Berens & Nardi, 2004; Jung, 1923; Myers & Kirby, 1999; and Myers, 1962 in Myers et al., 1998).

Measurement

Personality measurement can be classified in one of four theoretical frameworks (i.e.,
dynamic theories, and trait, humanistic, and behavioral approaches). *Dynamic theories* approach
personality under the premise of human behavior through defense mechanisms based on issues
unconscious to us (Thorndike, 1997). Corresponding instruments include the well known
Rorschach Inkblot Test and Thematic Apperception Test (TAT; Murray, 1943 in Osborn, 1996;
Rorschach, 1970 in Rose et al., 2001). *Trait Approaches* understand personality under an
observable pattern of behavioral traits or characteristics. Two assessment measures based on this
theoretical framework include the popular 16 Personality Factor Questionnaire (16PF) and the
Revised NEO Personality Inventory (NEW PI-R), among others, such as the MBTI (Cattell,
1950 in Borges & Savickas, 2002; Costa & McCrae, 1992 in Sullivan & Hansen, 2004; Myers,
1962 in Myers et al., 1998).

In comparison, *humanistic approaches* consider personality as a self-conception, thus
recognizing the individual as simultaneous subject and observer of personality assessment
(Rogers, 1951 in Thorndike, 1997). An instrument that corresponds to this approach is the Multi-
Dimensional Self-Concept Scale (MSCS; Bracken 1992 in Wilson, 1998). Finally, *behavioral
approaches* are based on the theories of Skinner (1974) and eventually Bandura (1963), who
believed that social behaviors included not only observable actions, but also internal cognitive
and affective conduct (Bandura, 1963 and Skinner, 1974 in Harrison et al., 1997). An instrument
designed under this approach is the Millon Clinical Multiaxial Inventory-III (MCMI-III; Millon
& Davis, 1994 in Staley & Brown, 2001).

In an attempt to further understand and apply Jung's Personality Type Theory, Katherine
Briggs and Isabel Briggs Myers worked as of the early 1940s on generating a trait-approach

instrument to make personality measurement accessible to non-experts in psychoanalysis (Jung, 1923 and Myers, 1962 in Myers et al., 1998). Known as the MBTI®, this psychometric-measurement instrument was tested by its authors on its reliability and validity for 37 years prior to publication, and it is considered by many as a sufficiently reliable and valid personality instrument (Myers et al., 1998). According to the Center for Applications of Psychological Type (2006), in addition, the MBTI® uniquely combines a) assessment of only functional personality traits, b) results solely based on the subject's characteristics, c) sorting of results among diverse personality classifications, d) and tentative, theory-based results intended for subject corroboration and finalization (CAPT, 2006).

Following Jung's theoretical findings, the data-collection protocol of the MBTI® is based on the premise that human beings *attend*, *perceive*, *judge*, and, in addition, *order* information based on dichotomous preferences (i.e., *Extraversion/Introversion, Sensing/iNtuition, Thinking/Feeling,* and, in addition to the traits of Jung's theory, *Judging/Perceiving*) that fit them within one of a 16-type set of personality classifications. Briggs and Briggs Myers projected that, once a personality type had been determined, a person's behavioral response to stimuli, decision-making, and interaction could be estimated. Further, the scoring mechanism of the MBTI® logically integrates Jung's mental-function principles to specifically inform subjects of their hypothetical dominant, auxiliary, tertiary, and inferior cognitive processes (Bayne, 2004; Jung, 1923; Meier, 1995; Myers et al., 1998; Spoto, 1995).

Also of interest to this study is the Five Factor Model (Big Five), another trait-approach instrument recently developed for the purpose of measuring personality within team environments (Digman, 1990; Hogan et al., 1996 in Kierstead, 1998). In contrast to the MBTI®, this instrument incorporates an *emotional stability* dimension to provide a basic measure of

personality function/dysfunction. I attempt to exemplify this new-dimension addendum provided

by the Big Five to personality measurement in team environments via its comparison to the

MBTI® in the following chart (see Table 2; Digman, 1990; Myers et al., 1998).

Table 2

MBTI® & Big Five Typology Comparison

Trait/Instrument	MBTI Indicators	MBTI Definitions	Big Five Factors	Big Five Definitions
Trait 1	Introversion/ Extraversion	Inclination to seek external or internal sources of energy	Extraversion (i.e., Surgency)	Tendency to be externally assertive, active, and/or cheerful
Trait 2	Sensing/Intuition	Inclination to perceive the world through details or possibilities	Openness to Experience	Tendency to be imaginative or open to new ideas/opportunities
Trait 3	Thinking/Feeling	Inclination to make decisions by logic or one's/others' values	Agreeableness	Tendency to have a compassionate or emotional approach
Trait 4	Judging/Perceiving	Inclination to seek/ generate structured or flexible conditions	Conscientiousness	Tendency to be diligent, orderly, and dependable
Assumption/ New Dimension	(Absence of personality dysfunction indicator)	(Absence of personality dysfunction indicator)	Emotional Stability (vs. Neuroticism)	Tendency to display stable or controllable emotions/behavior

Adapted from Bayne, 2004; Caplan, 2001; John & Srivastava, 1999; Kiersteadt, 1998; Myers et al., 1998; Pascoe & Weist, 2002.

IV. Review of Research Studies on the

Effects of Personality Type on Team Performance

Introduction

Effects of personality type on team performance have been studied in diverse

environments. Some investigators have attempted to synthesize previous studies and findings on

the subject. Through meta-analyses of hundreds of studies, they have found that personality is

reliably measurable, that it can validly predict professional team performance, and that it does so

more powerfully than cognitive competency testing or managerial assessment (Kierstead, 1998;

Poling, Woehr, Arciniega & Gorman, 2004). In addition, in his review of over 200 studies,

Kierstead found that the conscientiousness measure[∴] of the Big Five indicator can be positively

correlated with most job performance, and that other Big Five measures also correlate, positively

or negatively, with important aspects of team performance (Kierstead, 1998).

Although relevant to this paper, meta-analyses should be approached with caution since

their findings and subsequent inferences could be implicitly limited by the authors' specific

research agenda. Due to their specific data collection/analysis foci and the array of studies they

approach, meta-analyses risk dismissing important methodology or interpretation variables of the

studies reviewed in order to find elements of consistency for their single work. Researchers

could thus minimize important empirical facts or maximize variables that independent study

investigators could have found secondary in an attempt to provide seemingly necessary

generalizations (Goldin, 1992).

Subsequently, to prevent potential reader misinterpretation, as well as to critically review

existing knowledge on the subject of this paper, the following section presents brief summaries

of four[**] research studies of effects of personality type on diverse aspects of team performance.

These studies were selected based on their emphasis on the personality and team-performance

variables this dissertation studies, as well as on the explicitness of their methods and results. The

studies are followed by a chart that highlights relevant results of each study. The section

concludes with a brief summary.

∴ Refer to definition in Table 2.

[**] Only four studies were included due to time and space limitations.

Study 1

Jundt, Ilgen, Hollenbeck, Humphrey, Johnson, and Meyer (2004) analyzed team performance and a team's adaptability to changes from mechanistic to organic structures[6] and vice versa. They studied 64 teams of professionals in controlled structural transition by comparing their simulated performance and collecting data about their member characteristics. Jundt et al. (2004) found that mechanistic teams had an easier time shifting to an organic structure, and that a team's organic-to-mechanistic transition was significantly assisted by high averages of emotional stability¨ and extraversion, ¨ measures of the Big Five (Digman, 1990). In addition, the researchers found evidence indicating that team member traits and abilities, such as communication, independence, and coordination skills, as well as higher levels of personality extraversion,¨ had the capacity of predicting the effectiveness of individual member performance in a team. They advocate hybrid team structure and member configurations that could facilitate the adaptability and productivity of a team. These findings are significant to this review because the researchers concluded that team member traits and abilities, including personality, can predict team performance. However, from the perspective of my research, this study is limited in that its focus is on team transitions, of powerful value to an increasingly common organizational plot, but too narrow in content. This minimized the strength of its findings about overall effects of personality traits on team performance.

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[6] Refer to definitions on top of page 5.

¨ Refer to definition in Table 2.

Study 2

Bond and Ng (2004) compared team member personality measures with teams and their productivity based on a dual focus on team product and team process or shared exchange. They studied 43 teams – their members enrolled in a sociology class – by administering the Sino-American Person Perception Scale (SAPPS; Yik & Bond, 1993), a Chinese language personality instrument that incorporates the five dimensions of the Big Five (Digman, 1990) and two others, and by administering the McGrath Circumplex Model (McGrath, 1984 in Bond & Ng, 2004) to measure the product and process performance of teams. The researchers found that total-group measures of emotional stability¨ correlated negatively with task-focused team performance, that openness¨ correlated negatively with shared exchange, and that extraversion¨ correlated positively with shared exchange. Bond and Ng (2004) concluded that higher team production was associated with lower stability¨ and openness.¨ Their conclusion is significant to this review because the researchers found that total-group personality measures directly affect team production. Also important to mention are study limitations indicated by the researchers, including potential performance and input bias based on the graded status of the assignments employed (Bond & Ng, 2004).

Study 3

English, Griffith, and Steelman (2004) researched the effects of individual and team measures of conscientiousness¨ on team performance by task type. They studied 33 three-

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¨ Refer to definition in Table 2.

member flight cockpit crews by administering the Team Conscientiousness Inventory (TCI) and the Summated Conscientiousness Scale (SCS) and correlating data input with internal measures of crew performance appraisal. They found that measures of conscientiousness[··] collected at a team level became a stronger predictor of general team performance than those collected at an individual level. English et al. (2004) also concluded that single personality measures cannot alone predict specific behavior, and thus the respondents' frame of reference (e.g., personality type and other traits) should be considered. Thus, they advocated team referent measures for prediction of team performance. According to the authors, study limitations included quantitatively limited and team-captain-conducted performance appraisals, as well as the inherent conscientiousness[··] requirements of a pilot's job (English et al., 2004).

Study 4

Reilly, Lynn, and Aronson (2000) compared team member personality averages with the performance of their radical or incremental new product development (NPD) teams. They studied 147 teams of professionals enrolled in the executive master's program of a technical university by administering a peer-assessment personality instrument they generated based on Digman's (1990) Five Factor Model, and asking participants to rank the production quality and speed of their NPD teams. The researchers found that measures of agreeableness[··] and conscientiousness[··] correlate positively with team performance, particularly when referring to production speed. Overall results varied based on whether the team's production had been determined radical or incremental (e.g., openness measurements correlating further positively with speed in radical innovation teams). Reilly et al. (2004) concluded that their data supported

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[··] Refer to definition in Table 2.

the relationship between personality measures of agreeableness·· and conscientiousness·· and

NPD team performance, which indicate evidence of correlation between team typology and the

effectiveness of their performance. According to the authors, study limitations included its peer-

vs. self-reported personality assessment, and the limited quantity and quality of questions and

operational definitions about radical or incremental team distinctions. An observed limitation

was the potential innovation bias of professional/student participants (Reilly et al., 2000).

Study Review Summary

The previous section has presented brief summaries of four[*] research studies about

effects of personality type on diverse aspects of team performance. These studies were selected

for review based on their emphasis on personality and team-performance variables, as well as on

the explicitness of their methods and results. All studies included in this review found the

existence of diverse but direct effects of team/member personality types on their respective team

performance in a variety of environments. Limitations of these studies were included in their

corresponding discussions. Table 3 depicts a summary of data reported in the evidence reviewed.

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[*] Only four studies were included due to time and space limitations.

Table 3

Personality Effects on Overall Team Performance: Research Studies Summary

Study/ Researchers	Study Foci	Personality Measure	Sample	Result Relevance
Study 1 *Jundt, Ilgen, Hollenbeck, Humphrey & Meyer (2004)*	Team member characteristics and team in-transition performance and adaptability	Five Factor Model	64 teams of professionals in controlled structural transition	**Team member traits and abilities, including personality, can predict member and team performance.**
Study 2 *Bond & Ng (2004)*	Total-group personality & team product/process performance	Sino-American Person Perception Scale (SAPPS)	43 sociology class groups	**Total-group personality measures directly affect team production.**
Study 3 *English, Griffith & Steelman (2004)*	Individual and team measures of conscientiousness∴ on team performance by task type	Team Conscientiousness Inventory (TCI) & Summated Conscientiousness Scale (SCS)	33 three-member flight cockpit crews	**Measures of conscientiousness∴ collected at a team level are a stronger predictor of general team performance than those collected at an individual level.**
Study 4 *Reilly, Lynn & Aronson (2000)*	Team member personality averages and the performance of their radical or incremental NPD teams	Peer-assessment personality instrument generated based on Digman's Five Factor Model	147 teams enrolled in the executive master's program	**There is evidence of a relationship between personality measures and new product development team performance.**

∴ Refer to definition in Table 2.

V. Review of Research Studies on the Effects of Personality Type

on Consensus-Building Team Performance

Introduction

In the previous section, I presented four[*] studies about the effects of personality type on

team performance overall, all of them indicating the existence of diverse but direct effects of

team/member personality types on their respective team performance in a variety of

environments. In search of further specificity and accuracy, the present section now focuses on

the effects of personality type specifically on consensus-building team performance, or the

performance of teams whose modi operandi pursue and/or implement collaborative problem

solving. Once more, to prevent potential reader misinterpretation and to critically review existing

knowledge on the subject, the following paragraphs present summaries of four[*] additional

research studies about the effects of personality type on consensus-building team performance.

These studies were selected based on their emphasis on the two variables of interest of my study,

as well as on the explicitness of their methods and results. The studies are followed by a chart

that highlights relevant results of each of them, as well as by my observations about their

relevance to my work. The section concludes with a brief summary.

Study 5

In her work on virtual-team performance, Holton (2001) studied a six-member,

geographically-dispersed team that provided support to a health-promotion organization. In an

attempt to elicit and study team dialogue, trust, and collaboration, subjects were administered a

series of team-building instruments, including the Bendaly Team Fitness Test, Belbin's

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[*] Only four studies were included due to time and space limitations.

Modified Group Role Questionnaire, and Keirsey's Temperament Sorter, the latter based on Jung's Personality-Type Theory (1923) and implementing the same personality-type taxonomy as that incorporated by the MBTI®. Follow-up, reflective data were collected from team members via journals and virtual discussions throughout seven weeks of their work. The researcher's intent was to help the team assess their level of synergy and shared vision, and, in the process, foment awareness about their diversity, their subsequent compatibilities/incompatibilities, and potential performance-improvement strategies. Holton concluded that the qualitative data she collected presented evidence of team-member "deep processing" competencies and team cohesiveness/collaboration based on their discovery, exploration, and discussions about team-member diversity, roles, and personality types. In particular, Holton found that the team she studied was able to identify its common preferences for extraversion, intuition, feeling, and judging, and subsequently discuss the effect these could have on the their work. She found this ability to be "particularly significant for [the team's] openness and honesty and for its respect and affirmation of the value of type diversity in contributing to the overall work of the team" (Holton, 2001, p. 1). Overall, she found that the treatments administered assisted the team in "achieving consensus on a shared vision, mission, goals and outcomes … and assessing team fitness on a regular basis to identify areas of success and areas for further development" (Holton, 2001, p. 1). Limitations of this study, particularly in its applicability to my research, include its focus on virtual teams versus face-to-face team environments, and its consideration of multiple variables making single-variable findings inaccessible (Holton, 2001).

Study 6

Gorla and Lam (2004) compared team personality composition with team performance. They studied 20 information systems (IS) professional teams by administering the MBTI inventory through the Keirsey Temperament Sorter and the Jiang, Motwani, and Margulis' Comprehensive Team Productivity Measure (Jiang et al., 1997 in Gorla & Lam, 2004; Keirsey, 1984 in Gorla & Lam, 2004). Overall, the researchers found that leaders' intuition∵ and feeling∵ measures helped their teams outperform groups with sensing∵ and thinking∵ leaders, that analysts' thinking∵ measures helped their teams outperform groups with feeling∵ analysts, and that programmers' extraverted∵ measures helped their teams outperform groups with mostly introverted∵ programmers. Gorla and Lam's data also revealed that higher heterogeneity between the team leader and its members on measures of introversion/extraversion∵ and intuition/sensing∵ preferences contributed directly to team productivity. According to their findings, overall team member personality heterogeneity did not affect team performance.

More specifically, the results of this study are particularly relevant to my review because the participating team leaders who had a feeling∵ preference were found more likely to manage by consensus based on their people orientation and consideration of others' comfort, and on their subsequent open-mindedness and elicitation of team collaboration and member investment. Results were opposite for participating systems analysts, who instead benefited from a thinking∵ personality preference or decision making based on logic due to the common task orientation of their responsibilities as part of the team. Finally, Gorla and Lam identified that programmers with a preference for extraversion∵ tended to collaborate with their team members with further

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∵ Refer to definition in Table 2.

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ease. According to the researchers, however, the study posed limitations like its small sample and its temporary life-cycle status. An observed limitation was seemingly generalized inferences of perhaps coincidental personality preferences on team performance (Gorla & Lam, 2004).

Study 7

Poling, Woehr, Arciniega, and Gorman (2004) conducted research on the effects of personality traits and value constructs on team performance, relationship and task conflict, cohesion, and team self-efficacy. They studied 61 teams of undergraduate college students by providing them with a complex team-based simulator, and having them complete instruments to measure team conflict, cohesion, self-efficacy, values and personality, including a brief version of the Big Five (i.e., Goldberg's Unipolar Markers of the Big Five) and Schwartz's Portrait Values Questionnaire, as well as Jehn's Intragroup Conflict Scale selected elements of Podsakoff and MacKenzie's , and Zaccaro's Leadership Scale (Jehn, 1994, Podsakoff & MacKenzie, 1994, Saucier, 1994, Schwartz, 2001, and Zaccaro, 1990 in Poling et al., 2004). They found that team member extraversion[..] and agreeableness[..] heterogeneity correlated negatively with task performance and cohesion, and that agreeableness[..] heterogeneity correlated negatively with affective conflict.

Based on the findings above, Poling et al. (2004) concluded that personality heterogeneity affects team performance and process outcomes. More specifically and further relevant to this study, they argued that their study findings supported the existence of a causal relationship from "less readily observed variables" (e.g., personality) and, I would argue, implicit and non-addressed team variables, to the process and product performance of a team – its process

[..] Refer to definition in Table 2.

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performance evaluated by measures of cohesiveness and affective conflict (Poling et al., 2004).

Some limitations of this study included the unspecified and apparently small size of the teams

studied (i.e., 92 subjects in 20 teams in comparison to 25 LT members). Other limitations of the

study were its numerous variables and its potentially limiting simulated task.

Study 8

Karn and Cowling (2006) conducted ethnographic research about the effects of

personality on the performance of software-engineering student teams. Via researcher

observations of team meetings and their subsequent analysis of the performance of members of

three teams, they compared participant MBTI data to their group performance as they engaged in

client-service projects for the duration of two semesters and until data saturation was reached. In

particular, Karn and Cowling studied team dynamics as theoretically described by their

personality diversity and how these dynamics and team-member reactions were affected by

elements of disruption. Disruption-level types considered in the study included complete team

disruption, uncritical acceptance, member controlling, briefly discussed norming, lengthy

destructive debate, and constructive debate. The researchers identified two kinds of team

reactions to these elements of disruption: internal or those independently resolved by the team

(i.e., an impact-level spectrum ranging from "no impact" to "no working system at end of

project") and external or those resolved through necessary management intervention (i.e., an

impact level spectrum ranging from "no impact" to "deadlines missed, marks lost for late

work").

Karn and Cowling found that a team with no disruptions and/or a team with the ability to

debate effectively were better equipped to ensure relevant contributions from each of its

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members. Further relevant to this literature review, the researchers identified that personality-heterogeneous teams were more capable of constructive debate resulting in collaborative and thus effective design of engineering software. Karn and Cowling also found that team participation forced out of members' personality type led to product/process failure of the team. They concluded that most detrimental to the production and collaboration of a team were elements of disruption exacerbated by a team's unwillingness or inability to discuss and strategize about them, suggesting that each member should consider, strategize, and discuss their particular contribution and its instrumentality to the overall performance of the team. Limitations of this study included the researchers' attempt to discriminate between non-discrete variables, as well as its limited number of teams observed and compared (Karn & Cowling, 2006).

Study Review Summary

The previous section has presented brief summaries of four[*] research studies about effects of personality type on the consensus-building or collaboration performance of teams. These studies were selected for review based on their emphasis on my two variables of interest and on the explicitness of their methods and results. All studies included in this review found the existence of diverse but direct effects of team/member personality type on their respective consensus-building or collaboration team performance in a variety of environments. Limitations of these studies were included in their corresponding discussions. Table 4 depicts a summary of data reported in the research evidence reviewed.

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[*] Only four studies were included due to time and space limitations.

Table 4

Personality Effects on Consensus-Building Team Performance: Research Studies Summary

Study Researchers	Study Foci	Personality Measure	Sample	**Result Relevance**
Study 5 *Holton (2001)*	Measurement of virtual-team dialogue, trust, and collaboration via team-building instruments	Team Fitness Test, Belbin's Modified Grp. Role Questionnaire, and Keirsey's Temperament Sorter	6-member virtual team supporting a health-promotion organization	**Virtual teams increased their team-member "deep processing" competencies and team cohesiveness/collaboration based on their purposeful discovery, exploration, and discussions about team diversity, roles, and personality.**
Study 6 *Gorla & Lam (2004)*	Team personality composition & team performance	Myers-Briggs Type Indicator / Keirsey Temperament Sorter	20 Information Systems professional teams	**Feeling¨ managers were more likely to procure consensus and team collaboration. Systems-analysts benefited from a thinking¨ preference. Extraverted¨ programmers further collaborated with their team.**
Study 7 *Poling, Woehr, Arciniega & Gorman (2004)*	Personality traits and value constructs on team performance, and other collective characteristics	Goldberg's Unipolar Markers of the Big Five, Intragroup Conflict Scale, Leadership Scale	61 teams of undergraduate college students	**Team member extraversion¨ and agreeableness¨ heterogeneity correlated negatively with task performance and cohesion; agreeableness heterogeneity correlated negatively with affective conflict.**
Study 8 *Karn & Cowling (2006)*	Ethnographic research about the effects of personality on the performance of software-engineering student teams	Myers-Briggs Type Indicator, ethnographic observation, and field-note analysis	3 software-engineering teams of students engaging in client-based, two-semester projects	**a) Personality-heterogeneous teams were more capable of constructive debate resulting in collaborative and effective performance. b) Team-member participation forced outside of their personality preferences led to product/process failure. c) Most detrimental to team production and communication were elements of disruption exacerbated by a team's unwillingness or inability to discuss and strategize about them.**

¨ Refer to definition in Table 2.

Conclusion

In the previous sections I presented eight[*] case studies as evidence of the effects of personality type on overall and consensus-building team performance. Within these eight studies and in all the evidence and literature I considered, I found no data presenting or suggesting the lack of effects of personality type on team performance overall or its consensus-building focus. I implemented this literature-review approach in search of a theme of findings that could justify or modify my proposed study. Although I have reviewed only selected cases due to time and space limitations, these findings make me confident in arguing the relevance of studying consensus-building as the dependent variable of my proposed research. I thus focused my study on a consensus-building team (i.e., the Leadership Team [LT] of a mid-west metropolitan-area school district) and its ability to seek and implement decision-making by consensus as part of its members' modi operandi.

Based on my literature-review findings, I am also confident about the relevance of research on personality type as the independent variable of my proposed study for the three reasons I stated earlier and corroborated in my review: 1) Personality is complex enough in concept and application to be easily misinterpreted or overstated and, thus, studying it could become revealing and possibly impacting in understanding teams and their performance; 2) due to its inherent conceptual and practical complexity, personality functions and dynamics are often at play tacitly and could therefore limit a team's awareness and capacity for problem-solving about the nature of its relationships and collective performance; and, 3) as discussed in Table 3 and Table 4, personality is proven to be a consistent and instrumental variable of interactive dynamics and complementarities, and therefore a source of powerful strategies for the

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[*] Only eight studies were included due to time and space limitations of this paper.

improvement of overall and/or consensus-building team performance (Bond & Ng, 2004; Cohen et al., 1988; English et al., 2004; Gorla & Lam, 2004; Holton, 2001; Jundt et al., 2004; Jung, 1923; Karn & Cowling, 2006; Myers et al. 1998; Poling, et al., 2004; Reilly et al., 2000).

Research Questions

The subsequent research questions that guide this study are: *What effects do personality types have on the consensus-building performance of a leadership team*, and *how can these effects inform potential improvements to a guide for systemic change in education?* Four subordinate questions guide my dissertation:

1) What type of operating-by-consensus competencies do key members of a leadership team show as observed during their participation in the LT of the school district's systemic change effort?

2) How might personality types and their dynamics have affected the consensus-building performance of these LT members?

3) How can the negotiated and experienced understanding and interpretation of the data above inform potential improvements to the Guidance System for Transforming Education?

Summary

This chapter has briefly stated the research problem I study through my dissertation work. Chapter 1 also identified and critiqued the existing knowledge base about the effects of personality type on overall and consensus-building team performance. I have presented this body

of knowledge via brief literature reviews on the nature of teams, team performance, and team performance measurement, as well as on the topics of personality, personality types, and personality measurement. I have also reviewed research studies about effects of personality type on overall and consensus-building team performance in pursuit of comparative assessment and argumentation of my choice of consensus-building team performance as the dependent variable and personality type as the independent variable of my suggested work. Chapter 1 has concluded with the subsequent research questions I will study throughout my dissertation.

Next Steps

In Chapter 2, I describe the research methodology I implement in my study. In it, I present my research paradigm and describe the case study, its participants, and the methodology I applied throughout my inquiry. Chapter 2 concludes with a section on foreseen methodological issues and the corresponding strategies I implemented in order to address them.

Chapter 2: Methodology

Introduction

In the previous chapter, I have briefly discussed some of the factors that contribute to the complexities of team formation, team dynamics, and team production. Chapter 1 also referred to the array of team performance and the criteria under which this can be assessed. Through this selective review of the current knowledge base on teams, their performance, and its measurement, I became further cognizant of the multiplicity and sophistication of the nature of teams, their operations, and their processes.

In Chapter 2, I discuss the research methodology and inquiry approach I pursued in order to identify potential relationships between the personality type of key members of the Leadership Team (LT) and their consensus-building performance in the team. This chapter includes brief descriptions of my proposed research paradigm, my study design, the sample I analyzed, the data collection methods I selected, as well as the inquiry issues I projected and the respective strategies I implemented.

Paradigm

According to Guba & Lincoln (1998), the researchers' *paradigmatic position* or her/his ontological, epistemological, axiological, and methodological approach to investigation "define[s] for inquirers what is it they are about, and what falls within and outside the limits of legitimate inquiry", thus becoming instrumental information to the inquirers' and readers' understanding of their work (Guba & Lincoln, 1998, p. 200; Merriam, 2001). Pertinent to this proposition and the work covered in Chapter 1, I have come to believe that, in general, teams are

inherently diverse, their dynamics are systemically multifaceted, and their performance considerably heuristic; therefore, attempting to study teams and their performance deductively rather than inductively, hypothetically rather than factually, and/or procedurally rather than systemically could render potential limitations to a full appreciation of the complex quantity and quality of variables and processes at play.

I consequently pursued my dissertation inquiry based on a *constructivist/ constructionist ontology and epistemology*, grounded in contextual, social, and experiential construction of meaning, and purposefully deviant from positivist, post-positivist, critical-theory, or participatory research paradigms (Crotty, 1998; Guba, & Lincoln, 2000). In other words, this study neither assumed nor sought predetermined team or member performance. Rather than beginning with hypotheses or expectations, my inquiry centered on identifying contextual themes of participants' behavioral, cognitive and/or affective input. My interest was thus to carefully search for data in open representation of the reality and meaning LT members have made and continue to make through their stories and performance, and to continue my data discovery until evidence of levels of data or meaning saturation were reached (Merriam, 2001; Stake, 1995).

More specifically, I applied paradigmatic principles introduced by Schwandt (1997) in his work on *philosophical hermeneutics epistemology*. Elementarily, he proposed that constructivist inquiry can be procured under four epistemological premises: 1) that understanding is inherent to the human mind; 2) that interpreting is natural and necessary toward human understanding; 3) that understanding is produced by interactive negotiation; and 4) that understanding is practical and experiential. These premises are important to my projected research since my work was based on the LT members' and my inherent and progressive understanding about personality, the types represented in my study participants, and their effects

on team performance, and, more importantly, because I procured that the phenomenon studied (i.e., consensus-building performance) and the data collected (i.e., personality types and team performance) incurred substantial levels of researcher and participant interpretation, negotiation, and application (Schwandt, 1997).

Correspondingly, I selected an *axiology* founded in the inherent context and the contextual function(s) of the subjects, variables, and methods of my inquiry. Following Fox's (2006) recent propositions through his alternative-to-constructivism work on *functional contextualism*, I focused on conducting an "exegetical" study (i.e., inquiry that attempts to extract meaning from past and present conditions and instances of the phenomenon of team performance), intentionally avoiding "eisegetical" investigation (i.e., inquiry with limited information or regard for the context and functions under which the LT, its members' performance, and/or their input operate). Also attuned with the notion of functional contextualism, my ultimate research objective was the generation of context/function-informed recommendations (Fox, 2006) for potential team-member variable analysis and strategy addenda to the GSTE (Guidance System for Transforming Education) being implemented by the school district I researched in aid of their systemic change effort (Jenlink, Reigeluth, Carr, & Nelson, 1998).

Design

This inquiry work can be classified as a *single*, *embedded* (Yin, 2003), *interpretive* (Merriam, 2001), *instrumental* (Stake, 1995) *case study*. Yin (2003) defined *single* case studies as those which focus on one implementation of a selected treatment or those which study a single instance of a situation of interest. He defined *embedded* case studies as those which focus on

observing more than one unit of analysis (Yin, 2003). These case-study characteristics are applicable to the school district I researched since the effort represents a specific instance of a team's pursuit of consensus-building performance toward the systemic transformation of their own educational environment. In addition, Yin's classification applies since I observed a number of key members of the LT and their performance during selected phases of the GSTE (Jenlink, Reigeluth, Carr, & Nelson, 1998).

Merriam (2001) defined *interpretive* case studies as those which provide a thorough account of a situation or treatment to theorize about a phenomenon by developing new conceptual or principle taxonomies or by further supporting or challenging an existing theoretical belief. She contrasted this type of case study with descriptive types, or those simply pursuing a factual and thorough description of an observed event, and with evaluative types, those which provide some kind of summative evaluation of the situation under study (Merriam, 2001). My case study fits under Merriam's interpretive category because it sought to identify themes of emergent personality-type effects on the consensus-building performance of the LT with the intent to theorize about potential benefits of their proactive and strategic exploration of personality dynamics.

Similarly, Stake (1995) differentiated between intrinsic and *instrumental* case studies by describing the former as research intended to learn about a selected instance or reality in search of new, general understanding or perspective, and defining the latter as inquiry about a case with the intent to project new understanding or solutions to its particular type of treatment or situation (Stake, 1995). My projected dissertation study fits under Stake's instrumental classification because its goal was to describe the effects of personality type on the consensus-building

performance of the LT, as well as to potentially offer recommendations for GSTE improvement (Jenlink et al., 1998).

This case study was designed to investigate the consensus-building performance of the LT as the dependent-variable of my dissertation inquiry. The LT key members who participated were the units of analysis of the single case. Their personality types were considered the independent variable of the phenomena I observed, exploring whether perceived effects of type on consensus-building team performance could shed light on past and present dynamics and trends of LT performance, as well as become explicit evidence for recommendations for team-building strategy improvements within the GSTE.

Participants

In order to explore the effects that personality preferences pose on the consensus-building performance of team members, I studied a deliberate sample of eight members of the LT[7] (i.e., one key LT member per each of the eight MBTI personality types represented in the team during the fall of 2005 based on their availability and willingness to participate) as Yin's *units of analysis* of this case study, which, based on Bossard's and Kephart's theories on *intra-group relationships*, can be multiplied from a total of eight units or participants to the sum of their potential interactive, interrelational, and social permutations (Bossard, 1945; Kephart, 1950; Yin, 2003). Kephart argued that by applying a "$\frac{1}{2}(3^n - 2^{n+1}) + 1$" formula (p.548), a team of 10 can possibly generate a total of 2,981 different interrelationships. (1950).

Sampling for this case study was *purposeful* since I intended to gain insight about personality impact on team performance by investigating key members of the LT whom I

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[7] Refer to Chapter 1 of this dissertation for a brief historical and demographic description of the LT.

previously chose based on predetermined criteria (i.e., their personality type and, as resources permitted, their role in the district or community). Thus, I did not pursue random sampling (Fraenkel & Wallen, 2000; Merriam, 2001). More specifically, the purposeful sampling of this case study was *unique*, meaning that it was based on distinctive participant characteristics (Merriam, 2001). The study's sampling also applied *maximum-variation* criteria, that is, participant selection procured purposeful diversity in their independent variable characteristics (Glaser & Strauss, 1967). In this study, the diversity criteria and characteristics of the LT primarily included each participant's individual personality type (e.g., based on the 16 MBTI personality types, one representative of each present type; Myers et al., 1998). Selection factors also included each participant's unique role in the operations of the school district (e.g., system administrator, parent, teacher, 9-12 student, non-teaching staff, process facilitator from a nearby university).

I began my *sample recruitment process* by reviewing the LT-member personality data I collected in the fall of 2005 via their completion of the Myers-Briggs Type Indicator inventory, and by reviewing the stakeholder-role distribution of the LT members (MBTI; Myers et al., 1998). This information provided my study with independent variables and the conditions of my sampling criteria. Once a unique and maximum-variation sample of key LT members was selected, I proceeded to observe their consensus-building performance and interactions during videotaped fall-2005 LT meetings. Subsequent to my observation findings on the effects of personality type on the LT consensus-building team performance, study participants were invited by the university process facilitator to follow-up interviews with me. I then interviewed willing and available respondents as a data-checkpoint strategy.

Methods

As mentioned in the Participants section above, the data-collection process of this study

began with my review of personality-preference and stakeholder-role distributions of LT

members. Correspondingly, this information was previously gathered through the spring-2005

LT member completion of the *Myers-Briggs Type Indicator instrument* (MBTI; see Chapter 1 for

a description of the MBTI and justification of its selection), as well as in *demographic records*

(e.g., observation reports and district directories) of the school district or in research conducted

on the LT. I understood and applied these data as the independent variables of my study, based

on which I generated the unique and maximum-variation criteria for my sample selection

(Merriam, 2001).

I continued my data-collection process by attempting to recruit a sample heterogeneous in

the personality preferences that participants reported and the 10^8 personality types their MBTI

instruments scored (i.e., ENTJ, ESTJ, ISTJ, ESFP, ENFP, INFP, INFJ, INTJ, ESFJ, ISFJ), as

well as in the stakeholder roles participants play in the school district and its community (e.g.,

system administrator, parent, teacher, district service-provider, university process facilitator, and

9-12 student, as their participation and availability permitted). Participant personality data were

distributed according to these characteristics in order to procure input from at least one LT

member for each of the MBTI classifications and one for each school-district stakeholder role,

based on subject participation and availability during fall-2005 LT meetings (Myers et al., 1998).

In an attempt to gather evidence that could make understanding of LT-member

performance richer and deeper, the data collection process continued with my *observation* of the

consensus-building performance of eight[2] key members of the LT as previously recorded in

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[8] Two of the 10 personality types represented in the 2005 LT members who completed the MBTI were unavailable
for observation and interviewing.

videotapes of their participation in 2004 and 2005 LT meetings (Shank, 2002). Applying

findings about the instrumental link between decision-making by consensus and collaborative

problem solving reported in Chapter 1, I observed the performance and interactions of the eight

key LT members based on Thomas and Kilmann's (1974) Conflict-Resolution Theory (CRT) as

depicted by the Thomas-Kilmann Conflict Mode Instrument (TKI). My intent was to study taped

participant behavior and report quantitative and qualitative observations on their apparent TKI

styles (i.e., withdrawing, competing, accommodating, compromising, or collaborating conflict-

management styles; see Table 5); therefore, I did not administer the TKI as an instrument, but

rather used the CRT/TKI theoretical framework as the rubric for my observations (Thomas, &

Kilmann, 1974).

Table 5: CRT/TKI Styles

Focus on Relationships	Accommodation		Collaboration
		Compromise	
	Withdrawal		Control
	Focus on Outcomes		
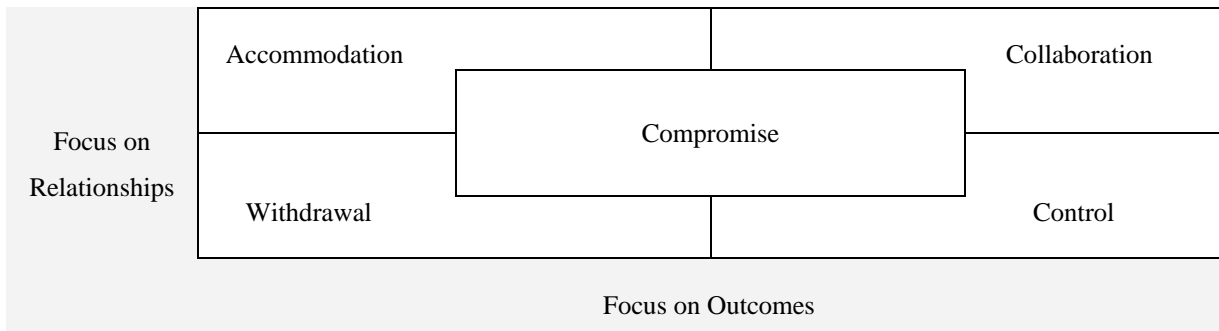
During my observations, I applied the Thomas and Kilmann style taxonomy through the

identification of the following possible behavioral criteria. To identify a participant *Withdrawal*

style, I looked for behaviors such as their absence, late arrival, early departure, distraction during

meetings, lack of participation, disengagement, and/or indifference. To identify a participant

Accommodation style, I looked for behaviors such as their recurrently agreeable decision-

making, overemphasis on harmonization vs. production, and/or hesitant participation. To identify

a participant *Control style*, I looked for behaviors such as their monopolized participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. relationships. To identify a participant *Compromise style*, I looked for behaviors such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both, relationships and outcomes. And to identify a participant *Collaboration style*, I lookwed for behaviors such as their promotion of shared leadership, clear emphasis on, both, relationships and outcomes, and/or clear emphasis on shared interests first and individual positions second.

Following Stake's (1995) case-study recommendations and my research paradigmatic approach, I identified and described performance instances of styles or "categories" of the CRT/TKI that could provide the reader with "vicarious experiences" about the participants' behavior and context, as well as corroborated and strengthened the findings and recommendations of my study (Stake, 1995, p. 62). Implementing Merriam's (2001) checklist, I attempted to describe just-in-time relevant elements of the physical setting, participants, activities, interactions, conversations, and factors that could serve as revelatory or supporting input to my study. I reported these data in the form of behavior and context descriptions, direct quotations of participant statements, and my own personal reactions and comments relevant to MBTI types and CRT/TKI styles, according to their pertinence to my study (Merriam, 2001).

According to Merriam (2001), "observation is a major means of collecting data in qualitative research. It offers firsthand account of the situation under study and, when combined with interviewing and document analysis, allows for a holistic interpretation of the phenomenon being investigated" (Merriam, 2001, p. 111). Subsequent to her proposition, I conducted follow-up *interviews* with six available study participants I had observed in pursuit of checkpoints on

their personality and performance data, as well as to facilitate my contextual and hermeneutic interpretation of the work of LT members. These interviews were *focused* and *deep*, and they included combinations of types of questions and approaches recommended by Merriam (200), Shank (2002), and Yin (2003). (Refer to Appendix B for a sample of the interview questions.)

Yin (2003) discussed three types of interviews: open-ended, focused, and survey. He referred to open-ended interviews as those for which generous time, space, and effort resources are available for the collection of factual, opinion, and insight input from participants. Yin also referred to survey interviews as those limited in resources, and thus previously designed with rigid, survey-like questions based on the data-collection needs and protocol of the study. For this study, I conducted *focused interviews*, which, according to Yin, assume limited time resources, and thus ask a preset combination of questions, but through open-ended, conversational inquiry. This is what Shank (2002) refers to as beyond-superficial *depth* of content and an intimate level of interaction, allowing the interviewee to guide the course (Shank, 2002, p. 42; Yin, 2003, p. 90).

Following Merriam's (2001) counsel on qualitative interviews, I included a *combination of question types* likely to promote conversation and qualitative input (i.e., hypothetical, devil's-advocate, ideal-position, and interpretive questions). Reciprocally, I omitted questions that could hinder the quantity or quality of interviewee participation (i.e., multiple, leading, and yes/no questions; Merriam, 2001, pp. 78-79). (Refer to Appendix B for a sample of the interview questions.) Comparable to Merriam's recommendation, I implemented a *combination of* Shank's (2002) *descriptive and structural interview approaches* in order to facilitate progressive depth and intimacy throughout the interview, as well as to further procure the implementation of my paradigmatic approach. Shank defined a descriptive approach to interviewing as one that elicits

narrative through what he labeled "grand-tour, mini-tour, example, experience, or native-language questions" and the structural approach as one that moves from eliciting interviewees' description of the phenomena to enticing their contextual "understanding" and "verification" of reality (Shank, 2002, p. 43).

Finally, to ensure the reporting and ethical quality of my interview implementation and data presentation, I assisted my interviewees' memory recall about their past LT-meeting participation by emailing to them summaries of the minutes of the fall-2005 LT meeting. In addition, I taped all interviews for further data review and wrote descriptions of each session immediately after it had taken place. Following Merriam's (2001) interviewing recommendations, I also explicated, reviewed, and implemented the intention and purpose of my research throughout the interview; maintained participants' confidentiality through the use of codes or pseudonyms; overtly affirmed that they "had the final say" about findings and interpretations; predetermined symbols or mechanisms of participant appreciation, and diligently facilitated the arrangement of necessary time, place, and exertion logistics for my interviews (Merriam, 2002, p. 84).

Issues

Seminal authors on the subject of qualitative research agree that case studies, overall, pose a number of inquiry challenges (Merriam, 2001; Patton, 1987; Shank, 2002; Stake, 1995; Yin, 2003). Prominent among these are diverse questions about the validity of study results. Generally speaking, conversation on research validity has been controversial; an example of this has been well-known, published discourse on the trinitarian, unitarian, and consequential validity concepts. In brief, inquiry validity was previously understood as a diversity of research-rigor

issues, namely, content, construct, and criterion (i.e. predictive and concurrent) validity (APA, 1966). These three inquiry-rigor challenges were commonly labeled as the *trinitarian* constellation of research validity. However, late in the 20th Century, inquiry authors began to argue that validity rather referred to one rigor question about the kind and quality of inferences that research measurement allowed, thus labeling it a *unitary* concept that could include three or more foci, but for convenience purposes only. Importantly, this new perspective introduced a continuous understanding of validity, viewing it as a comprehensive, progressive, evaluation and inference process that should carry considerations beyond measurement accuracy, including affective, ethical, and social-responsibility (i.e., consequential) implications of research and testing (APA, 1974; Bachman, 1990 and Messick, 1989 in Chapelle, 1999; Cronbach, 1980 and Shepard, 1993 in Humphries-Wadsworth, 1998; Guion, 1980).

Having mentioned and agreeing with the latter theoretical premises above, and based on the authors I have included in my methodology literature, the inquiry challenges I addressed in my work included reliability, construct-validity, internal-validity, and external-validity issues. In their work, authors recommend rigorous researchers to carefully consider, openly explicate, and intelligently address these challenges through a combination of a strategic research methodology, purposeful data analysis, and respectful research interpretation (Merriam, 2001; Patton, 1987; Shank, 2002; Stake, 1995; Yin, 2003). Ahead, I present brief descriptions of these issues, as well as corresponding methodological, analytical, or interpretive recommendations from relevant literature. I also describe case-study rigor strategies I pursued throughout my investigation.

Reliability

Merriam (2001) wrote about case-study issues of *reliability* by referring to inherent replicability limitations of this type of inquiry. She explained how quantitative-research reliability procurement is based on an objectivist approach to inquiry that assumes the existence of a single, confirmable, and thus replicable reality. However, many qualitative researchers, with whom I agree, believe that human behavior and relationships naturally propose multiple realities, which are not only diverse, but also transient and therefore unique (Merriam, 2001; Patton, 1987; Piantanida, & Garman, 1999; Shank, 2002; Stake, 1995). Compatibly, Shank redefined qualitative-study reliability as inquiry accuracy of three different forms: accuracy of effort (i.e., study replicability), accuracy of type (i.e., measurement uniformity), and consistency within accuracy (i.e., measure-measurement representation) (Shank, 2002). This assortment of reliability forms facilitates the pursuit of reliability to different kinds of qualitative research, including case-studies, and, more importantly, provides the researcher with a potential non-objectivist reliability approach through the pursuit of inquiry (i.e., not results) accuracy.

Throughout this case study, I addressed issues of accuracy of effort, type, and consistency in pursuit of inquiry reliability. Specifically, following Denzin and Lincoln's (2003), Merriam's (2001), Stake's (1995), and Yin's (2003) recommendations, I rigorously implemented the paradigm and procedural *protocols* I described earlier (i.e., epistemology, ontology, axiology, and methodology). I also provided the reader with *explicit descriptions* of the applications of my research paradigm and the context of the study (e.g., including my potential biases about the study participants, and their personality and performance), as well as of relevant case-study method, analysis, and interpretation procedures. Finally, to further pursue the reliability of my study, I implemented *method and investigator triangulation* (i.e., a diversity of data-collection

methods and conducting accuracy-checking debriefing with inquiry colleagues, respectively) (Denzin, & Lincoln, 2003; Merriam, 2001; Stake, 1995; Yin, 2003).

Construct Validity

A second type of case-study rigor characteristic is *construct validity*. Yin (2003) defined it as the reconciliation between the researcher's operational definitions or study measures and the accepted definitions/measures of the leading knowledge base on the subject. Construct validity is of high importance to case studies since it provides evidence of the truthfulness and relevance of a study and its findings (Yin, 2003). To enhance construct validity, I followed Yin's recommendations: "establish a *chain of evidence* during the data collection phase" by constantly ensuring that the variables I was studying and the findings I was reporting matched my inquiry objectives and by continually proving that my variables/findings corresponded to the definitions/measures of my and other studies. To implement these strategies, I frequently ensured that I was answering my research questions and remaining faithful to my research paradigm. Respectively, I also conducted investigator, theory, and data triangulation by inquiring about my work with subject-matter experts, including study participants, my dissertation committee members, other colleagues, and published work on the subject (Patton, 1987; Stake, 1995; Yin, 2003).

Internal Validity

A third rigor characteristic is *internal validity*. According to Trochim (2006), this type of validity in case studies refers to the authenticity or truthfulness of causal relationships identified between independent and dependent variables of the study. Internal validity is also of high

importance to case studies because it provides the reader with evidence of a study's faithfulness and relevance (Trochim, 2006). To address issues of internal validity, I implemented some of Merriam's (2001) recommendations, including investigator, theory, data, and method *triangulation* (i.e., the latter through comparative corroboration of findings from diverse data-collection methods; the three former through inquiry about the study with subject-matter experts: participants, dissertation committee members, other colleagues, and published work on the subject; Patton, 1987; Stake, 1995), *member checks* (i.e., asking study participants for their perspective on their performance during the fall-2005 meetings), *long-term observations* (i.e., my observation of a purposeful series of LT-member-performance events), and my attempt to *explicate my perceived assumptions and biases* within my report (Merriam, 2001).

External Validity

Another type of case study validity is defined by Merriam (2001) as *external validity*, or the scope to which the study findings can be generalized or applied to other cases or milieus (Merriam, 2001). The external validity or *generalizability* of the results of a study is significant to research since findings are commonly intended to generate conclusions applicable to more than the instance or environment that generated them. However, since qualitative research, and, particularly, constructivist or contextualist inquiry paradigms propose the locality or singularity of the reality of participants, their generalizability seems to demand a new viewpoint (Denzin & Lincoln, 2003; Shank, 2002; Stake, 1995).

Yin (2003) presented an alternative understanding to the pursuit of external validity, one through which the researcher generalizes analytically or to a "theoretical proposition and not to populations or universes" (Yin, 2003, p. 10). Compatibly, Stake (1995) proposed the concepts of

"petite generalization" or results found consistently within a case study, and "particularization," or results intended to provide the researcher with in-depth knowledge about the case and its singularity (Stake, 1995, pp. 7-8).

To address external-validity or generalizability challenges of my study, I conducted analytical generalizations or *generalizations to a theory* (i.e., petit generalization about the effects of personality type on the performance of key members of the LT) and, subsequently, as suggested by Yin (2003), recommended a "replication logic" or a *"theoretical replication"* about expected impact of personality preferences on the team performance of a LT by recommending proactive personality measurement and team-building debriefing emphases and addenda to the events of the GSTE (Jenlink et al., 1998). Through these mechanisms, I sought consistency or saturation in the findings of my study, and, subsequently, proposed enhancements to a prescriptive theory, preventing my potential over-generalization of local findings (Stake, 1995; Yin, 2003, pp. 10, 47).

Next Steps

In Chapter 2, I discussed the research methodology I pursued in my dissertation study. It included brief descriptions of my research paradigm, my study design, the sample population for analysis, the data collection methods, and the inquiry issues identified in literature and the respective strategies I implemented to address them. Chapter 3 presents the data I gathered through this study, as well as my subsequent analysis of relationships between the personality type of key members of the LT and their consensus-building performance therein.

Chapter 3: Data Analysis

Introduction

In Chapter 1, I briefly discussed some of the factors that contribute to the complexities of team formation, team dynamics, and team production, as well as basic knowledge on the subjects of personality, personality types, and personality measurement. I also reviewed research studies about effects of personality type on overall and consensus-building team performance in pursuit of comparative assessment of consensus-building team performance as the dependent variable and personality type as the independent variable of my study.

In Chapter 2, I discussed the research methodology I implemented in my dissertation study. The chapter included brief descriptions of my research paradigm, my study design, the sample population for analysis, the data collection methods, the inquiry issues identified in literature, and the respective strategies I planned on implementing to address them.

Chapter 3 describes the data I gathered for the present case study, including data relationships between the personality type of key members of the Leadership Team (LT[9]) and their consensus-building performance based on my observation of their conflict-management participation in their monthly meetings during the fall of 2005.

Data Collection

In order to explore the effects that personality preferences might pose on the consensus-building performance of LT members, I studied a deliberate LT-member sample representative of the independent variable of this case study (i.e., based on the 16 MBTI personality types, one LT-member representative of each present type). When instances of the independent variable were represented by more than one LT member (i.e., more than one member with the same

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[9] Refer to Chapter 1 of this dissertation for a brief historical and demographic description of the LT.

reported personality type), in pursuit of participant uniqueness and maximum variation, I further

selected my deliberate sample based on the participants' distribution of unique roles in the

operations of the school district (i.e., administrator, parent, teacher, board member, and non-

teaching staff).

Originally, I selected 10 LT members (i.e., one LT member per each of the 10 MBTI

personality types represented: ENTJ, ESTJ, ISTJ, ESFP, ENFP, INFP, INFJ, INTJ, ESFJ, ISFJ)

as the units of analysis of this case study. During my data analysis, however, I learned that two

of these (i.e., ESFJ and ESFP) were represented by individuals who were either no longer

affiliated with the district, or who did not participate in the LT during my observation period

(i.e., one had recently left the school district and the other did not participate in the LT during the

fall of 2005).

Once I selected a subsequent unique and maximum-variation sample of eight key LT

members, I proceeded to observe their consensus-building performance and interactions during

all of their fall-2005 LT meetings (i.e., 8/23/05, 9/8/05, 10/13/05, 11/10/05, and 11/29/05

videotaped LT meetings). Applying findings about the instrumental link between decision-

making by consensus and collaborative problem solving reported in Chapter 1, I observed the

multiple performance and interactions of the eight participants of the study based on Thomas and

Kilmann's (1974) Conflict-Resolution Theory (CRT) as depicted by the Thomas-Kilmann

Conflict Mode Instrument (TKI). Specifically, I studied videotaped participant behavior and

sought aggregate and qualitative observations of their emergent TKI styles (i.e., withdrawing,

controlling, accommodating, compromising, or collaborating conflict-management styles; see

Table 6), thus using the CRT/TKI theoretical framework as my observation rubric (Thomas, &

Kilmann, 1974).

Table 6: Thomas & Kilmann's CRT/TKI Styles

Accommodation		Collaboration
	Compromise	
Withdrawal		Control

Focus on Relationships
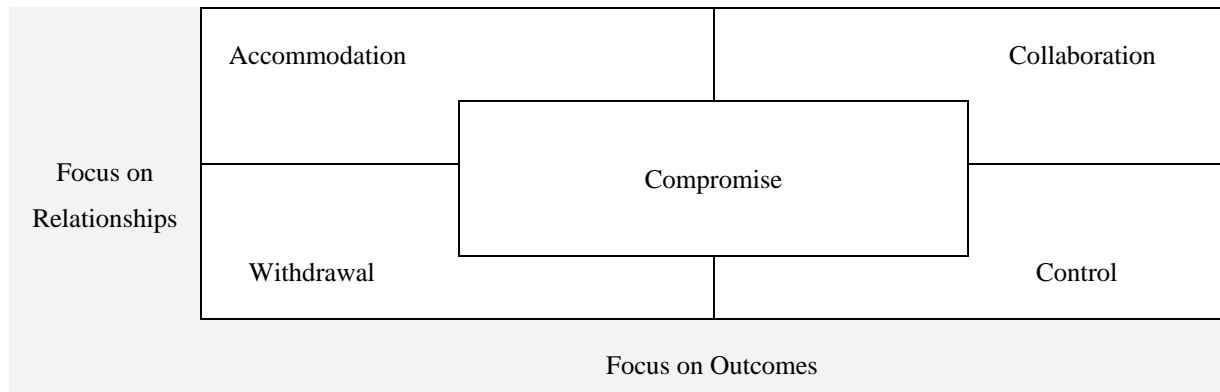
Focus on Outcomes

Overall, I applied Thomas and Kilmann's conflict-management style taxonomy through my observation of any apparent incidents of its two variables (i.e., a focus, or a lack of focus, on relationships and/or outcomes) in the observable behavior (i.e., not their unobservable intent) of the eight participants in my study. If necessary, I further observed the following behavioral sub-criteria. To identify a participant *Withdrawal style*, I first looked at their absence of observable foci on both relationships and outcomes through their temporary or long-term non-participation, and, if necessary, I looked for behaviors such as participants' absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference. Under this operational definition of a Withdrawal conflict-management style, I further broke down withdrawal behavior into three categories: a) *Short-Term Withdrawal,* or the brief, observable absence of foci on both relationships and outcomes; b) *Long-Term Withdrawal,* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both relationships and outcomes; and c) *Absence,* or the meeting-long non-attendance and thus observable absence of foci on both relationships and outcomes, on the part of an LT member.

To identify a participant *Accommodation style*, I first looked at their sole observable focus on relationships (i.e., no observable focus on outcomes), and, if necessary, I looked for

behaviors such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation. To identify a participant *Control style*, I first looked at their sole observable focus on outcomes (i.e., no observable focus on relationships), and, if necessary, I looked for behaviors such as their monopolizing participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. its members.

To identify a participant *Compromise style*, I first looked at their observable combined[10] but stronger focus on relationships or outcomes, thus generating two potential types of compromise styles: a *Compromise-Concession sub-style* for an observable combined but stronger focus on relationships, or a *Compromise-Assertion sub-style* for an observable combined but stronger focus on outcomes. In contrast to other styles when identifying a compromise style, I also looked for general behaviors such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both, relationships and outcomes. Finally, to identify a participant *Collaboration style*, I first looked at their clearly full, observable, combined foci on both relationships and outcomes, and, if necessary, I looked for behaviors such as their promotion of shared leadership and decision-making, clear emphasis on both the inclusion and performance of other LT members, and/or clear emphasis on shared interests first and individual positions second.

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[10] My observations of LT-member conflict-management behavior (CMB) focused on *observable* behavior (i.e., not on unobservable mental models). In addition, according to Thomas & Kilmann's Conflict Resolution Theory, Compromise CMB is characterized by a present but limited focus on relationships, as well as a present but limited focus on outcomes, thus presenting combined foci on the two measures of the theory (i.e., relationships and outcomes).

Participant Data Analysis

The distribution of participant personality included the following eight of 16 types, one LT member per personality classification: one INFP or an introverted feeler / extraverted intuiter, one ISTJ or an introverted sensor / extraverted thinker, one ENTJ/P or an extraverted thinker or intuiter / introverted intuiter or thinker, one INTJ or an introverted intuiter / extraverted thinker, one ENFP or an extraverted intuiter / introverted feeler, one INFJ or an introverted intuiter / extraverted feeler, one ISFJ or an introverted sensor / extraverted feeler, and one ESTJ or an extraverted thinker / introverted sensor.[11] Further sample uniqueness and maximum-variation characteristics included four administrators, one parent, one teacher, one board member, and one non-teaching staff. In the table below, the eight units of analysis or participants of my case study are represented, each of them under a non-identifiable pseudonym[12] and including their personality type, preference clarity index, mental-function summary, and district role data (see Table 7). Each participant's reported personality type and my corresponding observations of their conflict-management behavior (CMB) during all fall 2005 LT meetings are described following the table.

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[11] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[12] Participants' pseudonyms were generated randomly in alphabetical and gender-intermittent order (i.e., Ann, Bob, Cate, Dean, Ellen, Frank, Gail, and Harry), and they were then matched in alphabetical order to their real first names regardless of their real gender. Comparably, LT members outside of my sample, but whom I mention in my data instances, were also generated randomly in reverse-alphabetical and gender-intermittent order (i.e., Zoe, Yin, Xena, Will, Vicky), and they were then matched in the order of their appearance, regardless of their actual gender.

Table 7: Participant Characteristics

Participant Characteristics	Ann	Bob	Cate	Dean	Ellen	Frank	Gail	Harry
Personality Type	I N F P	I S T J	E N T J/P	I N T J	E N F P	I N F J	I S F J	E S T J
Preference Clarity Indexes[13]	I_{14} N_{25} F_{24} P_{21}	I_{17} S_{14} T_{14} J_{21}	E_{14} N_{26} T_{13} J/P_{11}	I_{12} N_{16} T_{13} J_{22}	E_{20} N_{25} F_{20} P_{14}	I_{19} N_{26} F_{22} J_{20}	I_{18} S_{22} F_{13} J_{21}	E_{20} S_{19} T_{15} J_{22}
Personality Type	I N F P	I S T J	E N T J/P	I N T J	E N F P	I N F J	I S F J	E S T J
Mental Functions	F_I/n_e	S_I/t_e	T_E/n_i or N_E/t_i	N_I/t_e	N_E/f_i	N_I/f_e	S_I/f_e	T_E/s_i
Role(s) in the Change Effort	Admin.	Admin.	Admin.	Board Member	Admin.	Parent	NT Staff	Teacher

Ann

The first participant I observed was Ann, a high-level administrator of the school district. She reported an *INFP* personality type,[14,15] meaning that she preferred to be energized by internal stimuli, to perceive through her intuition, to make decisions based on values, and to operate under flexibility rather than structure. Her reported type also describes her dominant mental function as *introverted feeling*, and her auxiliary mental function as *extraverted intuition* (see Table 7).

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[13] According to Myers et al., Preference Clarity Indexes (PCI) refer to the level of awareness the subject has about her/his preferences at the time of completion of the instrument. The I/E number represented in the chart is the individual's preference score from a possible maximum of 21. The S/N number is the individual's score from a possible maximum of 26. The T/F number is the individual's score from a possible maximum of 24. And the J/P number is the individual's score from a possible maximum of 22.

[14] The follow-up interviews I conducted on six recently available participants of my study included Ann. During my interviews, I inquired about their estimated personality type; Ann estimated INFP, the same than her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[15] Please refer to Table 2 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Of the five meetings I observed, Ann attended four. The first one she missed due to an emergency out of her control. Ann had to leave the other four meetings early. Due to this attendance pattern during the fall of 2005, she participated only 57% of the total meeting time I observed, for a total of 49 observations (see Table 8).

Table 8: Ann's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Ann
8/23 Mtg. Mins. Attended	0/101
9/8 Mtg. Mins. Attended	67/89
10/13 Mtg. Mins. Attended	37-74/74
11/10 Mtg. Mins. Attended	35/45
11/29 Minutes Attended	40/67
Total Mtg. Mins. Observed	216/376 (57%)
Number of Observations	49 (12%)

Of my 49 observations of Ann's CMB during LT meetings, six (or 13%) appeared to be accommodation, three (or 6%) compromise-concession, 21 (or 44%) collaboration, six (or 13%) compromise-assertion, one (or 2%) controlling, seven (or 14%) short-term withdrawal, four(or 8%) long-term withdrawal (i.e., at least 45-minutes long), and one (or 2%) absence (see Table 9).

Table 9: Ann's Conflict-Management Observation Counts

Observations by Participant	Ann
Accommodation Observations	6 (13%)
Concession Observations	3 (6%)
Collaboration Observations	21 (44%)
Assertion Observations	6 (13%)
Control Observations	1 (2%)
ST-Withdrawal Observations	7 (14%)
LgT-Withdrawal Observations	4 (Expon.)
A-Withdrawal Observations	1 (Unkn.)

Compared to the rest of the LT sample, my observations of Ann (i.e., INFP – F_I/n_e)

represented the *highest incidence of short-term and long-term withdrawal*[16] conflict-management

style, *among the highest in absences*, and *among the lowest observation incidence of*

compromise-concession[17] conflict-management style[18] (see Table 10 and Table 11).

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[16] *Withdrawal style* is defined as a participant's absence of observable foci on both relationships and outcomes through their temporary or long-term non-participation; it is potentially represented in behavior such as their absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference, thus generating three potential types of withdrawal sub-styles: a) *Short-Term Withdrawal,* or the brief, observable absence of foci on both relationships and outcomes; b) *Long-Term Withdrawal,* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both relationships and outcomes; and c) *Absence,* or the meeting-long non-attendance and thus observable absence of foci on both relationships and outcomes, on the part of an LT member.

[17] *Compromise style* is defined as a participant's observable combined but stronger focus on relationships or outcomes, thus generating two potential types of compromise sub-styles: a *Compromise-Concession sub-style* for an observable combined but stronger focus on relationships, or a *Compromise-Assertion sub-style* for an observable combined but stronger focus on outcomes. A compromise style is potentially represented in behavior such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both relationships and outcomes.

[18] The follow-up interviews I conducted on six recently available participants of my study included Ann. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Ann indicated that she remembered collaborating and compromise-conceding during the fall-2005 LT meetings. However, these were brief, telephone,

Table 10: LT-Sample Meeting Attendance Counts

Observation Counts by Mtg.	Ann	Bob	Cate	Dean	Ellen	Frank	Gail	Harry
8/23 Mtg. Mins. Attended	0/101	101/101	101/101	101/101	77/101	101/101	101/101	101/101
9/8 Mtg. Mins. Attended	67/89	89/89	65/89	89/89	10/89	56/89	89/89	89/89
10/13 Mtg. Mins. Attended	37-74/74	74/74	74/74	74/74	59/74	74/74	74/74	61/74
11/10 Mtg. Mins. Attended	35/45	45/45	45/45	45/45	45/45	45/45	45/45	0/45
11/29 Minutes Attended	40/67	67/67	67/67	67/67	40/67	67/67	67/67	67/67
Total Mtg. Mins. Observed	216/376 (57%)	376/376 (100%)	352/376 (94%)	376/376 (100%)	231/376 (61%)	343/376 (91%)	376/376 (100%)	318/376 (85%)
Number of Observations	49 (12%)	30 (7%)	106 (25%)	27 (5%)	52 (12%)	65 (15%)	45 (11%)	49 (12%)

Table 11: LT-Sample Conflict-Management Observation Counts

Observations by Participant	Ann	Bob	Cate	Dean	Ellen	Frank	Gail	Harry
Accommodation Observations	6 (13%)	5 (17%)	12 (11%)	2 (7%)	4 (8%)	5 (8%)	2 (4%)	7 (14%)
Concession Observations	3 (6%)	4 (13%)	6 (6%)	2 (7%)	3 (6%)	5 (8%)	5 (11%)	6 (12%)
Collaboration Observations	21 (44%)	8 (27%)	71 (67%)	17 (63%)	14 (27%)	31 (48%)	20 (45%)	18 (37%)
Assertion Observations	6 (13%)	7 (23%)	13 (12%)	2 (7%)	12 (23%)	16 (25%)	14 (31%)	9 (18%)
Control Observations	1 (2%)	1 (3%)	3 (3%)	0	14 (27%)	4 (6%)	1 (2%)	1 (2%)
ST-Withdrawal Observations	7 (14%)	2 (7%)	1 (1%)	0	4 (4%)	3 (4%)	1 (2%)	7 (14%)
LgT-Withdrawal Observations	4 (Expon.)	3 (Expon.)	0	4 (Expon.)	3 (Expon.)	1 (Expon.)	2 (Expon.)	1 (Expon.)
A-Withdrawal Observations	1 (Unkn.)	0	0	0	1 (Unkn.)	0	0	0

data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

Ann's high incidence of withdrawal CMB was represented by one of a total of two meeting absences of my entire sample during all fall-2005 LT meetings. She did not attend the 8/23/05 LT meeting due to reasons clearly out of her control. In addition, although she was present at all other meetings, Ann's short-term and long-term withdrawal CMB was the highest of the group. She left early or stopped participating before adjournment during all the meetings she attended, and twice did not participate for over 45 minutes during the first portion of meeting time. One additional conflict-management trend I observed was Ann working on her PDA throughout portions of meetings.

An example of this was the 9/8/05 LT meeting, during which Ann intermittently collaborated and withdrew. At minute 28, she collaborated, focusing on outcomes and relationships, by responding to another LT member's question (i.e., What Central Office [CO] staff will be considered as candidates for their participation in the school-selection process and how will their candidacy be generated and reviewed?) and sharing that it had been envisioned that Central Support Team members would be selected collaboratively by recommendations of the LT, CO, and other district administrators.

Immediately after, Ann withdrew by spending over half an hour of the meeting time without participating. At minute 61 of the meeting, she appeared withdrawn again, now working on her PDA during the presentation of another LT member. Right after, Ann collaborated again, by sharing her knowledge about a parent's involvement in the district in response to the parent's candidacy for LT membership. She then went back to working on her PDA while the LT continued discussing new member candidates, and, five minutes afterwards, she quietly left the meeting. The LT seemed to relax by her departure (e.g., apparently furthering the quality and quantity of their participation and discussion). Ann seemed relaxed, as well, in leaving the

pending new-LT-member selection decision-making to the LT, thus presenting accommodation or further withdrawal conflict-management behavior.

Bob

The second participant I observed was Bob, another administrator in the school district. He reported an *ISTJ* personality type,[19,20] meaning that he prefers to be energized by internal stimuli, to perceive through details and facts, to make decisions based on logic, and to operate under structure rather than flexibility. His reported type also describes his dominant mental function as *introverted sensing*, and his auxiliary mental function as *extraverted thinking* (see Table 7).

Of the five meetings I observed, Bob attended all of them 100%. His participation was limited, to the extent that I was only able to make a total of 30 conflict-management observations, an equivalent of 7% of my total observations, the second lowest count of the sample (see Table 12).

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[19] The follow-up interviews I conducted on six recently available participants of my study included Bob. During my interviews, I inquired about their estimated personality type; Bob estimated ISTJ, the same than his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[20] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Table 12: Bob's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Bob
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	89/89
10/13 Mtg. Mins. Attended	74/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	376/376 (100%)
Number of Observations	30 (7%)

Of my 30 observations of Bob's CMB during LT meetings, five (or 17%) appeared to be accommodation, four (or 13%) compromise-concession, eight (or 27%) collaboration, seven (or 23%) compromise-assertion, one (or 3%) controlling, two (or 7%) short-term withdrawal, three (or 10%) long-term withdrawal (i.e., at least 45-minutes long), and zero absences (see Table 13).

Table 13: Bob's Conflict-Management Observation Counts

Observations by Participant	Bob
Accommodation Observations	5 (17%)
Concession Observations	4 (13%)
Collaboration Observations	8 (27%)
Assertion Observations	7 (23%)
Control Observations	1 (3%)
ST-Withdrawal Observations	2 (7%)
LgT-Withdrawal Observations	3 (Expon.)
A-Withdrawal Observations	0

Compared to the rest of the LT sample, Bob's (i.e., ISTJ – S_I/t_e) behavior presented the

highest observation incidence of accommodation[21] and compromise-concession[22] CMB, the

second-highest observation incidence of short-term withdrawal[23] and long-term withdrawal[7]

conflict-management styles, and the *second-lowest incidence of collaboration[24] and control[25]*

conflict-management styles[26] (see Table 10 and Table 11).

Although Bob was present during all fall-2005 LT meetings, he presented the second-

highest incidence of relationship-based conflict-management observations (i.e., accommodation

and compromise-concession), as well as the second-highest short and long-term withdrawal (i.e.,

absence of relationship and outcome foci). These trends combined compatibly with Bob's

second-lowest incidence of collaboration and control conflict-management observations due to

his focus on relationships rather than outcomes.

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[21] *Accommodation style* is defined as a participant's sole observable focus on relationships (i.e., no observable focus on outcomes), and potentially represented in behavior such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation.

[22] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[23] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[24] *Collaboration style* is defined as a participant's clearly full, observable, combined foci on both relationships and outcomes, and is potentially represented in behavior such as their promotion of shared leadership and decision-making, their clear emphasis on both the inclusion of and production by other LT members, and/or their clear emphasis on shared interests first and individual positions second.

[25] *Control style* is defined as a participant's sole, observable focus on outcomes (i.e., no observable focus on relationships), and is potentially represented in behavior such as their monopolizing participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. its members.

[26] The follow-up interviews I conducted on six recently available participants of my study included Bob. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Bob indicated that he remembered collaborating, accommodating, and compromise-conceding during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

The clearest incidents of Bob's withdrawal CMB were his non-participation during the first hour of the 8/23/05 meeting, and, more so, during the entire 10/13/05 and 11/10/05 meetings. Within these meeting timeframes, when he appeared in the videos, Bob seemed attentive throughout his silence, but made no comment or expressed clear non-verbal reactions during these LT meeting episodes.

Two related incidents of Bob's accommodation or compromise-concession CMB I observed during the 11/29/05 meeting. Early in the meeting (i.e., at the 19th meeting minute), the LT had a discussion about the need for a capacity-building retreat for the new Self Assessment Team (SAT), the team that would facilitate the decision-making process about the selection of district schools ready for the design of systemic change. When discussing the ownership of the design of these workshops, Zoe and Ellen began a dialogue about the conversations of the Coordination Committee in this regard. The following dialogue took place, mostly between Zoe and Ellen, with Bob physically in between both of them:

> Zoe: … planning this training with SAT… Don't we have in there a half-a-day training for the SAT team? That could take a lot of time…
>
> Gail: [Speaking to the Coordination Committee] That would be a better use of your time!
>
> Ellen: Plan the workshop…
>
> Zoe: Wasn't Bob's name thrown around the room?
>
> Ellen: I did not say a th… [Speaking to Bob] I never said your name…
>
> Zoe: [Speaking to Ellen] You did, too!
>
> Ellen: I did not!
>
> Zoe: Bob… Don't ask me… At our last meeting at West Newton she couldn't stop saying … No, she said… [Speaking to Bob] Bob, she said she'd like you in charge…
>
> Ellen: Aah!
>
> Cate: [Joking and speaking to Ellen and Zoe] I think you need a personality assessment… You need to be cleaned up!
>
> Zoe: [Replying to Cate] I told you it doesn't do any good!

Ellen: Our meetings this month are getting way out of hand!

Zoe: My [thinking] before each meeting is: be quiet, be quiet, be quiet… I lose it, about
midway through I start to…

Bob: [Speaking to Zoe] You, too, have to sign up, too…

Zoe: I still have to sign up…

Bob: I think you already did!

During the interaction above, Bob focused heavily on relationships, not paying much

attention to outcomes, thus accommodated and at points compromised-conceded, the latter

toward the end when referring to Zoe's signing up. He repeatedly laughed with and at Zoe's,

Ellen's, and others' conversation about his apparent involuntary assignment to facilitate the

design of a SAT training. Instead of indicating whether or not she would be interested in

participating or leading the workshop design effort, she simply laughed with the group and then

commented in the end that Zoe had automatically committed to participate, too.

A few minutes later in the same meeting (i.e., at its 27th minute), speaking about the SAT

charge and training, Gail, Chair of the Process Committee, referred to the need for a timeline that

could bring guidance and accountability to the design process. She finished her comment by

coming back to the subject of Bob's involuntary assignment, now noted in the Process

Committee handout she had distributed. The following is the conversation that took place:

Gail: [Sarcastically and speaking to Bob] And, Bob, I want to point out that your name
wasn't on there… I didn't do that. It wasn't me; it wasn't me!

Bob: Where?! Where?

Gail: That would be "2. Alignment of current and future change efforts." You are in the
parenthesis… mainly Bob…

Bob and Zoe responded by looking together at the Process Committee handout to find

Bob's name. Throughout the interaction above, once more, Bob focused on relationships, thus

accommodated, by simply smiling at Kathy's comments throughout the dialogue.

Cate

The third participant I observed was Cate, a school-district administrator with an important coordinating role in its systemic-change process. She reported an *ENTJ/P* personality type,[27,28] meaning that she prefers to be energized by external stimuli, to perceive through intuition and associations, to make decisions based on logic, and to operate either under structure or flexibility. Her reported type also describes her dominant mental function as extraverted thinking or intuition, and her auxiliary mental function as introverted intuition or thinking (see Table 7).

Of the five meetings I observed, Cate attended all; she left one meeting early, but participated via phone during her brief absence in it. Her participation was pervasive, to the extent that I was able to make a total of 106 observations, an equivalent of 25% of my total observations, the highest count of the sample (see Table 14).

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[27] The follow-up interviews I conducted on six recently available participants of my study included Cate. During my interviews, I inquired about their estimated personality type; Cate estimated ENT/FJ/P, possibly a feeling rather than thinking preference in comparison to her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[28] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Table 14: Cate's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Cate
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	65/89
10/13 Mtg. Mins. Attended	74/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	352/376 (94%)
Number of Observations	106 (25%)

Of my 106 observations of Cate's CMB during LT meetings, 12 (11%) appeared to be accommodation, six (6%) compromise-concession, 71 (67%) collaboration, 13 (12%) compromise-assertion, three (3%) controlling, one (1%) short-term withdrawal (i.e., early departure), zero long-term withdrawal (i.e., at least 45-minutes long), and zero absences (see Table 15).

Table 15: Cate's Conflict-Management Observation Counts

Observations by Participant	Cate
Accommodation Observations	12 (11%)
Concession Observations	6 (6%)
Collaboration Observations	71 (67%)
Assertion Observations	13 (12%)
Control Observations	3 (3%)
ST-Withdrawal Observations	1 (1%)
LgT-Withdrawal Observations	0
A-Withdrawal Observations	0

Compared to the rest of the LT sample, Cate's (i.e., ENTJ/P – T_E/n_i or N_E/t_i) behavior represented, *by far, the highest observation incidence of collaboration*[29] conflict-management style, the *lowest incidence of long-term-withdrawal*[30] style, a *tied lowest incidence of compromise-concession*[31] style, the *second lowest incidence of compromise-assertion and short-term-withdrawal* styles, and a *tied second lowest incidence of control*[32] conflict-management style[33] (see Table 10 and Table 11).

An instance of my observation of Cate's recurrent collaboration CMB took place at the inception of the August 23 LT meeting. In this and many other instances, Cate appeared to focus on both outcomes and relationships, in this case by introducing the meeting, seemingly attempting to elicit a positive tone for the LT work during the fall-2005 semester. Below is how Cate started the meeting:

> Cate: … We had lots of meetings this summer, even though it seems like we have not seen each other in a long time. We started off June 7th with a retreat for administrators to make sure that they were up on all the things we are working on and had a good understanding of the expectation for the change process. And we

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[29] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[30] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[31] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[32] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[33] The follow-up interviews I conducted on six recently available participants of my study included Cate. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Cate indicated that she remembered collaborating and accommodating during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

got a lot of good feedback from that. I think it was a real eye opener for some of them, because I think we forget how much we know. We've shared so many experiences and learned so much about the change process, we forget that everyone is not there with us. So, they gave us some good feedback and want some more support and want to know what to do with it. We then turned around and did it again in August, as there were a lot of people who weren't able to be there, and, I think, that we got every administrator, including Central Office, in the district, so we were able to brief them on the activities and on background with the belief statement, just like when we did the learner-centered piece for us. I think that made a big impact on the administrators; it was very meaningful to them, and then they had a lot of questions about how does this look like in practice. And if we look at, and it kind of leads us into the feedback sheets, I think a lot of us feel like, OK, how does this building design get up and running and what does it look like? Now last spring, in individual committees, we did a lot of work on that. Every committee did a lot of work in preparing for the design teams, how we would do the selection process, and that'll all come out tonight in our committee reports, so we really want to get into those. Lots of things were left untied when school ended last June for our LT process. Any other comments, any reactions to the workshops you all participated in? We really appreciate your time that you gave for the retreat. I came away with a better understanding of what our expectations are. Does anyone have any comments about it?

Gail: I was just surprised of how I didn't come up on the survey as I thought I would [i.e., MBTI]. I thought I'd known myself all these years, and I was surprised of how far off I came.

Cate: I think that is a good point. This whole endeavor is really one large professional learning community, looking at learning and looking at ourselves and that we know that we are continuing to learn and create leaders in others. I think that is a very important piece. And I think that sometimes we think that we believe a certain thing, and then, when we look at it, we find out a few things about ourselves (i.e., MBTI). So it is really important that we continue on the process. We really appreciate Yin helping to orchestrate that so that we got some good information

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about ourselves, as well. We got a lot of the same feedback, as what you are

saying, Kathy, a lot of people said that, that that was a really good introspective

piece, that helped them think about how they relate to the belief statements and

how they operate in a day-to-day basis.

This is an example of Cate's recurrent and clear focus on outcomes, speaking about the

recent successes and reminding the LT about upcoming tasks of their effort, as well as on

relationships, simultaneously sharing her appreciation for the work of LT participants, and

publicly eliciting their input and acknowledging their feedback.

Dean

The fourth participant I observed was Dean, a board member of the school district. He

reported an *INTJ* personality type,[34,35] meaning that he prefers to be energized by internal

stimuli, to perceive through his intuition, to make decisions based on logic, and to operate under

structure rather than flexibility. His reported type also describes his dominant mental function as

introverted intuition, and his auxiliary mental function as extraverted thinking (see Table 7).

Of the five meetings I observed, Dean attended all of them. Of the 376 minutes I

observed my LT sample during the fall of 2005, he was present all 376 of them, although he

participated only 27 observable conflict-management instances, the equivalent to a 5% of my

total LT-member observations (see Table 16).

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[34] The follow-up interviews I conducted on six recently available participants of my study did not include Dean. He never responded to any of the effort facilitator's or my requests for his participation in a follow-up interview. During my interviews, I inquired about my participants' estimated personality type, but I do not have an estimated type for Dean. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[35] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Table 16: Dean's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Dean
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	89/89
10/13 Mtg. Mins. Attended	74/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	376/376 (100%)
Number of Observations	27 (5%)

Of my 27 observations of Dean's CMB during fall 2005 LT meetings, two (7%) appeared

to be accommodation, two (7%) compromise-concession, 17 (63%) collaboration, two (7%)

compromise-assertion, zero controlling, zero short-term withdrawal, four long-term withdrawal

(i.e., at least 45-minutes long), and no absences (see Table 17).

Table 17: Dean's Conflict-Management Observation Counts

Observations by Participant	Dean
Accommodation Observations	2 (7%)
Concession Observations	2 (7%)
Collaboration Observations	17 (63%)
Assertion Observations	2 (7%)
Control Observations	0
ST-Withdrawal Observations	0
LgT-Withdrawal Observations	4 (Expon.)
A-Withdrawal Observations	0

Compared to the rest of the LT sample, my observations of Dean (i.e., INTJ – N_I/t_e)

represented a tie for the *highest incidence of long-term withdrawal*[36] *conflict-management style*,

the second-highest observation incidence of collaboration[37], the *second-lowest incidence of*

accommodation[38] style, and the *lowest* of *compromise-assertion,*[39] *control,*[40] *and short-term*

withdrawal styles, as well as no absences[41] (see Table 10 and Table 11).

The following sequence is a prominent example sequence of Dean's common, non-

verbal, likely focus on relationships and outcomes, thus potential collaboration, intermittent to

withdrawal CMB during the LT fall-2005 meetings. During the August 23 session, starting at the

12th minute of the meeting, Dean first focused on relationships, possibly on outcomes, thus

collaborated or compromised-conceded, by non-verbally seconding Xena's affirmation of Ellen's

controversial arguments advocating for Ann's administrative involvement in the LT decision

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[36] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[37] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[38] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[39] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[40] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[41] The follow-up interviews I conducted on six recently available participants of my study did not include Dean. He never responded to the effort facilitator's or my requests for his participation in an interview. During my interviews, I inquired about their perceived CMB back in the fall of 2005, but I do not know Dean's memory about his CMB during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

making. Right after that, Dean withdrew by not participating in the meeting during the next 55 minutes, and, in total, not speaking at all throughout the first 70 minutes of the meeting.

At the 68th minute of the same meeting, once more in response to Xena's recommendation to bring new and current parent members to the LT, Dean focused on relationships and possibly on outcomes, thus collaborated, perhaps compromised-conceded by seconding the recommendation and nodding his head affirmatively and emphatically. He did not speak, though. Right after, once more in response to Xena's recommendation to also bring Latino-parent members to the LT, both Dean and Bob focused on relationships and likely on outcomes, thus collaborated or compromised-conceded by once more seconding the recommendation and nodding their heads affirmatively and emphatically. Neither of them spoke this time either.

Finally, a few seconds later, Dean once more focused on relationships and perhaps outcomes, thus collaborated or compromised-conceded and then accommodated by non-verbally, but explicitly, approving of Will's volunteering to participate in the new member-selection process. When jokingly confronted by Will about Dean's affirmation, asking him whether he was "checking him out", Dean immediately, and now verbally, denied so by saying "no" three times.

In addition to my observations of Dean during the 8/23/05 meeting, Dean also did not speak 85 minutes during the 9/8/05 meeting, and did not speak at all during the entire 11/10/05 meeting. Dean did not miss any of the fall-2005 LT meetings, though.

Ellen

The fifth participant I observed was Ellen, one more administrator of the school district, a principal. She reported an *ENFP* personality type,[42,43] meaning that she prefers to be energized by external stimuli, to perceive through her intuition, to make decisions based on values, and to operate under flexibility rather than structure. Her reported type also describes her dominant mental function as extraverted intuition, and her auxiliary mental function as introverted feeling (see Table 7).

Of the five meetings I observed, Ellen attended four, of which she left three early. Of the 376 minutes I observed my LT sample during the fall of 2005, she was present 231 (61% of the time). Of my total observable instances, 52 were hers, the equivalent of 12% of my total LT-member observations (see Table 18).

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[42] The follow-up interviews I conducted on six recently available participants of my study did not include Ellen. She never responded to any of the effort facilitator's or my requests for her participation in a follow-up interview. During my interviews, I inquired about my participants' estimated personality type, but I do not have an estimated type for Dean. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[43] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Table 18: Ellen's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Ellen
8/23 Mtg. Mins. Attended	77/101
9/8 Mtg. Mins. Attended	[10]/89
10/13 Mtg. Mins. Attended	59/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	40/67
Total Mtg. Mins. Observed	231/376 (61%)
Number of Observations	52 (12%)

Of my 52 observations of Ellen's CMB during fall-2005 LT meetings, four (8%) appeared to be accommodation, three (6%) compromise-concession, 14 (27%) collaboration, 12 (23%) compromise-assertion, 14 (27%) control, four (4%) short-term withdrawal, three long-term withdrawal (i.e., at least 45-minutes long), and one absence (see Table 19).

Table 19: Ellen's Conflict-Management Observation Counts

Observations by Participant	Ellen
Accommodation Observations	4 (8%)
Concession Observations	3 (6%)
Collaboration Observations	14 (27%)
Assertion Observations	12 (23%)
Control Observations	14 (27%)
ST-Withdrawal Observations	4 (4%)
LgT-Withdrawal Observations	3 (Expon.)
A-Withdrawal Observations	1 (Unkn.)

Compared to the rest of the LT sample, my observations of Ellen (i.e., ENFP – N_E/f_i) represented, *by far, the highest observation incidence of control[44] conflict-management style*, as well as *tied for the second-highest incidence of long-term withdrawal[45]* (i.e., at least 45 minutes), *tied for the lowest observation incidence of compromise-concession,[46] tied for the second-lowest incidence of accommodation[47] and collaboration[48] styles, and was absent one meeting[49]* (see Table 10 and Table 11).

An example of Ellen's control CMB was my observation of her participation during the beginning of the 8/23/05 meeting. In its eighth minute, right after Cate's introduction and Gail's report, Ellen, as Chair of the Coordination Committee, began reporting on their summer work. Uniquely, her report appeared to immediately change the tone of the meeting, generating seeming tension in the LT (e.g., Ellen's accelerated speech pace, overall LT's nervous and unnecessary laughter, contrasting non-verbal LT language between Gail's and Ellen's reports).

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[44] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[45] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[46] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[47] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[48] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[49] The follow-up interviews I conducted on six recently available participants of my study did not include Ellen. She never responded to the effort facilitator's or my requests for her participation in an interview. During my interviews, I inquired about their perceived CMB back in the fall of 2005, but I do not know Dean's memory about his CMB during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

Ellen's report on the Coordination Committee's summer consensus appeared to affectively and cognitively emphasize outcomes over relationships, thus controlled, by advocating for meetings with the superintendent of the district before making important decisions, and by seemingly focusing on the interests of principals in the district. Conversely, however, at points Ellen's arguments cognitively seemed to advocate for moving away from top-down LT leadership, as well as for a process that was further focused on relationships, which would instead be compromising-conceding, by including all principals and schools in the self-assessment process, regardless of where they felt their buildings were. Nevertheless, Ellen felt strongly about, and assertively argued, having the superintendent indicate or approve the way to do so. In the eighth minute of the meeting, she reported the following:

> Ellen**:** I guess we can go after the Process Committee. I don't have my notes with me so I am going to have to talk from the top of my head. We talked about this survey and, from our perspective, our feeling has been all along that all building principals get a chance to complete this survey regardless of where they feel they are in terms of getting a design team. We want to meet with [the superintendent] to clarify some things, but also to let her know we want her role in that to be that she makes it clear that this surveys are to be given… [tense LT laughter feedback]… rather than the LT coming down and saying: "we want you to do this… they need a little lesson." I don't really think we need a lesson so much as we need a sense of urgency and that we are all here to get the same data.
>
> We then talked about, if we do that, we looked at a couple of documents that we've given you, one of them is a Development Design Team and the other one is the School Self-Selection Process, you have to do some of those things to prepare to give… [tense LT laughter feedback]… you have to get some of those things done in order to be prepared to, first of all, send out those surveys, and then what do you do when you get them back. What we would like to see happen when we meet with [the superintendent] is that we acknowledge what we want her to ask those principals to think once that data goes out, that they begin looking at under "school

self selection" they are going to have to get a couple of the first two, first three areas done (i.e., appointing their design team, assessing their stakeholders' readiness), that's the survey, in it of itself, and then beginning to make that plan for systemic change. And our thought was that we would ask [the superintendent] then to become involved in, once those principals, once they have the data and have begun the process with, in what is in some cases, almost pre-design team, that is my word, not my Committee's necessarily. They would then sit down with [the superintendent] and talk to her through what the data show, where they think they need to be, what their design team is telling them, how deep they think they can get in the design process, and then, we had thought, coming back to the LT and basically giving us some sort of feedback about where the building is, rather than, when we have buildings all over the place certainly emerging on the fly, we want principals to think that they are on the hot seat once they get these data. We want them to have opportunity to build that plan and then making Ann the person who helps to make that data, if she wants to bring Bob in on that, which would seem to make sense, that would certainly be her call.

The second part of Ellen's report seemed to maintain tension in the LT (e.g., Ellen's hesitant speech pace, once more, LT's nervous laughter, contrasting non-verbal LT language). Ellen's or the Coordination Committee's consensus affectively continued to seem to be more based on outcomes than relationships, thus controlling or compromising-asserting, by wanting the superintendent's direct, hierarchical involvement in interpreting data and deciding on the building that would proceed with a design team. Once more, it cognitively seemed to further argue fairness for principals, which would be further focus on relationships and thus compromise-conceding conflict-management behavior, by giving all principals a chance to decide with the superintendent and not feel "on the hot seat". Ellen completed her report with the following:

Ellen: What else? Oh, I know. What was concerning to me, particularly as a principal, is that in the June meeting, as we began about the design teams, is that we, for some principals, they get into that mode: they never heard of that, they did not know what that was. It was my understanding that the assurance was given that this is going to be slow: some are going to be on board and some others won't. And as we began to look at what needed to happen as far as getting the survey ready to go, we realized that at some point during this design team process that we needed to have in place. We needed to meet with [the superintendent] and know how far we want to go with this because we've given a message, some of you will go forward, some of you will not, and now we are thinking that we have to do some of that process and how far does she want us to live with that and at what juncture does she want to come into the conversation and say: "we really should move and do this". I think that we are all feeling like right now we need her guidance in making sure that, when it relates to principals, that the message that we think we are sending is appropriate. So that is where we are right now. We are ready to move forward with that, but, at this juncture, our Committee is waiting to meet with [the superintendent]…

The third part of Ellen's Coordination Committee report seemed to reinforce her and/or the Committee's focus on a hierarchical decision-making process, thus further controlling, a process that would come from the top, the superintendent, and move away from LT, Committee, principal, or building consensus building. Minutes later, Ellen, once more focused on outcomes by re-stressing that the process needed "[the superintendent's] guidance", to the extent of perhaps she deciding which schools should go through the process and which schools should not. In terms of format, it is also worth noting that as she developed her argument, she asserted incrementally by changing her statements from the first person plural to the first person singular, further emphasizing that with the survey, as it was, the LT was beginning the decision-making process.

Frank

The sixth participant I observed was Frank, a parent in the school district. His MBTI report indicated an *INFJ* personality type,[50,51] meaning that he prefers to be energized by internal stimuli, to perceive through his intuition, to make decisions based on values, and to operate under structure rather than flexibility. Frank's reported type also describes his dominant mental function as introverted intuition, and his auxiliary mental function as extraverted feeling (see Table 7).

Of the five meetings I observed, Frank attended all five, of which he needed to leave one early. Of the 376 minutes I observed my LT sample during the fall of 2005, he was present 343 minutes, an equivalent of 91% of the time, and of my total observable instances, 65 were his, the equivalent of 15% of my total LT-member observations (see Table 20).

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[50] The follow-up interviews I conducted on six recently available participants of my study included Frank. During my interviews, I inquired about their estimated personality type; Frank estimated INFP, a perceiving rather than judging preference in comparison to his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[51] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Observation Counts by Mtg.	Frank
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	56/89
10/13 Mtg. Mins. Attended	74/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	343/376 (91%)
Number of Observations	65 (15%)

Of my 65 observations of Frank's CMB during fall-2005 LT meetings, five (8%) appeared to be accommodation, five (8%) compromise-concession, 31 (48%) collaboration, 16 (25%) compromise-assertion, four (6%) control, three (4%) short-term withdrawal, one long-term withdrawal (i.e., at least 45-minutes long), and zero absences (see Table 21).

Table 21: Frank's Conflict-Management Observation Counts

Observations by Participant	Frank
Accommodation Observations	5 (8%)
Concession Observations	5 (8%)
Collaboration Observations	31 (48%)
Assertion Observations	16 (25%)
Control Observations	4 (6%)
ST-Withdrawal Observations	3 (4%)
LgT-Withdrawal Observations	1 (Expon.)
A-Withdrawal Observations	0

Compared to the rest of the LT sample, my observations of Frank (i.e., INFJ – N_I/f_e) represented the *second-highest observation incidence of collaboration,*[52] *compromise-assertion,*[53] *and control*[54] conflict-management styles, *tied for the second-lowest incidence of accommodation*[55] *style and long-term withdrawal*[56] (i.e., at least 45 minutes long), and did not miss any of the fall LT meetings[57] (see Table 10 and Table 11).

Apparent instances of Frank's recurrent collaboration and compromise-assertion CMB took place during the 11/10/05 LT meeting. Soon after the beginning of the session, the LT engaged in a discussion about the proximate school-wide implementation of self-assessment surveys for purposes of determining what district buildings were to start their systemic-change process through the inception of design teams. Controversy focused on the role of the LT in the self-assessment process, including whether it should be involved, and who should receive, analyze, and perhaps consult for the interpretation of the data.

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[52] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[53] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[54] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[55] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[56] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[57] The follow-up interviews I conducted on six recently available participants of my study included Frank. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Frank indicated that he remembered compromise-conceding and compromise-asserting during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

In response to this conversation, in minute 16 of the LT meeting, Frank, in content, seemed to focus on relationships and outcomes, thus collaborated, and, in format, seemed to focus on outcomes, perhaps some relationships, thus compromised-asserted. He did this by assertively arguing through rhetoric inquiry that, if the point of the self-assessment survey was for each building to discern their readiness for the implementation of a design team in its school, then the LT should have no prescriptive bearing on their decision or need to know their assessment, but rather fulfill a supportive role on their behalf. Following is what he and other LT members said:

> Ellen: I think that there are issues, too, about what happens to the survey as far as the LT and their input, connection to the survey once it's given and compiled. What is the role of the LT at that point? We have gone from one end of the spectrum to the other on that.
>
> Cate: It's kind of like the toolkit that the Coordination Committee spent - not the Coordination Committee, the Alignment Committee - spent a lot of time putting together and had a lot of ownership of. The High School took it and made it their own, which was very good. Bob, maybe you want to talk a little about that. It became a useful document for them, and that is really our purpose - is to support them and give them something they can use, not that we have to get it back and really do anything with it.
>
> Frank: Well, the purpose, isn't the purpose of the survey, the primary purpose is for them to be able to evaluate where they are and if they are ready, what next steps they are ready for? So, is there a way to let them be their own judge, their own judges of whether they are ready to embark in something else? If they have underestimated themselves, or overestimated themselves, I mean, that's maybe for them and their comfort level; I mean, you know, are we to tell them what that is, really… and if they choose to share it, fine, or do we want to make sure that they are to the right point.

Ann: Big brother material, exactly, and, can I say it, we want to give them an idea of where they are, especially in relationship to the framework as this is the driving force behind what we're doing, will be doing; it'll have to fit within this.

Cate: And paradigms have to shift in order to reflect that, so that's what that survey is supposed to…

Frank: And I want to bet that there are some people that without doing that are going to think that they are further ahead or farther behind than they really are, and it takes something more, not that it is really objective, but I think it would be wise…

Xena: And self-assessments are just that, to building self-assessment. To me, trust goes both ways, that we trust that we are going to get from the, whatever form is used to share back; we are comfortable with that. If we use that for the first time as a baseline, we'll have the buy-in to move forward. If we make this an issue and we can't look forward, we are defeating what we are saying and it's a two-way trust. And when you do self-assessment, they say, you know, you do, this is for your use as a tool. That's what it is; it's a tool. We can make more out of it than we need to at this point, and get bummed down with it and that is not what we need at this point.

Cate: Right. Good point.

Frank: [not understandable]…that they say that they are ready, and, of course, if they're ready for a design team they will have interaction, somehow, and the support of the Support Team and the LT to help them with the design process; and if someone really isn't ready, that probably would become evident. While, and on the counter, if they say they aren't ready, would we not ask them, is there anything we can, what can we help you with? And then let them tell us, now without us seeing the results, they would know, you know, we think we need to do building in this area and this area, and without being into the design team. Do you see what I'm saying?

An apparent instance of Frank's control CMB took place during the 9/8/05 LT meeting. During the LT's discussion of the time demand the effort expected of the Central Support Team, controversy was raised about how realistic it was for administrative staff to devote additional hours to the change effort. The discourse was assertive overall and evidently tense. On the 31st

minute of the meeting, Frank, in response, diplomatically but assertively offered the contending

perspective that, apparently, only a non-staff would have the courage to share: that ownership of

the change process and the implementation of the corresponding vision, mission, and beliefs was

not an additional item of job descriptions, but rather a new approach to the work of all district

personnel and constituents, thus, not to be considered addenda, but integral. Following is the

conversation that transpired:

> Gail: Part of the reason we had started that discussion was because of something that Yin
> shared with us the last time about the Central Service Center or Central Support
> Team and it talked about needing them to spend about four to five hours a week
> doing that… [LT nervous laughter] …so we were looking at, you know…
>
> Xena: Realistically, how do you do that?!
>
> Gail: How do you do that?
>
> Zoe: Did he say five to six hours a week?
>
> Gail: It's, uh, maybe Yin… not to point fingers…
>
> Cate: [Jokingly] Four to five hours is just a half a day, isn't it?
>
> Gail: Cate says it's just a half day [more LT nervous laughter]…
>
> Frank: …the vision, mission, and beliefs are adding different requirements onto
> everyone, not necessarily that it should take more time, except we want to change
> the way of operations so that this is integrated in the way of doing things. And, yes,
> Central Office should be a place of support anyway, correct? So, while in the
> interim you might have to get additional assistance for those people, would that not
> be a natural evolution for some of those jobs or job descriptions? I mean, there are
> probably aspects of everyone's job descriptions that might have to be tweaked to
> cover the vision, mission, and beliefs in any processes that fall beneath that.

Due to the controversial nature of the LT discourse on this topic, Frank clearly focused

on outcomes and, perhaps on relationships, and thus diplomatically controlled or, at least,

compromised-asserted by suggesting that the effort vision, mission, and beliefs were affecting

every stakeholder's role and thus they might not be a matter of modifying job descriptions but rather finding ways of integrating them into everyone's daily work and responsibilities, including the Central Office staff. Frank's point muted the entire LT and was followed by Yin's suggestion that perhaps the LT did not need to solve this problem and that the decision could be delegated to the CST under the LT recommendation of their new role and their potential review of their job descriptions.

Gail

The seventh participant I observed was Gail, a non-teaching staff and parent in the school district. She reported an *ISFJ* personality type,[58,59] meaning that she prefers to be energized by internal stimuli, to perceive through details and facts, to make decisions based on values, and to operate under structure rather than flexibility. Gail's reported type also describes her dominant mental function as introverted sensing, and her auxiliary mental function as extraverted feeling (see Table 7).

Of the five meetings I observed, Gail attended all five, and of the 376 minutes I observed my LT sample during the fall of 2005, she was present all 376 (100% of the time). Nevertheless, of my total observable instances, only 45 were hers, the equivalent of 11% of my total LT-member observations (see Table 22).

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[58] The follow-up interviews I conducted on six recently available participants of my study included Gail. During my interviews, I inquired about their estimated personality type; Gail estimated ISTJ, a thinking rather than feeling preference in comparison to her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[59] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

Table 22: Gail's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Gail
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	89/89
10/13 Mtg. Mins. Attended	74/74
11/10 Mtg. Mins. Attended	45/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	376/376 (100%)
Number of Observations	45 (11%)

Of my 45 observations of Gail's CMB during fall-2005 LT meetings, two (4%) appeared to be accommodation, five (11%) compromise-concession, 20 (45%) collaboration, 14 (31%) compromise-assertion, one (2%) control, one (2%) short-term withdrawal, two long-term withdrawal (i.e., at least 45-minutes long), and zero absences (see Table 23).

Table 23: Gail's Conflict-Management Observation Counts

Observations by Participant	Gail
Accommodation Observations	2 (4%)
Concession Observations	5 (11%)
Collaboration Observations	20 (45%)
Assertion Observations	14 (31%)
Control Observations	1 (2%)
ST-Withdrawal Observations	1 (2%)
LgT-Withdrawal Observations	2 (Expon.)
A-Withdrawal Observations	0

Compared to the rest of the LT sample, my observations of Gail (i.e., ISFJ – S_I/f_e) represented, *by far, the highest observation incidence of compromise-assertion[60] conflict-management style, the lowest incidence of accommodation[61] style, she tied for the second-lowest control[62] style and short-term and long-term withdrawal,[63]* and missed no fall-2005 LT meetings[64] (see Table 10 and Table 11).

A clear instance of Gail's recurrent compromise-assertion CMB also took place during the 9/8/05 LT meeting episode I just presented in Frank's data. During the same LT discussion about the time demand the effort expected of the Central Support Team, Gail was the LT member who voluntarily raised the challenge of how realistic it was for administrative staff, in particular Central Support Staff, to devote the expected additional hours to the change effort. Initiated by Gail, the discourse was assertive overall and evidently tense. Following is the conversation that transpired:

Gail: Part of the reason we had started that discussion was because of something that Yin shared with us the last time about the Central Service Center or Central Support Team, and it talked about needing them to spend about four to five hours a week doing that… [LT nervous laughter] …so we were looking at, you know…

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[60] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[61] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[62] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[63] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[64] The follow-up interviews I conducted on six recently available participants of my study included Gail. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Gail indicated that she remembered collaborating during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

Xena: Realistically, how do you do that?!

Gail: How do you do that?

Zoe: Did he say five to six hours a week?

Gail: It's, uh, maybe Yin… not to point fingers…

Cate: [Jokingly] Four to five hours is just a half a day, isn't it?

Gail: Cate says it's just a half day [more LT nervous laughter]…

Frank: …the vision, mission, and beliefs are adding different requirements onto

everyone, not necessarily that it should take more time, except we want to change

the way of operations so that this is integrated in the way of doing things. And, yes,

Central Office should be a place of support anyway, correct? So, while in the

interim you might have to get additional assistance for those people, would that not

be a natural evolution for some of those jobs or job descriptions? I mean, there are

probably aspects of everyone's job descriptions that might have to be tweaked to

cover the vision, mission, and beliefs in any processes that fall beneath that.

Due to the controversial nature of this topic, and because it appeared to challenge the

stated expectations of the facilitators of the change effort, bringing up the time-consumption

issue was conspicuously courageous and needed to be done assertively. Gail brought up the issue

voluntarily, unexpectedly, and thus assertively, raising what seemed to be an unrealistic

requirement of the process.

Harry

The eighth participant I observed was Harry, a teacher in the school district. He reported

an *ESTJ* personality type,[65,66] meaning that he prefers to be energized by external stimuli, to

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[65] The follow-up interviews I conducted on six recently available participants of my study included Harry. During my interviews, I inquired about their estimated personality type; Harry estimated ESFJ, a feeling rather than thinking preference in comparison to his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental

perceive through details and facts, to make decisions based on logic, and to operate under

structure rather than flexibility. Harry's reported type also describes his dominant mental

function as extraverted thinking, and his auxiliary mental function as introverted sensing (see

Table 7).

Of the five meetings I observed, Harry attended four and arrived late to one of those.

Thus, of the 376 minutes I observed my LT sample during the fall of 2005, he was present 318 or

85% of the time. On the other hand, of my total observable instances, only 49 were his, the

equivalent of 12% of my total LT-member observations (see Table 24).

Table 24: Harry's Meeting Participation & Observation Counts

Observation Counts by Mtg.	Harry
8/23 Mtg. Mins. Attended	101/101
9/8 Mtg. Mins. Attended	89/89
10/13 Mtg. Mins. Attended	61/74
11/10 Mtg. Mins. Attended	0/45
11/29 Minutes Attended	67/67
Total Mtg. Mins. Observed	318/376 (85%)
Number of Observations	49(12%)

Of my 49 observations of Harry's CMB during fall-2005 LT meetings, seven (14%)

appeared to be accommodation, six (12%) compromise-concession, 18 (37%) collaboration, nine

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functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[66] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

(18%) compromise-assertion, one (2%) control, seven (14%) short-term withdrawal, one long-

term withdrawal (i.e., at least 45-minutes long), and zero absences (see Table 25).

Table 25: Harry's Conflict-Management Observation Counts

Observations by Participant	Harry
Accommodation Observations	7 (14%)
Concession Observations	6 (12%)
Collaboration Observations	18 (37%)
Assertion Observations	9 (18%)
Control Observations	1 (2%)
ST-Withdrawal Observations	7 (14%)
LgT-Withdrawal Observations	1 (Expon.)
A-Withdrawal Observations	0

Compared to the rest of the LT sample, my observations of Harry (i.e., ESTJ – T_E/s_i)

represented a *tie for the highest observation incidence of short-term withdrawal[67]* conflict-

management style, a second-highest incidence or *accommodation[68]* and *compromise-

concession[69]* CMB, *tied for the lowest incidence of control[70] style and long-term withdrawal*, and

missed one fall-2005 LT meeting[71] (see Table 10 and Table 11).

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[67] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[68] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

[69] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Ann's CMB-data analysis in this chapter).

[70] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB-data analysis in this chapter).

An instance of Harry's recurrent short-term withdrawal CMB took place during the 8/23/05 LT meeting. Harry, in the absence of the Chair of the Ownership Committee, presented on the Committee's summer work. The discussion soon moved into the need for capacity-building workshops for the new leaders and participants of the change effort, which developed into Yin and the LT requesting the creation of training-material packets by the Ownership Committee. In addition, right then, Cate broke the news about Ownership Committee members who had left the district during the summer. Thus, Harry expressed concern about the Committee's loss of members and, evidently stressed, shared being overwhelmed about the increasing responsibility for which he felt accountable and thus needed assistance. He withdrew right after. At the 59th minute of the LT meeting, the following conversation took place:

> Harry: [about the training packets Yin and the LT suggested the Ownership Committee could put together]…and then for the business, I guess, Cate, I'm going to have to email Will and talk to Vicky to find out where we are at with that.
>
> Cate: For those who don't know, Troy has taken another position and his last day will be Friday with the School District. He is going to be working in the Bloomington area.
>
> Frank: Do we have a replacement?
>
> Cate: I don't think we are looking at replacing him at this point.
>
> Frank: Wasn't he a public-relations person?
>
> Cate: We are going to look at that.
>
> Yin: [After video jump cut, referring back to the components of the training packet the Ownership Committee would be putting together] I think that was…
>
> Harry: What would we show? [mention of options I could not identify due to poor video sound…]

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[71] The follow-up interviews I conducted on six recently available participants of my study included Harry. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Harry indicated that he remembered collaborating and compromise-asserting during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

Yin: Yeah, yeah… perhaps snaps…

Frank: Perhaps snippets of more of the activities.

Yin: Snaps or snippets of the learning-centered instruction video that we want to
    communicate with that staff

Harry: So the stuff that we have already…

Yin: Yeah… I don't know…

Harry: [Unexpectedly assertively] We might need some help with that too because it's a
    little overwhelming.

Yin: Yeah, yeah…

Harry: Because right now, I'm just being honest… just trying to…

Cate: And really the district video that we put together should incorporate that piece of it,
    should serve that purpose, and we are in the process of updating that now.

Harry: [Assertively, over other conversations, and addressing Ellen, his Principal] So
    we'll just put that on hold right now and I'm extending an invitation to invite you
    and have you [not understandable due to noise]…in the building so that I can be
    away and do that or you can do it…

Harry chose to withdraw right after that and did not participate much during the rest of
the meeting. In addition, he withdrew during portions of the fall-2005 LT meetings, including
not participating during the first 45 minutes of the 8/23/05 meeting, not participating during the
first 40 minutes of the 9/8/05 meeting, arriving late to and leaving early from the 10/13/05
meeting, and not participating during the first 28 minutes of the 11/29 meeting.

Team-Dynamic Data

LT Personality Type and CMB Relationships

In order to analyze and present the relationship between the independent and dependent variables of my case study, I generated the personality and conflict-management data tables below (i.e., Table 26 through Table 30). Subsequently, I introduce and describe each table.

Table 26 is a summary of the relationships between LT personality types and CMB I presented in the Participant Data section above. The table presents the personality and conflict-management data collected from each participant, both through their MBTI score, as well as through my observations of their CMB during their participation in the fall-2005 LT meetings. Table 26 also includes data on each participant's role category in the district and their personality mental functions, as scored by the instrument (i.e., dominant function and its orientation / auxiliary function and its orientation). The conflict-management data are presented based on my observed emergent themes in the behavior of each participant, as compared to my observations of other participants' CMB themes. For each participant, I thus include any compared, highest, second highest, second lowest or lowest CMB patterns I identified, including whether the participant had an outlier behavior count (i.e., "(o)") or whether they tied someone else's theme count (i.e., "(t)"). When I did not identify a conflict-management emergent theme, I left the chart box empty (see Table 26).

Table 26: Summary of LT Personality Type and CMB Relationships

Participant Variables	Ann	Bob	Cate	Dean	Ellen	Frank	Gail	Harry
Role in District	Admin.	Admin.	Admin.	Board Member	Admin.	Parent	NT Staff	Teacher
Personality Type	I N F P	I S T J	E N T J/P	I N T J	E N F P	I N F J	I S F J	E S T J
Preference Clarity Indexes[72]	I_{14} N_{25} F_{24} P_{21}	I_{17} S_{14} T_{14} J_{21}	E_{14} N_{26} T_{13} J/P_{11}	I_{12} N_{16} T_{13} J_{22}	E_{20} N_{25} F_{20} P_{14}	I_{19} N_{26} F_{22} J_{20}	I_{18} S_{22} F_{13} J_{21}	E_{20} S_{19} T_{15} J_{22}
Mental Functions	F_I/n_e	S_I/t_e	T_E/n_i or N_E/t_i	N_I/t_e	N_E/f_i	N_I/f_e	S_I/f_e	T_E/s_i
Highest CM Behavior	Absnc.(t) STW LTW	Acco. Conc. Attend.(t)	Attend.(t) Collab.(o)	Attend.(t) LTW (t)	Cont. (o) Absnc.(t)	Attend.(t)	Attend.(t) Assert.(o)	Attend.(t) STW (t)
2nd Highest CM Behavior		STW LTW		Collab.	LTW (t)	Collab. Assrt. Cont.		Acco. Conc.
2nd Lowest CM Behavior		Collab Cont.	Assert. Cont.(t) STW	Acco.	Acco.(t) Collab.(t)	Acco.(t) LTW (t)	Cont.(t) STW (t) LTW (t)	
Lowest CM Behavior	Conc.(t)		Conc.(t) LTW	Assert. Cont. STW	Conc.(t)		Acco.	Cont.(t) LTW (t)

LT Personality Preferences and CMB Relationships

Table 27 is a summary of the relationships I found between LT-member personality

preferences and their CMB I observed during the LT meetings of fall 2005. To generate the

table, I considered each of the eight personality preferences separately, and then clustered the

corresponding, individual emergent themes I had observed in LT-member conflict-management

behavior. Consistently, I categorized individual emergent themes by how they compared across

[72] According to Myers et al., Preference Clarity Indexes (PCI) refer to the level of awareness the subject has about her/his preferences at the time of completion of the instrument. The I/E number represented in the chart is the individual's preference score from a possible maximum of 21. The S/N number is the individual's score from a possible maximum of 26. The T/F number is the individual's score from a possible maximum of 24. And the J/P number is the individual's score from a possible maximum of 22.

LT-member behavior: the highest, second highest, second lowest, and lowest case-management

behavior classifications of Table 27. I then aggregated all individual data in each category to

identify LT conflict-management emergent themes for each personality preference.

Based on the relationships among these data, in addition to other CMB patterns displayed

in Table 27, the behavior of the three extraverted LT members I observed showed the lowest

patterns of compromise-concession[73] and long-term withdrawal[74] CMB. Comparably, the five

introverted LT members I observed showed the highest patterns of long-term withdrawal and the

second-lowest patterns of accommodation[75] and control[76] CMB. The three sensing LT members I

observed showed the second-lowest patterns of control CMB. The five intuitive LT members I

observed showed the highest patterns of collaboration,[77] long-term withdrawal, and absence, the

second-lowest patterns of accommodation, and the highest patterns of compromise-concession

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[73] *Compromise style* is defined as a participant's observable combined but stronger focus on relationships or outcomes, thus generating two potential types of compromise sub-styles: a *Compromise-Concession sub-style* for an observable combined but stronger focus on relationships, or a *Compromise-Assertion sub-style* for an observable combined but stronger focus on outcomes. A compromise style is potentially represented in behavior such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both, relationships and outcomes.

[74] *Withdrawal style* is defined as a participant's absence of observable foci on both relationships and outcomes through their temporary or long-term non-participation; it is potentially represented in behavior such as their absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference, thus generating three potential types of withdrawal sub-styles: a) *Short-Term Withdrawal* or the brief, observable absence of foci on both relationships and outcomes; b) *Long-Term Withdrawal* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both relationships and outcomes; and c) *Absence* or the meeting-long non-attendance and thus observable absence of foci on both relationships and outcomes, on the part of an LT member.

[75] *Accommodation style* is defined as a participant's sole observable focus on relationships (i.e., no observable focus on outcomes), and potentially represented in behavior such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation.

[76] *Control style* is defined as a participant's sole, observable focus on outcomes (i.e., no observable focus on relationships), and potentially represented in behavior such as their monopolizing participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. its members.

[77] *Collaboration style* is defined as a participant's clearly full, observable, combined foci on both relationships and outcomes, and potentially represented in behavior such as their promotion of shared leadership and decision-making, their clear emphasis on both the inclusion and production of other LT members, and/or their clear emphasis on shared interests first and individual positions second.

CMB. The four thinking LT members I observed showed the highest patterns of collaboration and long-term withdrawal and the lowest patterns of control and long-term withdrawal CMB. The four feeling LT members I observed showed the highest patterns of absence-withdrawal, the second-lowest patterns of accommodation, and the lowest patterns of compromise-concession CMB. The six judging LT members I observed showed the highest patterns of collaboration and long-term withdrawal, and the second-lowest patterns of accommodation and short-term withdrawal, and the lowest patterns of control and long-term withdrawal CMB. And the three perceiving LT members I observed showed the highest patterns of absence-withdrawal and the lowest patterns of compromise-concession CMB (see Table 27).

In my search for data trends, the data in Table 27 are based on individual counts of participant-behavior observations (e.g., the highest observation incidence of a style in one participant's behavior, potentially simultaneous to the lowest observation incidence of the same style in another participant's behavior, both under the same personality category). In addition, conflict-management style emergent themes across participants and across highest and second-highest behavioral categories under one same personality category are marked in Italics. Conflict-management style emergent themes across participants under a single behavioral category and personality category are followed by an "x2" suffix.

Table 27: Summary of LT Personality Preferences and CMB Relationships

Personality Preference	Highest CM Behavior	2nd Highest CM Behavior	2nd Lowest CM Behavior	Lowest CM Behavior
E (x3)	Collaboration Control Absence ST Withdrawal	Accommodation Concession LT Withdrawal	Accommodation Collaboration Assertion *Control* *ST Withdrawal*	Concession x2 *Control* *LT Withdrawal x2*
I (x5)	*Accommodation* *Concession* *Collaboration* Assertion *ST Withdrawal* *LT Withdrawal x3* Absence	*Collaboration* Assertion Control *ST Withdrawal* *LT Withdrawal*	Accommodation *x2* *Collaboration* Control x2 *ST Withdrawal* *LT Withdrawal*	Concession Assertion *Control* *ST Withdrawal*
S (x3)	Accommodation Concession Assertion *ST Withdrawal*	Accommodation Concession *ST Withdrawal* *LT Withdrawal*	Collaboration Control x2 *ST Withdrawal* *LT Withdrawal*	Control LT Withdrawal
N (x5)	*Collaboration x2* *Control* *ST Withdrawal* *LT Withdrawal x3* Absence x2	*Collaboration* Assertion *Control* *LT Withdrawal*	Accommodation x3 *Collaboration* *Assertion* *Control* *ST Withdrawal* *LT Withdrawal*	Concession x3 *Assertion* *Control* *ST Withdrawal* *LT Withdrawal*
T (x4)	*Accommodation* *Concession* Collaboration x2 *ST Withdrawal* *LT Withdrawal x2*	*Accommodation* *Concession* *ST Withdrawal* *LT Withdrawal*	Accommodation *Collaboration* *Assertion* *Control x2* *ST Withdrawal*	Concession *Assertion* *Control x2* *ST Withdrawal* *LT Withdrawal x2*
F (x4)	*Assertion* *Control* *ST Withdrawal* *LT Withdrawal* Absence x2	Collaboration *Assertion* *Control* *LT Withdrawal*	Accommodation x2 Collaboration Control *ST Withdrawal* *LT Withdrawal*	Concession x2
J (x6)	*Accommodation* *Concession* Collaboration x2 *Assertion* *ST Withdrawal* *LT Withdrawal x2*	*Accommodation* *Concession* *Collaboration* *Assertion* Control *ST Withdrawal* *LT Withdrawal*	Accommodation x2 *Collaboration* *Assertion* *Control x3* *ST Withdrawal x2* *LT Withdrawal x2*	Concession *Assertion* *Control x2* *ST Withdrawal* *LT Withdrawal x2*
P (x3)	Collaboration Control *ST Withdrawal* *LT Withdrawal* Absence x2	*LT Withdrawal*	Accommodation Collaboration Assertion Control *ST Withdrawal*	Concession x3 *LT Withdrawal*

LT Mental Functions and CMB Relationships

Similarly, Table 28 is a summary of the relationships I found between LT-member mental functions and their CMB I observed during the LT meetings of fall 2005. To generate the table, I considered each of the four mental-function combinations and each of the represented dominant mental functions separately, and then clustered the corresponding, individual emergent themes I had observed in LT-member conflict-management behavior. Once more, I categorized individual emergent themes by how they compared across LT-member behavior: the highest, second highest, second lowest, and lowest case-management behavior classifications of Table 28. I then aggregated all individual data in each category to identify LT conflict-management emergent themes for each mental-function combination and each represented dominant mental function.

Based on the relationships among these data, in addition to other CMB patterns I display in Table 28, the behavior of the two intuitive-thinking LT members I observed showed the highest pattern of collaboration[78] and long-term withdrawal.[79] The behavior of the three intuitive-feeling LT members I observed showed the highest pattern of absence-withdrawal, the second-lowest pattern of accommodation,[80] and the lowest pattern of compromise-concession[81] CMB. Comparably, the two introverted-sensing dominant LT members I observed showed the

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[78] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[79] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[80] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[81] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

second-lowest pattern of control[82] CMB. The two extraverted-intuition dominant LT members I observed showed the lowest pattern of compromise-concession CMB. The two introverted-intuition dominant LT members I observed showed the highest pattern of long-term withdrawal and the second-lowest pattern of accommodation. And the two extraverted-thinking dominant LT members I observed showed the lowest pattern of long-term withdrawal CMB (see Table 28).

In my search for data trends, the data in Table 28 are based on individual counts of participant-behavior observations (e.g., the highest observation incidence of a style in one participant's behavior, potentially simultaneous to the lowest observation incidence of the same style in another participant's behavior, both under the same personality category). In addition, conflict-management style emergent themes across participants and across highest and second-highest behavioral categories under a single personality category are marked in Italics. Conflict-management style emergent themes across participants under a single behavioral category and personality classification are followed by an "x2" suffix.

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[82] Please keep in mind the operational definition of 'Control CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

Table 28: Summary of LT Mental Functions and CMB Relationships

Mental Functions	Highest CM Behavior	2nd Highest CM Behavior	2nd Lowest CM Behavior	Lowest CM Behavior
ST (x2)	Accommodation Concession *ST Withdrawal*	Accommodation Concession *ST Withdrawal* *LT Withdrawal*	Collaboration *Control*	*Control* LT Withdrawal
SF (x1)	Assertion		Control *ST Withdrawal* *LT Withdrawal*	
NT (x2)	Collaborationx2 LT Withdrawalx2		Accommodation *Assertion* *Control* *ST Withdrawal*	Concession *Assertion* *Control* *ST Withdrawal* *LT Withdrawal*
NF (x3)	*Control* *ST Withdrawal* *LT Withdrawal* *Absence x2*	Collaboration Assertion *Control* *LT Withdrawal*	Accommodation x2 Collaboration LT Withdrawal	Concession x2
Introverted Sensing Dominant (x2)	Accommodation Concession Assertion	*ST Withdrawal* *LT Withdrawal*	Collaboration Control x2 *ST Withdrawal* *LT Withdrawal*	
Extraverted Intuition Dominant (x2)	Collaboration Control *Absence*	*LT Withdrawal*	Accommodation Collaboration Assertion Control *ST Withdrawal*	Concession x2 *LT Withdrawal*
Introverted Intuition Dominant (x2)	Collaboration LT Withdrawalx2	Collaboration Assertion Control	Accommodationx2 *LT Withdrawal*	Assertion Control *ST Withdrawal*
Extraverted Thinking Dominant (x2)	Collaboration ST Withdrawal	Accommodation Concession	Assertion *Control* *ST Withdrawal*	Concession *Control* *LT Withdrawal x2*
Introverted Feeling Dominant (x1)	*ST Withdrawal* *LT Withdrawal* *Absence*			Concession

LT Orientations-Functions and CMB Relationships

Table 29 is a summary of the relationships I found between LT-member orientation-function and their CMB I observed during the LT meetings of fall 2005. To generate the table, I considered each of my sample's eight represented orientation-function combinations separately, and clustered the corresponding, individual emergent themes I had observed in LT-member

conflict-management behavior. Once more, I categorized individual emergent themes by how they compared across LT-member behavior: the highest, second highest, second lowest, and lowest case-management behavior classifications of Table 29. I then aggregated all individual data in each category to identify LT conflict-management emergent themes for each orientation-function combination represented.

Based on the relationships among these data, in addition to other CMB patterns displayed in Table 29, the behavior of the two extraversion-intuition LT members I observed showed the lowest pattern of compromise-concession[83] CMB. Comparably, the two introversion-sensing LT members I observed showed the second-lowest pattern of control[84] CMB. The three introversion-intuition LT members I observed showed the highest pattern of long-term withdrawal[85] and the second-lowest pattern of accommodation[86] CMB. The two extraversion-thinking LT members I observed showed the lowest pattern of long-term withdrawal CMB. And the two introversion-thinking LT members I observed showed the highest pattern of long-term withdrawal CMB (see Table 29).

In my search for data trends, the data in Table 29 are based on individual counts of participant-behavior observations (e.g., the highest observation incidence of a style in one participant's behavior, potentially simultaneous to the lowest observation incidence of the same style in another participant's behavior, both under the same personality category). In addition,

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[83] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[84] Please keep in mind the operational definition of 'Control CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[85] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[86] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

conflict-management style emergent themes across participants and across highest and second-highest behavioral categories under a single personality category are marked in Italics. Conflict-management style emergent themes across participants under a single behavioral category and personality classification are followed by an "x2" suffix.

Table 29: Summary of LT Orientations-Functions and CMB Relationships

Orientation-Function	Highest CM Behavior	2nd Highest CM Behavior	2nd Lowest CM Behavior	Lowest CM Behavior
ES (x1)	ST Withdrawal	Accommodation Concession		Control LT Withdrawal
EN (x2)	Collaboration Control Absence	LT Withdrawal	Accommodation Collaboration Assertion Control *ST Withdrawal*	Concession x2 *LT Withdrawal*
IS (x2)	Accommodation Concession Assertion	ST Withdrawal LT Withdrawal	Collaboration Control x2 *ST Withdrawal* *LT Withdrawal*	
IN (x3)	Collaboration *ST Withdrawal* *LT Withdrawal x3* *Absence*	Collaboration Assertion Control	Accommodationx2 *LT Withdrawal*	Concession Assertion Control *ST Withdrawal*
ET (x2)	Collaboration ST Withdrawal	Accommodation Concession	Assertion *Control* *ST Withdrawal*	Concession *Control* *LT Withdrawal x2*
EF (x1)	Control Absence	LT Withdrawal	Accommodation Collaboration	Concession
IT (x2)	*Accommodation* *Concession* *Collaboration* *LT Withdrawalx2*	*ST Withdrawal* *LT Withdrawal*	*Accommodation* *Collaboration* *Control*	Assertion *Control* ST Withdrawal
IF (x3)	*Assertion* *ST Withdrawal* *LT Withdrawal* *Absence*	Collaboration *Assertion* Control	Accommodation Control *ST Withdrawal* *LT Withdrawal*	Concession

LT Functions-Order and CMB Relationships

Table 30 is a summary of the relationships I found between LT-member functions-order and their CMB I observed during the LT meetings of fall 2005. To generate the table, I

considered each of my sample's seven represented function-order combinations separately, and

clustered the corresponding, individual emergent themes I had observed in LT-member CMB.

Once more, I categorized individual emergent themes by how they compared across LT-member

behavior: the highest, second highest, second lowest, and lowest CMB classifications of Table

30. I then aggregated all individual data in each category to identify LT conflict-management

emergent themes for each function-order combination represented.

Based on the relationships among these data, in addition to other CMB patterns displayed

in Table 30, the behavior of the three sensing-judging LT members I observed showed the

second-lowest pattern of control[87] CMB. The behavior of three intuition-judging LT members I

observed showed the highest pattern of collaboration[88] and long-term withdrawal,[89] and the

second-lowest pattern of accommodation[90] CMB. Comparably, the three intuition-perceiving LT

members I observed showed the highest pattern of absence-withdrawal and the lowest pattern of

compromise-concession[91] CMB. The four thinking-judging LT members I observed showed the

highest pattern of collaboration and long-term withdrawal CMB, and the lowest pattern of

control and long-term withdrawal CMB. The two feeling-judging LT members I observed

showed the second-lowest pattern of long-term withdrawal CMB. And the two feeling-

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[87] Please keep in mind the operational definition of 'Control CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[88] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[89] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[90] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

[91] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the section (see the data analysis of Table 27 in this chapter).

perceiving LT members I observed showed the lowest pattern of compromise-concession CMB (see Table 30).

In my search for data trends, the data in Table 30 are based on individual counts of participant-behavior observations (e.g., the highest observation incidence of a style in one participant's behavior, potentially simultaneous to the lowest observation incidence of the same style in another participant's behavior, both under the same personality category). In addition, conflict-management style emergent themes across participants and across highest and second-highest behavioral categories under a single personality category are marked in Italics. Conflict-management style emergent themes across participants under a single behavioral category and personality classification are followed by an "x2" suffix.

Table 30: Summary of LT Functions-Order and CMB Relationships

Function-Order	Highest CM Behavior	2nd Highest CM Behavior	2nd Lowest CM Behavior	Lowest CM Behavior
SJ (x3)	Accommodation Concession Assertion *ST Withdrawal*	Accommodation Concession *ST Withdrawal* *LT Withdrawal*	Collaboration Control x2 *ST Withdrawal* *LT Withdrawal*	
NJ (x3)	Collaborationx2 LT Withdrawalx2	Collaboration Assertion Control	Accommodationx2 *Assertion* *Control* *ST Withdrawal* *LT Withdrawal*	Concession *Assertion* *Control* ST Withdrawal LT Withdrawal
NP (x3)	Collaboration Control *ST Withdrawal* *LT Withdrawal* Absence x2	*LT Withdrawal*	Accommodation Collaboration Assertion Control *ST Withdrawal*	Concession x3 *LT Withdrawal*
TJ (x4)	*Accommodation* *Concession* Collaborationx2 *ST Withdrawal* *LT Withdrawalx2*	*Accommodation* *Concession* *ST Withdrawal* *LT Withdrawal*	*Accommodation* *Collaboration* *Assertion* *Control x2* *ST Withdrawal*	*Assertion* Concession *Control x2* *ST Withdrawal* *LT Withdrawal x2*
TP (x1)	Collaboration		Assertion Control ST Withdrawal	Concession LT Withdrawal
FJ (x2)	*Assertion*	Collaboration *Assertion* Control	*Accommodation* Control ST Withdrawal LT Withdrawal x2	*Accommodation*
FP (x2)	Control *ST Withdrawal* *LT Withdrawal*	*LT Withdrawal*	Accommodation Collaboration	Concession x2

Chapter Summary

In Chapter 3, I have presented individual and team comparative-observation data I gathered from my unique and maximum-variation, 8-participant sample for my embedded case study. Subsequently, I attempted to analyze and present evidence of what could become theory- and data-informed relationships between the personality type of key members of the school district's Leadership Team and their consensus-building performance, as presented through their CMB during their monthly meetings throughout the fall of 2008.

In Chapter 4, I will discuss these data, consider their possible implications, and identify emergent-themes and potential conclusions about causal relationships among LT conflict-management dynamics and between my sample's personality types and the CMB I observed throughout their fall-2005 LT meetings.

Chapter 4: Discussion & Recommendations

Introduction

In Chapter 1, I briefly discussed some of the factors that contribute to the complexities of team formation, team dynamics, and team production, as well as basic knowledge on the subjects of personality, personality types, and personality measurement. I also reviewed literature and research studies about effects of personality type on consensus-building and overall team performance in pursuit of comparative assessment of consensus-building team performance as the dependent variable and personality type as the independent variable in my work.

In Chapter 2, I discussed the research methodology I implemented in my dissertation study. The chapter included brief descriptions of my research paradigm, my study design, the sample population for analysis, the data collection methods, and the inquiry issues identified in literature and the respective strategies I implemented to address them.

In Chapter 3, I described the data I gathered for the present case study, including data relationships that could become possible causal associations between the personality type of key members of the Leadership Team (LT[92]) and their consensus-building performance based on my observation of their conflict-management participation in their meetings during the fall of 2005.

In Chapter 4, to further explore my research question (i.e., effects of personality type on the consensus-building performance of a LT), I discuss the data I presented in Chapter 3, consider their relational patterns, and identify emergent findings and recommendations based on relationships among LT conflict-management dynamics and between my sample's personality

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[92] Refer to Chapter 1 of this dissertation for a brief historical and demographic description of the LT.

types and the conflict-management behavior (CMB) I observed throughout their fall-2005 LT meetings.

XIII. General Findings

My discussion of the findings of my dissertation study is divided into three categories: general, individual, and team-dynamic findings. *General findings* are themes that emerged from my study overall, including relationships between the data I collected and analyzed throughout my work and the literature I reviewed in Chapter 1. *Individual findings* refer to themes and relationships that emerged from the data I collected and analyzed about each of my study participants, also including relationships these could have with my literature review. *Team-dynamic findings* are themes that emerged from the data relationships I collected and analyzed between personality-type clusters or mental functions and my overall observations of LT-member CMB. Below, I begin my discussion of findings with my presentation of five general findings.

The *first* general finding of my observation of fall-2005 LT meetings was the corroboration of my theory-based and preliminary assumption that the formation of teams in educational systems includes numerous and iterative storming and norming phases and challenges due to the diversity of their members (e.g., personality and role in their organization), their naturally eclectic interests, and the systemic and long-term nature of their tasks (Banathy, 1992; Tuckman, 1965).

Evidence of this is observations I made of LT-member CMB based on Thomas & Kilmann's Conflict Resolution (CRT) Theory (Thomas & Kilmann, 1974; *see Table 11 in*

Chapter 3): Of a total of 376 LT conflict-management observations I made, only 200 or 53% were observations of collaboration, defined as observations of behavior evidently inclusive of a clear focus on *relationships* and a clear focus on *outcomes*, combined and further conducive of consensus-building potential (CRC, 2006). This means that 47% of my observations of the CMB in LT members lacked visible signs of full focus on relationships and/or outcomes, and thus presented CMB capable of sustaining or generating team storming through CMB such as team-member withdrawal, accommodation, control or compromise.

The *second* general finding of my observation of LT meetings was the corroboration of my theory-based and preliminary assumption that the variables that affect team performance are numerous and diverse (Forsyth, 1999; Hughes et al., 1999; Schermerhorn et al., 2000; Tuckman, 1965). Evidence of this was data shared by the participants in my study during follow-up interviews: In response to my question about the variables they thought had affected their choice of CMB during fall-2005 LT deliberations (e.g., affective/physical/cognitive variables, personal/interpersonal/institutional/social variables), participants volunteered variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or workload in the school district.

Some of these variables are likely to have been further at play based on the strategically diverse nature of the LT, as well as on my subsequent selection of study participants. The maximum-variation selection criteria of my purposeful sample yielded a distribution of eight personality types participating in the LT of the fall 2005, as well as the representation of five distinct district roles: four administrators of the district, one teacher, one parent, one non-teaching staff, and one board member (see Table 7 in Chapter 3), in addition to the multiplicity

of demographic-characteristic and personal, interpersonal, institutional, and/or social-characteristic distribution I chose to not collect and analyze in my work. Based on participant diversity in my study, as well as on their input about fall-2005 behavior-affecting variables, a number of factors beyond LT-member personality type could have powerfully affected the CMB I observed in LT members.

The *third* general finding of my observation of LT meetings was the corroboration of my theory-based and preliminary assumption that the numerous and diverse variables that affect team performance are worth studying as early as possible in the forming and, if necessary, in the storming and norming phases of a LT (Forsyth, 1999; Hughes et al., 1999; Myers et al., 1998; Schermerhorn et al., 2000; Tuckman, 1965). This assumption led me to study the effects of personality type in the conflict management of the LT under the hope that early and proactive LT sharing and knowledge about team-member characteristics, such as their values, interests, personalities, conflict-management styles, etc., could assist them in their team-forming strategy for stronger and synergistic dynamics, consensus building, and systemic leadership (Berens, Ernst & Smith, 2004; Conner, 1992; Fisher & Ury, 1992; Myers et al., 1998; Schermerhorn et al., 2000; Senge, 2000, Thomas & Kilmann, 1974).

Evidence of this was data shared by participants during my follow-up interviews: In response to my question about the improvements they would recommend to the formation of the LT and their systemic leadership, they suggested early team-formation strategies such as better knowledge of other LT-member personality, case-management style, demographic and paradigm characteristics, and their level of investment in the systemic-change effort. They also suggested clearer and more explicit expectations and ground rules for LT-member participation and LT decision-making, proactive new-member knowledge, training about and assimilation of the

Framework of Beliefs and the systemic-change process, and earlier and more-explicit

information about the involvement and workload expectations of LT members.

The *fourth* general finding of my observation of fall-2005 LT meetings was the

corroboration of my theory-based and preliminary assumption that the dynamics within a group

of team members are numerous and multifaceted, making teamwork and team performance more

complex and diverse. Bossard's and Kephart's theories on intra-group relationships calculate that

10 participants have the capacity of generating a total of 28,501 different interrelationships

(Bossard, 1945; Kephart, 1950).[93] Evidence of this could be the diversity of the CMB

observations I made of each of the LT members, of groups of LT members with the same

personality preferences, with the same preference combination, or with the same mental

functions (e.g., a number of participants with the same preference generating collective highs and

lows on the same CMB), as well as the diversity among the CMB observations I made of the

overall group of participants in my study (See Tables 26 to 30 in Chapter 3).

The *fifth* general finding of my observation of fall-2005 LT meetings is how, comparable

to my literature-review findings, the diversity and complexity of my LT-member CMB

observations, and their relationships with the LT-member personality characteristics I describe

below, I am more confident about the relevance of my research on personality type as the

independent variable of my study for the three reasons I stated in Chapter 1 and corroborated in

my literature review and data analysis: 1) Personality is complex enough in concept and

application to be easily misinterpreted or overstated and, thus, studying it could become

revealing and possibly impactful in understanding teams and their performance; 2) due to their

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[93] Kephart argued that by applying a "$\frac{1}{2} (3^n - 2^{n+1}) +1$" formula (p.548), a team of 10 can could possibly generate a total of 28,501 different interactive, interrelational, and social permutations (Bossard, 1945; Kephart, 1950).

inherent conceptual and practical complexity, personality functions and dynamics are often at play tacitly and could therefore limit a team's awareness and capacity for problem-solving about the nature of its relationships and collective performance; and, 3) as discussed in Table 3 and Table 4 of Chapter 1, as well as in my individual findings section below, personality is a consistent and instrumental variable of team dynamics and complementarities, and therefore could become a source of powerful strategies for the improvement of overall and/or consensus-building team performance (Berens, Ernst & Smith, 2004; Bond & Ng, 2004; Briggs Myers & Myers, 1995; Cohen et al., 1988; English et al., 2004; Gorla & Lam, 2004; Holton, 2001; Jundt et al., 2004; Jung, 1923; Karn & Cowling, 2006; Keirsey, 1998; Myers et al. 1998; Pascoe & Weist, 2002; Poling et al., 2004; Reilly et al., 2000; Tieger & Barron-Tieger, 2001).

The five general findings I presented above are overall themes that emerged from my study, including relationships between the data I collected and analyzed throughout my work and the literature I reviewed in Chapter 1. My general findings were that the formation of teams in educational systems poses numerous and iterative storming and norming phases and challenges; that the variables that affect team performance are numerous and diverse; that the numerous and diverse variables that affect team performance are worth studying as early as possible in the forming and, if necessary, in the storming and norming phases of a LT; that the dynamics among team members are numerous and multifaceted, making team work and team performance more complex and diverse; and that my literature review and data analysis provided meaningful research to back up the relevance of my investigation on personality type as the independent variable of my study.

XIV. Individual Findings

As I mentioned above, my discussion on the findings of my dissertation study is divided

into three categories: general, individual, and team-dynamic findings. In the previous section of

this chapter, I discussed the general findings of my study, and in the last section I will discuss my

team-dynamic findings. Conversely, in this section I discuss the individual findings of my study,

referring to themes and relationships that emerged from the personality-type and conflict-

management data I collected and analyzed about each one of my eight study participants,

including relationships these data might have with literature I reviewed in Chapter 1. I sequenced

this discussion in alphabetical order by the first-name pseudonym with which I provided each of

my study participants.

Ann

Ann, a high-level district administrator in the LT and a reported *INFP*[94] personality

type,[95,96] participated only 57% of the total meeting time I observed for a total of 49 individual

observations. My most-frequent observation of CMB in Ann's participation was *withdrawal*[97]

and my second most frequent was *collaboration*[98], as compared

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[94] According to personality-type theory, an *INFP* personality type is defined by its four combined preferences: being energized by internal stimuli, perceiving through intuition, judging based on values, and preferring flexibility. These preferences also combine in an introverted-feeling (F_I) dominant mental function and an extraverted-intuition (N_E) auxiliary mental function (Myers et al., 1998).

[95] The follow-up interviews I conducted on six recently available participants of my study included Ann. During my interviews, I inquired about their estimated personality type; Ann estimated INFP, the same than her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[96] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

to the rest of her own, overall CMB. On the other hand, compared to the rest of the LT sample,

Ann was the highest in incidences of *short-term and long-term withdrawal* CMB, and the highest

in *absences*[99],[100]

Ann reported introverted (I), intuitive (N), feeling (F), and perceiving (P) preferences, as

well as an introverted-feeling (F_I) dominant mental function[101] and an extraverted-intuitive (N_E)

auxiliary mental function, [102] meaning that she prefers to be energized by internal stimuli, that

she prefers flexibility over structure, and that she most-powerfully prefers to introvert through

value judgments and, in turn, to extravert through intuitive perception. Based on personality-type

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[97] According to conflict-resolution theory, *Withdrawal style* is defined as a participant's absence of observable foci on both relationships and outcomes, and is potentially represented in behavior such as their absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference, thus generating three potential types of withdrawal sub-styles: a) *Short-Term Withdrawal,* or the brief, observable absence of foci on both relationships and outcomes; b) *Long-Term Withdrawal,* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both relationships and outcomes; and c) *Absence,* or the meeting-long non-attendance and thus observable absence of foci on both relationships and outcomes, on the part of an LT member (Thomas & Kilmann, 1974).

[98] According to conflict-resolution theory, a *Collaboration style* is defined as a participant's clearly full, observable, combined foci on both relationships and outcomes, and is potentially represented in behavior such as their promotion of shared leadership and decision-making, their clear emphasis on both the inclusion of and production by other LT members, and/or their clear emphasis on shared interests first and individual positions second (Thomas & Kilmann, 1974).

[100] The follow-up interviews I conducted on six recently available participants of my study included Ann. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Ann indicated that she remembered collaborating and compromise-conceding during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[101] According to personality-type theory, an *introverted dominant-feeling (F_I) mental function* indicates that the most powerful cognitive activity of the person is making decisions based on values, which s/he mainly keeps in her mind and regularly does not extravert. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his feeling preference, and that when he/she makes decisions based on values s/he introverts (Myers et al., 1998).

[102] According to personality-type theory, an *extraverted auxiliary-intuitive (N_E) mental function* indicates that the second most powerful cognitive activity of the person is perceiving through intuition, which s/he mainly extraverts. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his intuitive preference, and that when he/she perceives through her/his intuition s/he extraverts (Myers et al., 1998).

theory, I can associate Ann's frequent *withdrawal* and *collaboration* behaviors during the fall-2005 LT meetings with her INFP personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, based on her reported personality type, Ann's personality type indicated that she was likely to withdraw often, and in fact this was her most frequently observed CMB. This was due to her tendency to introvert during group interactions, combined with her powerful tendency to do so through decision-making based on values, thus often seeking the wellbeing of the team, but in introversion, therefore focusing on listening more than participating. Ann's personality type also indicated that she was likely to focus on relationships and outcomes and thus collaborate, and in fact this was her second most frequently observed CMB, This was due to her preference for flexibility over structure, making her more likely to let the meetings take the direction the LT decided and remain flexible to change, as well as due to her powerful, dominant preference for introverted value-based judgments, providing other LT members with space to share and assume ownership of the process, as well as maintaining an intentional focus on their comfort and inclusion. Ann was also likely to collaborate due to her inclination to extravert through intuitive perception, thus eliciting the potential of the LT and its members, as well as the opportunities their ideas and experience could bring to the success of the transformation effort (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

However, I could also speculate whether other variables, such as Ann's high-level administrator status and thus her intrinsic and extrinsic political pressures or image, or the inherent business of her position, might have affected her participation and behavior during LT

meetings. Potential evidence of this is follow-up interview data, including Ann's, indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or workload in the district were also at play in the CMB of the LT during the fall of 2005.

For example, I observed that some of Ann's withdrawal behavior seemed to affect other LT members' CMB (e.g., Ellen, another administrator participant in my sample, always left meetings right after Ann departed). This could be additional evidence of other potential conflict-management affecting variables, such as the political weight Ann's high-administrative role might have played in the CMB of the LT during their fall-2005 meeting interactions.

Bob

Bob, another district administrator in the LT and a reported *ISTJ*[103] personality type,[104,105] participated an equivalent of only 7% of my total observations, the second-lowest count of the sample. My most frequent observation of Bob's CMB was *withdrawal*[106] and my second

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[103] According to personality-type theory, an *ISTJ* personality type is defined by its four combined preferences: being energized by internal stimuli, perceiving details and facts, judging based on logic, and preferring structure. These preferences also combine in an introverted-sensing (S_I) dominant mental function and an extraverted-thinking (T_E) auxiliary mental function (Myers et al., 1998).

[104] The follow-up interviews I conducted on six recently available participants of my study included Bob. During my interviews, I inquired about their estimated personality type; Bob estimated ISTJ, the same than his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[105] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[106] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

collaboration,[107] as compared to the rest of his own, overall CMB (see Table 13 in Chapter 3).

On the other hand, compared to the rest of the LT sample, Bob's behavior presented the highest

observation incidence of *accommodation[108]* and *compromise-concession*[109], the second-highest

incidence of *short-term withdrawal* and *long-term withdrawal* conflict-management styles, and

the second-lowest incidence of *collaboration* and *control*[110] conflict-management styles[111] (see

Table 10 and Table 11 in Chapter 3).

   Bob reported introverted (I), sensing (S), thinking (T), and judging (J) preferences, as

well as an introverted-sensing (S_I) dominant mental function[112] and an extraverted-thinking (T_E)

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[107] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[108] According to conflict-resolution theory, *Accommodation style* is defined as a participant's sole observable focus on relationships (i.e., no observable focus on outcomes), and potentially represented in behavior such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation (Thomas & Kilmann, 1974).

[109] According to conflict-resolution theory, *Compromise style* is defined as a participant's observable combined but stronger focus on relationships or outcomes, thus generating two potential types of compromise sub-styles: a *Compromise-Concession sub-style* for an observable combined but stronger focus on relationships, or a *Compromise-Assertion sub-style* for an observable combined but stronger focus on outcomes. A compromise style is potentially represented in behavior such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both relationships and outcomes (Thomas & Kilmann, 1974).

[110] According to conflict-resolution theory, *Control style* is defined as a participant's sole, observable focus on outcomes (i.e., no observable focus on relationships), and is potentially represented in behavior such as their monopolizing participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. its members (Thomas & Kilmann, 1974).

[111] The follow-up interviews I conducted on six recently available participants of my study included Bob. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Bob indicated that he remembered collaborating, accommodating, and compromise-conceding during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[112] According to personality-type theory, an *introverted dominant-sensing (S_I) mental function* indicates that the most powerful cognitive activity of the person is perceiving details and facts, which s/he mainly keeps in her/his mind and regularly does not extravert. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his sensing preference, and that, when he/she perceives details or facts, s/he introverts (Myers et al., 1998).

auxiliary mental function, [113] meaning that he is energized by internal stimuli and prefers structure over flexibility, and that he most powerfully introverts through logic-based judgments and, in turn, extraverts through sensing perception. Based on personality-type theory, I can associate Bob's prominent *withdrawal* CMB during the fall-2005 LT meetings with his ISTJ personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, Bob's personality type indicated that he was likely to withdraw often in meetings, and in fact this was one of his most frequently observed CMB.) This was due to his tendency to introvert during group interactions, combined with his powerful tendency to collect data and seek to learn the facts about products and processes, thus often participating passively, privately, and/or focusing on listening and learning more than sharing (e.g., not participating verbally or interacting privately with individual LT members). Bob's personality type also indicated that he was likely to frequently *accommodate* or *compromise-concede* during LT deliberations, and in fact these were two of his most frequently observed CMB. This was due to his powerful introverted sensing perception or his stronger interest in listening and understanding the facts, thus taking a longer time collecting data from LT members and seemingly accommodating or compromise-conceding. He was also likely to withdraw or observably accommodate or compromise-concede in a participatory-leadership, consensus-building, heuristic environment due to his personality preference for structure and rather systematic processes and decision making (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995;

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[113] According to personality-type theory, an *extraverted auxiliary-thinking (T_E) mental function* indicates that the second most powerful cognitive activity of the person is making decisions based on logic, which s/he frequently shares and does not introvert regularly. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his thinking preference, and that, when he/she makes decisions based on logic, s/he extraverts (Myers et al., 1998).

Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Bob's administrator status in the district and the political pressures attached to his role, might have affected his participation and behavior during LT meetings. Evidence of this is follow-up interview data indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or workload in the district were also at play in the CMB of the LT during the fall of 2005.

In addition and based on Bob's extraverted-thinking auxiliary mental function, I expected further CMB focused on outcomes, more than the 53% I observed, and at least more than the second-lowest incidence of control CMB in comparison to the rest of the LT. Further, I did not expect Bob's CMB to be among the highest in observations of accommodation and compromise-concession, although these CMB trends can be explained by his introverted preference.

Cate

Cate, another district administrator in the LT with an important coordinating role in its systemic-change process and a reported *ENTJ/P*[114] personality type[115,116] (i.e., she scored the

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[114] According to personality-type theory, an *ENTJ/P* personality type (i.e., scoring the same preference clarity index in the J and P measures) is defined by its four combined preferences: being energized by external stimuli, perceiving through intuition, judging based on logic, and preferring structure or flexibility. These preferences also combine in either an extraverted-thinking (T_E) dominant mental function and an introverted-intuitive (N_I) auxiliary mental function, or an extraverted-intuitive (N_E) dominant mental function and an introverted-thinking (T_I) auxiliary mental function (Myers et al., 1998).

[115] The follow-up interviews I conducted on six recently available participants of my study included Cate. During my interviews, I inquired about their estimated personality type; Cate estimated ENT/FJ/P, possibly a feeling rather than thinking preference in comparison to her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to

same preference clarity index in her J and P measures), had an evident emphasis on *collaboration*,[117] including two thirds of her instances, as compared to the rest of her own, overall CMB during fall-2005 LT meetings. Considering all of my observations of Cate's behavior that included a focus, limited or full, on, both, outcomes and relationships (i.e., *compromise-assertion,*[118] *collaboration*, and *compromise-concession*), 83% of her CMB was relationship-and-outcome focused. Similarly, compared to the rest of the LT sample, Cate's behavior presented, by far, the highest observation incidence of *collaboration* CMB[119] (see Table 11 in Chapter 3).

Cate reported extraverted (E), intuitive (N), thinking (T), and judging/perceiving (J/P) preferences, as well as a potential extraverted-intuitive (N_E) dominant mental function[120] and an introverted-thinking (T_I) auxiliary mental function,[121] meaning that she is energized by external

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fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[116] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[117] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[118] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[119] The follow-up interviews I conducted on six recently available participants of my study included Cate. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Cate indicated that she remembered collaborating and accommodating during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[120] According to personality-type theory, an *extraverted dominant-intuitive (N_E) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he regularly shares with those around her/him. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his intuitive preference, and that, when he/she perceives intuitively, s/he extraverts (Myers et al., 1998).

[121] According to personality-type theory, an *introverted auxiliary-thinking (T_I) mental function* indicates that the second most powerful cognitive activity of the person is judging based on logic, which s/he mainly keeps in her/his mind and regularly does not extravert. This mental function also indicates that, most often, when the person

stimuli, that she possibly prefers flexibility over structure, and that she most powerfully

extraverts through intuitive perception and, in turn, introverts through logic-based judgments.

Based on personality-type theory, I can associate Cate's prominent *collaboration* CMB during

the fall-2005 LT meetings with her ENTP personality type (Berens, Ernst & Smith, 2004; Briggs

Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002;

Tieger & Barron-Tieger, 2001).

In other words, Cate's personality type indicated that she was likely to collaborate

throughout her interactions in LT meetings, and in fact this was her most frequently observed

CMB. This was based on her natural inclination to most powerfully extravert by exploring ideas

and opportunities. Combined with her potential preference for flexibility over structure, Cate's

personality type made her a comfortably-interacting, flexible, and open-to-ideas and emergent-

opportunities LT participant and facilitator, letting the LT move in the direction consensus took

them, and perhaps finding the opportunities of a systemic and heuristic consensus-building effort

highly promising and comfortable (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995;

Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger,

2001).

I could also speculate whether other variables, such as Cate's administrator status in the

district and the political weight attached to her role, might have affected her and others'

participations and behaviors during LT meetings. Evidence of this is follow-up interview data,

including Cate's, indicating that other variables such as institutional politics, LT-member

knowledge and assimilation of the change process and the Framework of Beliefs, their training

introverts, s/he does so through her/his thinking preference, and that, when he/she judges based on logic, s/he
introverts (Myers et al., 1998).

on a systemic change effort, and/or the LT-member role or workload in the district were also at play in the CMB of the LT during the fall of 2005.

In addition and based on Cate's CMB, I could have expected a personality type inclusive of a feeling personality preference and the corresponding value-judgment introverted or extraverted mental function, although this could have rather moved her CMB in the direction of an emphasis on relationships, thus increasing my observation incidences of compromise-concession[122] and accommodation[123] in her participation during fall-2005 LT meetings.

Dean

Dean, a board member of the school district and a reported *INTJ[124]* personality type,[125,126] had a clear emphasis on *collaboration[127]* (i.e., a combined three fifths of his CMB instances) and a broader combined focus on relationships and outcomes (i.e., a combined 77% of *collaboration*,

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[122] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[123] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[124] According to personality-type theory, an *INTJ* personality type is defined by its four combined preferences: being energized by internal stimuli, perceiving through intuition, judging based on logic, and preferring structure. These preferences also combine in an introverted-intuitive (N_I) dominant mental function and an extraverted-thinking (T_E) auxiliary mental function (Myers et al., 1998).

[125] The follow-up interviews I conducted on six recently available participants of my study did not include Dean. He never responded to any of the effort facilitator's or my requests for his participation in a follow-up interview. During my interviews, I inquired about my participants' estimated personality type, but I do not have an estimated type for Dean. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[126] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[127] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

compromise-concession,[128] and *compromise-assertion*), as compared to the rest of his own, overall CMB during fall-2005 LT meetings.

On the other hand, compared to the rest of the LT sample, my observations of Dean presented a tie for the highest incidence of *long-term withdrawal[129]* conflict-management style, and the second-highest observation incidence of *collaboration*, and the lowest of *compromise-assertion* and *control*.[130,131] Dean did not speak 85 minutes during the 9/8/05 meeting, and did not speak at all during the entire 11/10/05 meeting. Dean did not miss any of the fall-2005 LT meetings, though (see Tables 10 and 11 in Chapter 3).

Dean reported introverted (I), intuitive (N), thinking (T), and judging (J)preferences, as well as an introverted-intuition (N_I) dominant mental function,[132] meaning that he is energized by internal stimuli and prefers structure over flexibility, and that he most powerfully introverts through intuitive perception and, in turn, extraverts through logic-based judgments. Based on personality-type theory, I can associate Dean's prominent *withdrawal* and *collaboration* CMB

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[128] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[129] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[130] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[131] The follow-up interviews I conducted on six recently available participants of my study did not include Dean. He never responded to the effort facilitator's or my requests for his participation in an interview. During my interviews, I inquired about their perceived CMB back in the fall of 2005, but I do not know Dean's memory about his CMB during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[132] According to personality-type theory, an *introverted dominant-intuitive (N_I) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his intuitive preference, and that, when he/she perceives intuitively, s/he introverts (Myers et al., 1998).

during the fall-2005 LT meetings with his INTJ personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, Dean's personality type indicated that he was likely to observably withdraw or collaborate, and in fact these were his most frequently observed CMB. This was due to his natural preference for introversion and feeling drained when interacting publicly and regularly in the LT meetings, however simultaneously caring about the work of the LT, thus becoming intermittent in his focus on relationships and outcomes by participating in the meetings sporadically or passively. Similarly, Dean was likely to observably withdraw or collaborate due to his natural preference for structure over flexibility, finding the work of the LT at times systematically-facilitated, agenda-organized, and committee-distributed, and at times purposefully ill-defined, heuristically-facilitated, emergent, and brainstormed, thus further becoming intermittent in his focus on relationships and outcomes. Simultaneously, Dean was likely to observably withdraw but collaborate due to his powerful inclination to introvert through intuitive perception, finding the opportunities of the systemic-change effort intriguing, thus exploring them introvertedly (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Dean's board-member role in the district and its political implications, might have affected his participation during LT meetings. Evidence of this is follow-up interview data indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or workload in the district were also at play in the CMB of the LT during the fall of 2005.

Ellen

Ellen, another high-level administrator of the school district and a reported *ENFP*[133] personality type,[134,135] had an emphasis on *collaboration*[136] and *control,*[137] followed closely by *compromise-assertion,*[138] as compared to the rest of her own, overall CMB during LT meetings. These CMB trends, combined, represented 76% of outcome-focused behavior. On the other hand, compared to the rest of the LT sample, my observations of Ellen presented, by far, the highest observation incidence of *control* conflict-management style, as well as a tie for the second-highest incidence of *long-term withdrawal*[139,140] (see Table 10 and Table 11 of Chapter 3).

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[133] According to personality-type theory, an *ENFP* personality type is defined by its four combined preferences: being energized by external stimuli, perceiving through intuition, judging based on values, and preferring flexibility. These preferences also combine in an extraverted-intuition (N_E) dominant mental function and an introverted-feeling (F_I) auxiliary mental function (Myers et al., 1998).

[134] The follow-up interviews I conducted on six recently available participants of my study did not include Ellen. She never responded to any of the effort facilitator's or my requests for her participation in a follow-up interview. During my interviews, I inquired about my participants' estimated personality type, but I do not have an estimated type for Dean. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[135] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[136] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[137] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[138] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[139] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[140] The follow-up interviews I conducted on six recently available participants of my study did not include Ellen. She never responded to the effort facilitator's or my requests for her participation in an interview. During my interviews, I inquired about their perceived CMB back in the fall of 2005, but I do not know Dean's memory about his CMB during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews

Ellen reported extraverted (E), intuitive (N), feeling (F), and perceiving (P) preferences, as well as extraverted-intuition (N_E) dominant mental function[141] and introverted-feeling (F_E) auxiliary mental function,[142] meaning that she is energized by external stimuli and prefers flexibility over structure, and that she most powerfully extraverts through intuitive perception and, in turn, introverts through value-based judgments. Based on personality-type theory, I can associate Ellen's prominent *control*, *collaboration*, and *long-term withdrawal* CMB during the fall-2005 LT meetings with her ENFP personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, Ellen's personality type indicated that she was likely to focus more frequently on outcomes than relationships and thus control, and in fact this was one of her most frequently observed CMB. This was due to her natural preference for extraversion, making her comfortable in voicing or promoting her opinion publicly more than other LT members and thus asserting or over-asserting herself. Ellen's personality type also indicated that she was likely to focus intermittently on outcomes, on outcomes and relationships, or neither on relationships nor outcomes and thus control, collaborate or withdraw, and in fact these were her most frequently observed CMB. This was due to her natural preference for flexibility over structure, making her

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regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[141] According to personality-type theory, an *extraverted dominant-intuitive (N_E) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his intuitive preference, and that, when s/he perceives intuitively, s/he extraverts (Myers et al., 1998).

[142] According to personality-type theory, an *introverted auxiliary-feeling (F_I) mental function* indicates that the second most powerful cognitive activity of the person is judging based on values, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his feeling preference, and that, when s/he judges through values, s/he introverts (Myers et al., 1998).

more comfortable than other LT members in expecting discourse flexibility from others and thus

attempting to persuade more than them, in being flexible about others' participation and ideas

and thus collaborating with the LT, as well as in leaving meetings early or missing them entirely.

In addition, Ellen was likely to focus intermittently on relationships and outcomes, on

outcomes more than relationships, and on neither of them and thus intermittently collaborate,

control, and withdraw based on her powerful inclination to extravert through intuitive perception,

thus often identifying opportunities to explore and be open to others' ideas and opportunities, to

express and stress her ideas and arguments more than others, as well as to attend to her needs

beyond the work of the LT, whether professional or personal. Finally, Ellen was likely to focus

intermittently on outcomes more than relationships and on both relationships and outcomes, and

thus intermittently control and collaborate based on her powerful inclination to introvert through

value-based judgment, making her strongly need to promote what she believed was meaningful

to her and the district, as well as to elicit from the team what was meaningful to them (Berens,

Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al.,

1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Ellen's high-level administrator

role in the district and its political implications, might have affected her participation during LT

meetings. Evidence of this is follow-up interview data indicating that other variables such as

institutional politics, LT-member knowledge and assimilation of the change process and the

Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or

workload in the district were also at play in the CMB of the LT during the fall of 2005.

As I mentioned earlier in the chapter, I also observed that some of Ellen's CMB seemed

to be affected by other LT-member behavior (e.g., she always left meetings right after a higher-

level administrator of the district left the meetings). This could be additional evidence of other potential conflict-management affecting variables, such as the political weight the presence/absence of higher-administrative roles might have played in the LT CMB of the LT during their fall-2005 meeting interactions.

Frank

Frank, a parent in the school district and a reported *INFJ*[143] personality type,[144,145] had a clear emphasis on *collaboration,*[146] followed somewhat distantly by *compromise-assertion,*[147] as compared to the rest of his own overall CMB during fall-2005 LT meetings. These CMB trends represented a combined 81% of partial or full relationship- and outcome-focused behavior. Similarly, compared to the rest of the LT sample, my observations of Frank presented the second-highest observation incidence of collaboration, compromise-assertion, and control[148]

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[143] According to personality-type theory, an *INFJ* personality type is defined by its four combined preferences: being energized by internal stimuli, perceiving through intuition, judging based on values, and preferring structure. These preferences also combine in an introverted-intuitive (N_I) dominant mental function and an extraverted-feeling (F_E) auxiliary mental function (Myers et al., 1998).

[144] The follow-up interviews I conducted on six recently available participants of my study included Frank. During my interviews, I inquired about their estimated personality type; Frank estimated INFP, a perceiving rather than judging preference in comparison to his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[145] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[146] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[147] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[148] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

conflict-management styles, and a tie for the second-lowest incidence of accommodation[149] style

and long-term withdrawal[150,151] (see Table 10 and Table 11 in Chapter 3).

Frank reported introverted (I), intuitive (N), feeling (F), and judging (J) preferences, as

well as an introverted-intuition (N_I) dominant mental function[152] and an extraverted-feeling (F_E)

auxiliary mental function,[153] meaning that he is energized by internal stimuli and prefers

structure over flexibility, and that he most powerfully introverts through intuitive perception and,

in turn, extraverts through value-based judgments. Based on personality-type theory, I can

associate Frank's prominent *collaboration*, *compromise-assertion*, and *control* CMB during the

fall-2005 LT meetings with his INFJ personality type (Berens, Ernst & Smith, 2004; Briggs

Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002;

Tieger & Barron-Tieger, 2001).

In other words, Frank's personality type indicated that he was likely to focus fully and

recurrently on outcomes, but intermittently on relationships and thus collaborate, compromise-

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[149] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see Bob's CMB discussion in this chapter).

[150] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[151] The follow-up interviews I conducted on six recently available participants of my study included Frank. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Frank indicated that he remembered compromise-conceding and compromise-asserting during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[152] According to personality-type theory, an *introverted dominant-intuitive (N_I) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his intuitive preference, and that, when s/he perceives intuitively, s/he introverts (Myers et al., 1998).

[153] According to personality-type theory, an *extraverted auxiliary-feeling (F_E) mental function* indicates that the second most powerful cognitive activity of the person is judging based on values, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his feeling preference, and that, when s/he judges based on values, s/he extraverts (Myers et al., 1998).

assert, and control, and in fact these were some of his most frequently observed CMB. This was due to his natural preference for introversion, which drained him of energy when interacting publicly in LT meetings and thus only sporadically chose to focus on relationships. Frank's personality type also indicated that he was likely to focus more on outcomes than relationships and thus compromise-assert and control, and in fact these were his second most frequently observed CMB. This was due to his preference for structure over flexibility, thus often seeking the completion of arguments and execution of decisions.

In addition, Frank's personality type indicated that he was likely to focus on both outcomes and relationships in his conflict-management interactions and thus collaborate, and in fact this was his most frequently observed CMB. This was due to his powerful, dominant inclination to introvert through intuitive perception, based on which he might have been recurrently interested in new arguments from other LT members as well as in developing creative responses or solutions to them. Finally, Frank was likely to have a focus on relationships, even though intermittent, and thus collaborate due to his powerful, auxiliary inclination to extravert through value-based judgment, making him prone to seek the perspective and comfort of others members of the LT (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Frank's parent role and its affective and social implications, might have influenced his participation during LT meetings. Evidence of this is follow-up interview data, including Frank's, indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and

the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role

or workload in the district were also at play in the CMB of the LT during the fall of 2005.

Gail

Gail, a non-teaching staff and parent in the school district and a reported *ISFJ*[154]

personality type,[155,156] had an emphasis on *collaboration,*[157] followed by *compromise-*

assertion,[158] and then *compromise-concession*, as compared to her own overall CMB during fall-

2005 LT meetings. These CMB trends, combined, represented 87% of outcome- and

relationship-focused behavior. On the other hand, compared to the rest of the LT sample, my

observations of Gail presented, by far, the highest observation incidence of *compromise-*

assertion conflict-management style[159] (see Table 11 in Chapter 3).

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[154] According to personality-type theory, an *ISFJ* personality type is defined by its four combined preferences: being energized by internal stimuli, perceiving details and facts, judging based on values, and preferring structure. These preferences also combine in an introverted-sensing (S_E) dominant mental function and an extraverted-feeling (F_E) auxiliary mental function (Myers et al., 1998).

[155] The follow-up interviews I conducted on six recently available participants of my study included Gail. During my interviews, I inquired about their estimated personality type; Gail estimated ISTJ, a thinking rather than feeling preference in comparison to her reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[156] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[157] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in this chapter (see Ann's CMB discussion).

[158] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in this chapter (see Bob's CMB discussion).

[159] The follow-up interviews I conducted on six recently available participants of my study included Gail. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Gail indicated that she remembered collaborating during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

Gail reported introverted (I), sensing (S), feeling (F), and judging (J) preferences, as well as an introverted-sensing (S$_I$) dominant mental function[160] and extraverted-feeling (F$_E$) auxiliary mental function,[161] meaning that she is energized by internal stimuli and prefers structure over flexibility, and that she most powerfully introverts through sensing perception and, in turn, extraverts through value-based judgments. Based on personality-type theory, I can associate Gail's prominent collaboration, compromise-assertion, and compromise-concession CMB during the fall-2005 LT meetings with her ISFJ personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, Gail's personality type indicated that she was likely to portray an observable, recurrent focus on relationships and thus collaborate or compromise, and in fact these were her most frequently observed CMB, based on her natural preference for introversion, often inclining her to listen first and think carefully before sharing or debating ideas and arguments with other LT members, in combination with her powerful, dominant preference for introverting through sensing or factual perception, often inclining her to gather data from fellow LT members, thus giving others space to share, as well as responding concretely and succinctly to the LT discourse in a well-informed, respectful, and productive way.

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[160] According to personality-type theory, an *introverted dominant-sensing (S$_I$) mental function* indicates that the most powerful cognitive activity of the person is perceiving through details and facts, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his sensing preference, and that, when s/he perceives details or facts, s/he introverts (Myers et al., 1998).

[161] According to personality-type theory, an *extraverted auxiliary-feeling (F$_E$) mental function* indicates that the second most powerful cognitive activity of the person is judging based on values, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his feeling preference, and that, when s/he judges based on values, s/he extraverts (Myers et al., 1998).

Comparably, Gail was likely to show an observable focus on relationships and thus collaborate or compromise due to her powerful, auxiliary inclination to extravert through value-based judgment, making her prone to considering the values and needs of other LT members and the constituents they represented and served. On the other hand, Gail was also likely to focus on outcomes and thus collaborate and compromise based on her preference for structure over flexibility, often inclining her to seek the systematic implementation of LT or her own considerations and decisions during meetings (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Gail's non-teaching staff and parent role in the district and its political, affective, and social implications, might have affected her participation during LT meetings. Evidence of this is follow-up interview data, including Gail's, indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-member role or workload in the district, were also at play in the CMB of the LT during the fall of 2005.

Harry

Harry, a teacher in the school district and a reported *ESTJ*[162] personality type,[163,164] had a clear emphasis on *collaboration*,[165] as compared to the rest of his own overall CMB during the

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[162] According to personality-type theory, an *ESTJ* personality type is defined by its four combined preferences: being energized by external stimuli, perceiving details and facts, judging based on logic, and preferring structure. These preferences also combine in an extraverted-thinking (T_E) dominant mental function and an introverted-sensing (S_I) auxiliary mental function (Myers et al., 1998).

fall-2005 LT meetings. On the other hand, compared to the rest of the LT sample, my

observations of Harry included a tie for the highest observed incidence of *short-term*

withdrawal[166] conflict-management style[167] (see Table 10 and Table 11 in Chapter 3).

Harry reported extraverted (E), sensing (S), thinking (T), and judging (J) preferences, as

well as an extraverted-thinking (T_E) dominant mental function[168] and an introverted-sensing (S_I)

auxiliary mental function,[169] meaning that he is energized by external stimuli and prefers

structure over flexibility, and that he most powerfully extraverts through thinking judgment and,

in turn, introverts through sensing perception. Based on personality-type theory, I can associate

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[163] The follow-up interviews I conducted on six recently available participants of my study included Harry. During my interviews, I inquired about their estimated personality type; Harry estimated ESFJ, a feeling rather than thinking preference in comparison to his reported type. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences (e.g., their group interpretation), which thus limited my ability to fully reinterpret, show graphic representations or even describe in-depth the preference dichotomies and mental functions. Because of this verification-of-type limitation, I chose to use my participants' MBTI-reported types as the independent variable of my case study.

[164] Please refer to Table 7 for the PCI (i.e., preference clarity index or the preference-awareness, quantitative count of each participant's responses to the MBTI) distribution of my sample's personality-type preferences.

[165] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[166] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see Ann's CMB discussion in this chapter).

[167] The follow-up interviews I conducted on six recently available participants of my study included Harry. During my interviews, I inquired about their perceived CMB back in the fall of 2005; Harry indicated that he remembered collaborating and compromise-asserting during the fall-2005 LT meetings. However, these were brief, telephone, data-checkpoint interviews regarding five-year-old experiences, which thus made it difficult for them to remember their fall-2005 CMB. Because of this memory-recall limitation, I primarily relied on my observations of participants' CMB as the dependent variable of my case study.

[168] According to personality-type theory, an *extraverted dominant-thinking (T_E) mental function* indicates that the most powerful cognitive activity of the person is judging based on logic, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his thinking preference, and that, when s/he judges based on logic, s/he extraverts (Myers et al., 1998).

[169] According to personality-type theory, an *introverted auxiliary-sensing (S_I) mental function* indicates that the second most powerful cognitive activity of the person is perceiving through details and facts, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his sensing preference, and that, when s/he perceives details or facts, s/he introverts (Myers et al., 1998).

Harry's prominent *collaboration* and *withdrawal* CMB during the fall-2005 LT meetings with his ESTJ personality type (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

In other words, in an environment that procured concrete, comprehensive change through heuristic, consensus-building leadership and attempted foci on both the product and process of systemic transformation, Harry's personality type indicated that he was likely to focus intermittently on outcomes and relationships, and, in turn, on neither of them (i.e., collaborating and withdrawing intermittently), which in fact were his most frequently observed CMB, due to three characteristics of his personality type: (1) his natural preference for structure over flexibility, making him inclined to participate more during organized arguments, agendas, and facilitation, but disinclined otherwise; (2) his powerful inclination to dominantly judge through extraverted thinking, making him prone to engage more during logical LT discourse and arguments than otherwise; and (3) his inclination to introvert through sensing or factual perception, making him prone to engage in LT discourse intermittently, specifically or selectively when regarding well-informed arguments (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

I could also speculate whether other variables, such as Harry's teacher role and its political, affective, and institutional implications, might have affected his participation during LT meetings. Evidence of this is follow-up interview data, including Harry's, indicating that other variables such as institutional politics, LT-member knowledge and assimilation of the change process and the Framework of Beliefs, their training on a systemic change effort, and/or the LT-

member role or workload in the district were also at play in the CMB of the LT during the fall of 2005.

Individual Data Findings Summary

In Chapter 1, I presented eight case studies as evidence of the effects of personality type on overall and consensus-building team performance. As I mentioned in Chapter 1, within these eight studies and in all the literature I considered, I found no data presenting or suggesting the lack of effects of personality type on overall or consensus-building team performance.

Comparably, in the previous section of this chapter, I have identified and discussed theory and data-informed relationships between the personality type of each of my study participants and my observations of their CMB throughout their interactions during fall-2005 LT meetings. Subsequently, based on the literature review I presented in Chapter 1 and my data analysis and findings I presented in Chapters 3 and 4, I can state with confidence that there is an informed pattern of personality-type effects on the consensus-building performance of a leadership team implementing systemic change in their educational environment.

In summary, based on the theoretical knowledge base and the individual-participant data I have collected and discussed in the previous section of this chapter, I identified the following specific effect relationships between personality type and CMB.

- I found effect relationships between an INFP personality type and collaboration and withdrawal CMB. More specifically, based on my observations and discussion about Ann's personality and CMB, I identified that an introverted preference appears to lead to more withdrawal CMB. I also identified that a perceiving preference, a dominant

introverted-feeling mental function, and an auxiliary extraverted-intuitive mental function appear to lead to more collaboration CMB (see Table 31 below).

- I identified effect relationships between an ISTJ personality type and withdrawal, accommodation, and compromise-concession CMB. More specifically, based on my observations and discussion about Bob's personality and CMB, I identified that an introverted preference and a dominant introverted-sensing mental function appear to lead to more withdrawal CMB. I also identified that a dominant introverted-sensing mental function appears to lead to more accommodation and compromise-concession CMB, and that a judging preference appears to lead to more intermittent withdrawal, accommodation, and compromise-concession CMB (see Table 31 below).

- I identified effect relationships between an ENTP personality type and collaboration CMB. More specifically, based on my observations and discussion about Cate's personality and CMB, I identified that extraverted and perceiving preferences and a dominant, extraverted-intuitive mental function appear to lead to more collaboration CMB (see Table 31 below).

- I identified effect relationships between an INTJ personality type and withdrawal and collaboration CMB. More specifically, based on my observations and discussion about Dean's personality and CMB, I identified that introverted and judging preferences and a dominant, introverted-intuitive mental function appear to lead to intermittent withdrawal and collaboration CMB (see Table 31 below).

- I identified effect relationships between an ENFP personality type and control, collaboration, and withdrawal CMB. More specifically, based on my observations and discussion about Ellen's personality and CMB, I identified that an extraverted preference

appears to lead to more control CMB. I also identified that a perceiving preference appears to lead to combined collaboration, control, and withdrawal CMB. In addition, I identified that a dominant, extraverted-intuitive mental function appears to lead to intermittent control, collaboration, and withdrawal CMB, and that an auxiliary, introverted-feeling mental function appears to lead to intermittent control and collaboration CMB (see Table 31 below).

- I identified effect relationships between an INFJ personality type and collaboration, compromise-assertion, and control CMB. More specifically, based on my observations and discussion about Frank's personality and CMB, I identified that an introverted preference appears **to** lead to intermittent collaboration, control, and compromise-assertion CMB. I also identified that a judging preference appears to lead to control and compromise-assertion CMB. In addition, I identified that a dominant, introverted-intuitive mental function and an auxiliary extraverted-feeling mental function appear to lead to more collaboration CMB (see Table 31 below).

- I identified effect relationships between an ISFJ personality type and collaboration, compromise-assertion, and compromise-concession CMB. More specifically, based on my observations and discussion about Gail's personality and CMB, I identified that introverted and judging preferences, as well as a dominant, introverted-sensing mental function and an auxiliary, extraverted-intuitive mental function appear to lead to intermittent collaboration, compromise-assertion, and compromise-concession CMB (see Table 31 below).

- Finally, I identified effect relationships between an ESTJ personality type and intermittent collaboration and withdrawal CMB. More specifically, based on my

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observations and discussion about Harry's personality and CMB, I identified that a judging preference, a dominant, extraverted-thinking mental function, and an auxiliary introverted-sensing mental function appear to lead to intermittent collaboration and withdrawal CMB (see Table 31 below).

Table 31: Individual Emergent Data Relationships

	Accommodation	Compromise-Concession	Collaboration	Compromise-Assertion	Control	Withdrawal
INFP type			1			1
ISTJ type	1	1				1
ENTJ/P type			1			
INTJ type			1			1
ENFP type			1		1	1
INFJ type			1	1	1	
ISFJ type		1	1	1		
ESTJ type			1			1
E preference			1		1	
I preference		1	3	2	1	3
S_I dominant	1	2	1	1		1
S_I auxiliary			1			1
N_E dominant			2		1	1
N_E auxiliary		1	2	1		
N_I dominant			2			1
T_E dominant			1			1
F_E auxiliary			1			
F_I dominant			1			
F_I auxiliary			1		1	
J preference	1	2	3	2	1	3
P preference			3		1	1

In addition, based on my literature-review findings, I am also confident about the relevance of further research on personality type as the independent variable of my proposed study for the three reasons I stated earlier and corroborated in my review: 1) Personality is complex enough in concept and application to be easily misinterpreted or overstated and, thus, studying it could become revealing and possibly impacting in understanding teams and their performance; 2) due to its inherent conceptual and practical complexity, personality functions and dynamics are often at play tacitly and could therefore limit a team's awareness and capacity for problem-solving about the nature of its relationships and collective performance; and, 3) as discussed in Tables 3 and 4, personality is proven to be a consistent and instrumental variable of interactive dynamics and complementarities, and therefore a source of powerful strategies for the improvement of overall and/or consensus-building team performance (Bond & Ng, 2004; Cohen et al., 1988; English et al., 2004; Gorla & Lam, 2004; Holton, 2001; Jundt et al., 2004; Jung, 1923; Karn & Cowling, 2006; Myers et al. 1998; Poling, et al., 2004; Reilly et al., 2000).

XV. Team-Dynamic Data

I have divided my discussion on the findings of my dissertation study into three categories: general, individual, and team-dynamic findings. In the previous two sections, I discussed the general and individual findings of my study. In this last section, I will discuss my team-dynamic findings to further explore my research question (i.e., the effects of personality type on the consensus-building performance of the LT). In order to analyze and present the relationships between the independent and dependent variables of my case study, I generated the

personality and *conflict-management* data tables in Chapter 3 (i.e., Tables 26 through 30). In the

following section, I will discuss my findings associated with the data set of each of these tables.

Tables 26 through 30 of Chapter 3 were summaries of the relationships I found between

LT-member personality-preference/mental-function clusters and their CMB I observed during

the LT meetings of fall 2005. For each personality-preference/mental-function cluster I included

in the tables (i.e., each personality preference, each two-preference combination, and each

dominant mental function), their data depicted aggregate, individual, and emergent CMB themes

I observed, categorized by how they compared across LT-member observation frequency (i.e.,

the highest, second-highest, second-lowest, and lowest comparative frequency of CMB).

An important reminder is that, in my search for data trends, data in Tables 26 through 30

were based on individual counts of participant-behavior observations (e.g., the highest

observation incidence of a style in one participant's behavior, potentially simultaneous to the

lowest observation incidence of the same style in another participant's behavior, both under the

same personality category). In addition, before concluding this section, I will follow my

discussion about the data sets of Tables 26 through 30 with a graphic distribution of the

personality effects on CMB I observed.

Preference – CMB Relationship Findings

In this subsection of my chapter, I further explore my research question (i.e., the effects

of personality type on the consensus-building performance of the LT) by isolating each *single*

personality-type preference (i.e., E/I, S/N, T/F, J/P preferences) represented in my study and

discussing its theoretical and behavioral relationships to the corresponding CMB I observed

throughout the LT-meeting performance of the participants of my study. In the data I presented

in *Table 27: Summary of LT Personality Preferences and CMB Relationships*, the behavior of

the *extraverted (E)* LT members I observed showed the lowest observation counts of

compromise-concession[170] and *long-term withdrawal*[171] CMB. Based on personality-type theory

and on the complex nature of the consensus-building modi operandi and systemic-transformation

goal of the LT, these two patterns were likely to have been stimulated by the common

extraverted preference to feed from the energy of other LT members and to think out loud,

limiting long-term withdrawal behavior during LT meetings, as well as by the common

extraverted interest in discourse and argument, often limiting compromise-concession behavior

(Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers

et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001). On the other hand, the

introverted (I) LT members I observed showed the highest patterns of *long-term withdrawal*[38]

CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature

of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern

was likely to have been stimulated by the common introverted preference for observing and

listening before speaking during LT meetings, thus often presenting observable long-term

periods of withdrawal behavior (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995;

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[170] As described earlier, according to conflict-resolution theory, a *Compromise* style is defined as a participant's observable, combined but stronger focus on relationships or outcomes, thus generating two potential types of compromise sub-styles: a *Compromise-Concession* sub-style for an observable combined but stronger focus on relationships, or a *Compromise-Assertion* sub-style for an observable combined but stronger focus on outcomes. A compromise style is potentially represented in behavior such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both, relationships and outcomes (Thomas & Kilmann, 1974).

[171] As described earlier, according to conflict-resolution theory, a *Withdrawal* style is defined as a participant's absence of observable foci on both, relationships and outcomes, and potentially represented in behavior such as their absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference, thus generating three potential types of withdrawal sub-styles: a) *Short-Term Withdrawal* or the brief (i.e., temporary), observable absence of foci on both, relationships and outcomes; b) *Long-Term Withdrawal* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both, relationships and outcomes; and c) *Absence* or the meeting-long non-attendance and thus observable absence of foci on both, relationships and outcomes, on the part of an LT member (Thomas & Kilmann, 1974).

Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

Comparably, the *sensing (S)* LT members I observed showed high levels of *accommodation,*[172] *compromise-concession*, and *short-term withdrawal*, as well as the second-lowest levels of *control*[173] CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common sensing preference for gathering information and the facts, first through observation and inquiry during LT meetings, thus often observably reducing or delaying the person's participation or argumentation (Berens, Ernst & Smith, 2004; Briggs, Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001). On the other hand, the *intuitive (N)* LT members I observed showed the highest levels of *collaboration,*[174] *long-term withdrawal*, and *absence*, the second-lowest level of *accommodation*, and the lowest level of *compromise-concession* CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the

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[172] As described earlier, according to conflict-resolution theory, an *Accommodation* style is defined as a participant's sole observable focus on relationships (i.e., no observable focus on outcomes), and potentially represented in behavior such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation (Thomas & Kilmann, 1974).

[173] As described earlier, according to conflict-resolution theory, a *Control* style is defined as a participant's sole, observable focus on outcomes (i.e., no observable focus on relationships), and potentially represented in behavior such as their monopolizing participation, dominant decision-making, overemphasis on positions vs. interests, and/or overemphasis on team production vs. its members (Thomas & Kilmann, 1974).

[174] As described earlier, according to conflict-resolution theory, a *Collaboration* style is defined as a participant's clearly full, observable, combined foci on both relationships and outcomes, and potentially represented in behavior such as their promotion of shared leadership and decision-making, their clear emphasis on both the inclusion and production of other LT members, and/or their clear emphasis on shared interests first and individual positions second (Thomas & Kilmann, 1974).

common intuitive preference for brainstorming and exploring opportunities, thus often considering a diversity of options, seeming withdrawn as they entertain or generate ideas, being absent as they opt to address parallel needs, and recurrently presenting alternatives rather than simply seconding others' ideas (Berens, Ernst & Smith, 2004; Briggs, Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The *thinking (T)* LT members I observed showed the highest patterns of *collaboration* and the lowest patterns of *control* CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common thinking preference for logical decision-making, which, in the case of a consensus-building team effort, might have found clear reason in the facilitation of collaboration by providing others with the opportunity to contribute and thus not controlling (Berens, Ernst & Smith, 2004; Briggs, Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001). On the other hand, the *feeling (F)* LT members I observed showed the highest patterns of *absence-withdrawal*[175] CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common feeling preference for powerful value-based decision-making, sometimes inclining the person to focus on other relationships or groups of more or comparable value to them than

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[175] An important reminder is that, in my search for emergent trends, my data findings were based on individual counts of participant-behavior observations (e.g., the highest observation incidence of a CMB in one or a group of participants, potentially simultaneous to the lowest observation incidence of the same CMB in another or other participants, both with the same personality preference or mental function).

the LT members', and thus being absent from LT meetings (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The *judging (J)* LT members I observed showed the highest pattern of *collaboration*, the second-lowest patterns of *accommodation* and *short-term withdrawal*, and the lowest pattern of *control* CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common judging preference for structure over flexibility, which, in the case of a participatory-leadership, heuristic, consensus-building team effort, might have included the facilitation of collaboration or a focus on relationships and outcomes by providing others with the opportunity to contribute and thus withdrawing intermittently to avoid controlling (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001). On the other hand, the *perceiving (P)* LT members I observed showed the highest patterns of *absence-withdrawal* and the lowest patterns of *compromise-concession* CMB (see Table 27 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common perceiving preference for flexibility over structure, thus often spontaneously or seemingly randomly addressing a variety of needs and wants and being intermittently absent and engaged in the discourse of the LT, missing some meetings but being engaged in the meetings they attend (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

Function – CMB Relationship Findings

In this subsection of my chapter, I further explore my research question (i.e., the effects of personality type on the consensus-building performance of the LT) by clustering *personality-type function combinations* (i.e., S/N and T/F preferences) and discussing their theoretical and behavioral relationships to the corresponding CMB I observed throughout the LT-meeting performance of the participants of my study. In the data I presented in *Table 28: Summary of LT Mental Functions and CMB Relationships*, the behavior of the combined *intuitive-thinking (NT)* preferences I observed showed the highest pattern of *collaboration*[176] and *long-term withdrawal.*[177] Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common NT-combination preference for the exploration and pursuit of opportunities combined with logical decision-making, which, in the case of a consensus-building and systemic-change team effort, purposefully sought and promoted a focus on outcomes and relationships, but under a participatory-leadership paradigm, thus encouraging collaboration, but providing others with the opportunity to contribute, withdrawing intermittently to avoid controlling (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The behavior of the combined *intuitive-feeling (NF)* preference participants I observed showed the highest pattern of *absence-withdrawal*, the second-lowest pattern of

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[176] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[177] Please keep in mind the operational definition of 'LT Withdrawal CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

accommodation,[178] and the lowest pattern of *compromise-concession*[179] CMB (see Table 28 in

Chapter 3). Based on personality-type theory and on the complex nature of the consensus-

building modi operandi and systemic-transformation goal of the LT, the pattern of absence-

withdrawal was likely to have been stimulated by the common NF-combination preference to

consider and promote opportunities simultaneous with taking care of others by constantly

reassessing and reprioritizing what matters most to them and those about whom they care, thus

potentially re-orienting or distracting them from the work of the LT with other responsibilities

that had more weight for them then. The low patterns of accommodation and compromise-

concession, on the other hand, were likely to have been stimulated by the common NF-

combination preference for the exploration and pursuit of opportunities combined with value-

based decision-making, which, in the case of a consensus-building and systemic-change team

effort, could have naturally inclined them to ensure dialectic discourse and the inclusion of

everyone's input, perhaps purposefully limiting their accommodation and compromise-

concession behavior to procure a collectively-engaged and combined personal and team focus on

both relationships and outcomes (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995;

Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger,

2001).

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[178] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[179] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

Mental Function – CMB Relationship Findings

In this subsection of my chapter, I further explore my research question (i.e., the effects of personality type on the consensus-building performance of the LT) by identifying and clustering each *mental function* (i.e., dominant $S_{E/I}/N_{E/I}$ or $T_{E/I}/F_{E/I}$) represented in my sample and discussing their theoretical and behavioral relationships to the corresponding CMB I observed throughout the LT-meeting performance of the participants of my study. In the data I presented in *Table 28: Summary of LT Mental Functions and CMB Relationships*, the behavior of the *introverted-sensing (S_I) dominant*[180] LT members I observed showed the second-lowest pattern of *control*[181] CMB. Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common introverted-sensing dominant preference to learn facts and gather information privately, thus perceiving before reacting and analyzing facts before making and sharing associations, limiting their potential to control LT-meeting interactions or conversations (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The behavior of the *extraverted-intuition (N_E) dominant*[182] LT members I observed showed the lowest pattern of *compromise-concession*[183] CMB (see Table 28 in Chapter 3). Based

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[180] According to personality-type theory, an *introverted dominant-sensing (S_I) mental function* indicates that the most powerful cognitive activity of the person is perceiving details and facts, which s/he mainly keeps in her/his mind and regularly does not extravert. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his sensing preference, and that, when he/she perceives details or facts, s/he introverts (Myers et al., 1998).

[181] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[182] According to personality-type theory, an *extraverted dominant-intuitive (N_E) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his intuitive preference, and that, when s/he perceives intuitively, s/he extraverts (Myers et al., 1998).

on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common extraverted-intuition dominant preference for the public exploration and pursuit of opportunities, which, in the case of a participatory-leadership and systemic-transformation team effort, would have inclined them to publicly promote dialectic discourse, purposefully limiting their compromise-concession behavior (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The behavior of the *introverted-intuition (N$_I$) dominant*[184] LT members I observed showed the highest pattern of *long-term withdrawal*[185] and the second-lowest pattern of *accommodation*[186] (see Table 28 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common introverted-intuition dominant preference for the private exploration and pursuit of options and opportunities, thus combining introverted ideation that increases their likelihood to withdraw for extended periods of time with a constant search for better alternatives that limits their inclination to accommodate

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[183] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter.

[184] According to personality-type theory, an *introverted dominant-intuitive (N$_I$) mental function* indicates that the most powerful cognitive activity of the person is perceiving through intuition, which s/he most frequently keeps to herself. This mental function also indicates that, most often, when the person introverts, s/he does so through her/his intuitive preference, and that, when s/he perceives intuitively, s/he introverts (Myers et al., 1998).

[185] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[186] Please keep in mind the operational definition of 'Accommodation CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

(Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

And the behavior of the *extraverted-thinking (T_E) dominant*[187] LT members I observed showed the lowest pattern of *long-term withdrawal* CMB (see Table 28 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common extraverted-thinking dominant preference to think out loud, share their logic, promote their strategies, and seek their implementation, thus limiting their propensity to withdraw for extended periods of time (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Jung, 1923; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

Functions/Order – CMB Relationship Findings

In this subsection of my chapter, I further explore my research question (i.e., the effects of personality type on the consensus-building performance of the LT) by combining *personality-type function* (i.e., S/N or T/F preference) and *attitude/order* (i.e., J/P preference) clusters and discussing their theoretical and behavioral relationships to the corresponding CMB I observed throughout the LT-meeting performance of the participants of my study. In the data I presented in *Table 30: Summary of LT Functions-Order and CMB Relationships*, the behavior of the *sensing-judging (SJ) preference* combinations in LT members I observed showed the second-lowest pattern of *control*[188] CMB. Based on personality-type theory and on the complex nature

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[187] According to personality-type theory, an *extraverted dominant-thinking mental function* indicates that the most powerful cognitive activity of the person is judging based on logic, which s/he most frequently shares with others. This mental function also indicates that, most often, when the person extraverts, s/he does so through her/his thinking preference, and that, when he/she judges based on logic, s/he extraverts (Myers et al., 1998).

of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common sensing-judging preference to gather information in a systematic way and then focus on the organization of the data and the facts collected during LT meetings, thus limiting their initial inclination to control an interaction or argument during LT meetings, at least prior to their data gathering and analysis (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The LT-member behavior of the *intuition-judging (NJ) preference* combinations, all of whom happened to be *introverted*, showed the highest pattern of *collaboration*[189] and *long-term withdrawal*[190] CMB (see Table 30 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common introverted intuition-judging preference for the private exploration and systematic application of opportunities and options during LT meetings, thus combining a constant, introverted search for better alternatives that increases their propensity to withdraw for extended periods of time, but also focus on outcomes and relationships in a tentative, exploratory, but structured way to collaborate with a consensus-building team that promotes the generation of ideas and their systematic pursuit (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

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[188] Please keep in mind the operational definition of 'Control CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[189] Please keep in mind the operational definition of 'Collaboration CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

[190] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

The behavior of the *intuition-perceiving (NP) preference* combinations in LT members I observed showed the highest pattern of *absence-withdrawal* and the lowest pattern of *compromise-concession*[191] CMB (see Table 30 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common intuition-perceiving preference for recurrent, open-ended and flexible exploration of opportunities and options during LT meetings, thus inclining them to a constant search for better alternatives that increases their propensity to intermittently withdraw from the group, but intermittently engage fully and without conceding in the discourse and decision-making of the team (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The behavior of the *thinking-judging (TJ) preference* combinations in LT members I observed showed the highest pattern of *collaboration* and the lowest pattern of *control* CMB (see Table 30 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, these patterns were likely to have been stimulated by the common thinking-judging preference for logic-based decision-making and its subsequent implementation during LT meetings, thus making them powerful collaborators for efforts that make sense, about which they are well informed, and with which they have agreed, and subsequently also making them careful, non-controlling facilitators of the implementation of a consensus-building process (Berens, Ernst & Smith, 2004; Briggs

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[191] Please keep in mind the operational definition of 'Compromise CMB' offered earlier in the chapter (see the Preference-CMB Relationship Findings section above).

Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

The behavior of the *feeling-judging (FJ) preference* combinations in LT members I observed showed the second-lowest pattern of *long-term withdrawal* CMB (see Table 30 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common feeling-judging preference for the careful and systematic inclusion of others and the completion of consensus-building processes during LT meetings, turning feeling-judging LT members into a warm and loyal presence in the participatory-leadership efforts of a team (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

And the behavior of the *feeling-perceiving (FP) preference* combinations in LT members I observed showed the lowest pattern of *compromise-concession* CMB (see Table 30 in Chapter 3). Based on personality-type theory and on the complex nature of the consensus-building modi operandi and systemic-transformation goal of the LT, this pattern was likely to have been stimulated by the common feeling-perceiving preference for open-ended consensus-building processes that focus on values important to them and those around them, thus powerfully owning, promoting, and facilitating the participatory-leadership and systemic-change efforts of the LT (Berens, Ernst & Smith, 2004; Briggs Myers & Myers, 1995; Keirsey, 1998; Myers et al., 1998; Pascoe & Weist, 2002; Tieger & Barron-Tieger, 2001).

Summary of Observed Effects of Personality on CMB

Table 32 below is a graphic distribution of the personality effects on CMB I observed throughout my research and included in my discussion above. I charted these data based on my adaptation of Thomas & Kilmann's conflict-resolution theory distribution of CMB. Personality preferences, preference pairs, and/or mental functions in capital letters depict high representations of the corresponding personality cluster. Those in lower-case letters depict low representations of the corresponding personality cluster. On the other hand, personality preferences, preference pairs, and/or mental functions in bold depict the highest or lowest representations of the corresponding personality cluster. Those in regular font depict the second-highest or second-lowest representations of the corresponding personality cluster. Finally, a "D" or "d" nomenclature refers to a dominant mental function, and an "A" or "a" nomenclature refers to an auxiliary mental function. Subscript letters refer the extraverted or introverted orientation of the personality mental function. Superscript font indicates a consistent preference adjacency to the preference indicating a finding in the table.

Worth noting in the data distribution of Table 32 is their emergent preference cluster's compatibility to personality temperament theory. In 1998, David Keirsey[192] published research on behavioral patterns of preference combinations. Searching for discrete preference-pair applications, he identified discrete behavioral-homogeneity saturation in four pairs of personality preferences he called temperaments, namely, SP, SJ, NF, and NT, and labeled them Artisans, Guardians, Idealists, and Rationals, respectively. Interestingly, the data distribution in Table 32 depicts emergent preference-combination patterns for three of the four Keirsey personality temperaments (i.e., SJ, NF, and NT; the SP temperament was not represented in my sample).

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[192] Note that Keirsey's worked is pervasively referenced in each of the personality preference, preference-combination, mental-function, and mental-function and preference combination descriptions of this research study.

My observations of LT *S* preferences, all of which also preferred *J*[193] over P, showed

consistent *accommodation*,[194] *compromise-concession*,[195] and *short-term withdrawal*[196] CMB.

Keirsey (1998) labeled this temperament as Guardian, and Keirsey and Myers (1998) described it

as an individual's inclination to focus on the details and facts of their circumstances to monitor

whether the process and product their environment is generating is appropriate and structured. If

so, they are likely to approve them passively in contentment of a job well done, and they might

only intervene if they observe unacceptable flaws in the system. As depicted in Table 32, this

theoretical estimation is compatible with the LT SJ CMB I observed throughout my study, based

on SJ's likely approval of the LT's systemic and consensus-building modi operandi, thus

presenting SJ purposeful or seeming accommodation/compromise-concession CMB (i.e., in

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[193] In 1998, David Keirsey published research on behavioral patterns of preference combinations. Searching for discrete preference-pair applications, he identified discrete behavioral homogeneity saturation in four pairs of personality preferences he called temperaments, namely, SP, SJ, NF, and NT, and labeled them Artisans, Guardians, Idealists, and Rationals, respectively.

[194] As described earlier, according to conflict-resolution theory, an *Accommodation* style is defined as a participant's sole observable focus on relationships (i.e., no observable focus on outcomes), and potentially represented in behavior such as their recurrently agreeable or non-argumentative decision-making, overemphasis on harmonization vs. production, and/or hesitant participation (Thomas & Kilmann, 1974).

[195] As described earlier, according to conflict-resolution theory, a *Compromise* style is defined as a participant's observable, combined but stronger focus on relationships or outcomes, thus generating two potential types of compromise sub-styles: a *Compromise-Concession* sub-style for an observable combined but stronger focus on relationships, or a *Compromise-Assertion* sub-style for an observable combined but stronger focus on outcomes. A compromise style is potentially represented in behavior such as their democratic decision-making (e.g., voting), negotiation of positions with foci on gains and losses, and/or hesitant or limited emphasis on both, relationships and outcomes (Thomas & Kilmann, 1974).

[196] As described earlier, according to conflict-resolution theory, a *Withdrawal* style is defined as a participant's absence of observable foci on both, relationships and outcomes, and potentially represented in behavior such as their absence, late arrival, early departure, distraction during meetings, lack of participation, disengagement, and/or indifference, thus generating three potential types of withdrawal sub-styles: a) *Short-Term Withdrawal* or the brief (i.e., temporary), observable absence of foci on both, relationships and outcomes; b) *Long-Term Withdrawal* or the long (i.e., at least 45 consecutive meeting minutes), observable absence of foci on both, relationships and outcomes; and c) *Absence* or the meeting-long non-attendance and thus observable absence of foci on both, relationships and outcomes, on the part of an LT member (Thomas & Kilmann, 1974).

approval, letting the team continue its good work) and short-term withdrawal (i.e., in approval, providing the LT with space to move forward).

My observations of LT *NF*[197] preference combinations showed consistent *absence-withdrawal*[198] CMB. Keirsey (1998) labeled this temperament Idealist, and Keirsey and Myers (1998) described it as an individual's inclination to focus on relational values and opportunities, often searching for meaning in what they do and constantly seeking opportunities to connect with those meaningful to them, and, as often as possible, avoiding conflict in their relationships and environment. Their participation in activities is likely to be contingent on the value they are meant to address, and, if conflict is likely to occur, they might be inclined to disengage or withdraw. As depicted in Table 32, this theoretical estimation is compatible with the LT NF CMB I observed throughout my study, based on NFs' likely prioritization of the meaning or purpose for their involvement in the effort (e.g., their children, classroom, school) and/or their likely discomfort with their participation in a meeting that could generate conflict, in both cases eliciting their purposeful or inadvertent absence-withdrawal from the process.

My observations of LT *NT*[199] preference combinations showed consistent *collaboration*[200] and *short-term withdrawal*[201] CMB. Keirsey (1998) labeled this temperament

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[197] In 1998, David Keirsey published research on behavioral patterns of preference combinations. Searching for discrete preference-pair applications, he identified discrete behavioral homogeneity saturation in four pairs of personality preferences he called temperaments, namely, SP, SJ, NF, and NT, and labeled them Artisans, Guardians, Idealists, and Rationals, respectively.

[198] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the section (see SJ CMB discussion in this chapter).

[199] In 1998, David Keirsey published research on behavioral patterns of preference combinations. Searching for discrete preference-pair applications, he identified discrete behavioral homogeneity saturation in four pairs of personality preferences he called temperaments, namely, SP, SJ, NF, and NT, and labeled them Artisans, Guardians, Idealists, and Rationals, respectively.

Rational, and Keirsey and Myers (1998) described it as an individual's inclination to focus on the rationale for the opportunities they and others pursue, often seeking the logic of their work and the work of their system. If the rationale makes sense to them, they are likely to participate in an engaged way and follow the agreed principles and rules; if the activity or their participation lacks logic and does not make sense to them, then they are likely to argue against it or fully withdraw. As depicted in Table 32, this theoretical estimation is compatible with the LT NT CMB I observed throughout my study, based on NTs' likely focus on the logic or rationale of their involvement in the LT effort (e.g., the potential of systemic-change and consensus-building modi operandi) and their subsequent loyalty to the process and the team, in both cases eliciting their purposeful collaboration in the effort and interactions, as well as their long-term withdrawal in their likely attempt to provide the LT with space for the contribution of others.

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[200] As described earlier, according to conflict-resolution theory, a *Collaboration* style is defined as a participant's clearly full, observable, combined foci on both relationships and outcomes, and potentially represented in behavior such as their promotion of shared leadership and decision-making, their clear emphasis on both the inclusion and production of other LT members, and/or their clear emphasis on shared interests first and individual positions second (Thomas & Kilmann, 1974).

[201] Please keep in mind the operational definition of 'Withdrawal CMB' offered earlier in the section (see SJ CMB discussion in this chapter).

Table 32: Distribution of Observed Effects of Personality on CMB

Accommodation **S(J)** n, j, nf d:n$_i$		*Collaboration* **N, T, J** **NT, NJ, TJ**
Focus on ***Relationships***	*Compromise Concession* **S** **e, n, p, np, nf, fp** **d:n$_e$**	
ST Withdrawal **S(J)** j		
		Compromise Assertion
Absence **N, F, P, NF, NP**	*LT Withdrawal* **I, N, NT, NJ,** **D:N$_I$** **e, d:t$_e$,fj**	*Control* t, j, tj s, sj, d:s$_i$

Focus on Outcomes

Team Dynamic and Collective Data Findings Summary

In Chapter 1, I presented eight case studies as evidence of the effects of personality type on overall and consensus-building team performance. As I mentioned in Chapter 1, within these eight studies and in other literature I considered, I found no data presenting or suggesting the lack of effects of personality type on overall or consensus-building team performance. In addition, earlier in this chapter, I identified and presented likely and theory/behavior–informed effects of the personality preferences and mental functions of each of my study participants on my observations of their CMB throughout their interactions during fall-2005 LT meetings.

In this section of my chapter, I further explored my research question (i.e., the effects of personality type on the consensus-building performance of the LT) by identifying and discussing likely and theory/behavior-informed relationships between the personality-preference and mental-function combinations represented in my sample and their observable CMB.

Subsequently, with further confidence I am comfortable stating that, based on the literature review I presented in Chapter 1 and the data analysis and discussion I presented in Chapters 3 and 4, there is a likely and theory/behavior-informed pattern of effects of personality type on the consensus-building performance of this leadership team implementing systemic change in their educational environment.

Therefore, I am also further confident about the importance of research on personality type as the independent variable of my study for the three reasons I stated earlier and corroborated in my review: 1) personality is complex enough in concept and application to be easily misinterpreted or overstated and, thus, studying it could be helpful in understanding teams and their performance; 2) due to its inherent conceptual and practical complexity, personality functions and dynamics are often at play tacitly and could therefore limit a team's awareness and capacity for problem-solving about the nature of its relationships and collective performance; and, 3) based on the findings shown on Tables 10 and 11, as well as on the supporting literature and discussion I have presented in my work, personality is likely to be a consistent and instrumental variable of interactive dynamics and complementarities, and therefore a source of powerful strategies for the improvement of overall and/or consensus-building team performance (Berens, Ernst & Smith, 2004; Bond & Ng, 2004; Briggs Myers & Myers, 1995; Cohen et al., 1988; English et al., 2004; Gorla & Lam, 2004; Holton, 2001; Jundt et al., 2004; Jung, 1923; Karn & Cowling, 2006; Keirsey, 1998; Myers et al. 1998; Pascoe & Weist, 2002; Poling, et al., 2004; Reilly et al., 2000; Tieger & Barron-Tieger, 2001).

XVI. Recommendations

Based on the literature and data analysis I have conducted and presented in Chapters 1 through 4 of my dissertation, the following section lists brief recommendations for possible applications of my findings and discussions in pursuit of improvements to the forming, storming, and norming performance of the LT of the school district I researched, as well as potential enhancements to the performance of leadership teams implementing systemic change in their educational environments. My recommendations are divided into four categories subordinate to my work, namely, a) recommendations for the improvement of the ongoing work of the LT of the school district, b) recommendations for the planning and implementation of the work of other leadership teams implementing systemic change in education, c) recommendations to the Guidance System for Transforming Education under development and implementation by the LT during the fall of 2005, and d) recommendations for further research in the subjects of the effects of personality type on the consensus-building performance of leadership teams.

Recommendations for the LT of School District

I first recommend that the LT devote further resources, such as funding, space, and time, to the careful and purposeful study and understanding of team-member characteristics important to each of them and to the team (e.g., values, skills, knowledge, self-efficacy, interests, personality, paradigm, personal circumstances, leadership style, conflict-management style). This effort could be facilitated via self-assessment through reflection, self-developed instruments, psychometric-measurement instruments, and/or via team-assessment through formal fora for sharing and dialogue or through team-dynamic assessment instruments.

Second, based on the previous implementation of my first recommendation, I also recommend that the LT devote resources to the careful and collective development of team-

synergy knowledge and strategy in pursuit of a shared understanding and application of team-member differences as synergistic opportunities rather than problems to solve. This effort could be facilitated via formal LT-member discourse about members' self-defined profiles and the opportunities these could offer to the ongoing efforts of the LT, whether alone or in relationship to others' profiles, for both current and new LT members, as well as via the provision of strategic-information resources, such as team-building consultants or written/video team-development and conflict-management resources.

Third and in support of my first and second recommendations, I recommend that the LT assign a member or a group of members to lead and support the team-building and conflict-management focus and practices of the group in an ongoing basis. This could be pursued through the rotation of LT members for this assignment every term or academic year, and through providing them with the necessary leverage and resources to powerfully and creatively promote and facilitate the learning and planning of the synergistic development or conflict-management of the LT.

Fourth, based on the diversity of variables that I suspected during my observations could have affected the CMB behavior of LT members, as well as on the feedback I received from the participants of my study, I recommend that the LT devote more time and focus on further informing and including LT members in the design, development, and implementation of meeting patterns, schedules, agendas, and facilitation to promote and implement stronger participatory leadership and systemic transformation in the change efforts of the district. Devoting more time and focus on further informing and including LT members in the design, development, and implementation of meetings would also provide LT members with the

opportunity to voice in advance their concerns or limitations about the projected meeting patterns, schedules, agendas, and/or facilitation.

Fifth, I recommend an eventual follow-up session with the participants of this study and perhaps with the entire LT, to share and discuss my findings with them and leverage on the new knowledge or paradigm shift this exercise could generate for their enhanced development of team-synergy strategies. My recommendation would include simultaneously using this forum as a research mechanism to further corroborate, modify, and/or enhance the findings of this study. I would be glad to share what I have learned and facilitate the LT's exploration of team-building and conflict-management practice enhancements.

Recommendations for Other Leadership Teams

My first recommendation to leadership teams of systemic-change efforts in educational environments is to include as of their earliest stages of team forming and norming substantial resources, such as time, space, funding, a knowledge base devoted to the team learning, dialogue, and strategic planning of their relational dynamics and synergy opportunities. This could be accomplished by adding brief team-development exercises to the agendas of each of their meetings, organizing team-development or conflict-management training retreats, bringing internal or external consultants to facilitate the team members' learning about themselves and each other, about the opportunities this knowledge poses, and promoting and supporting a shared belief in the value of team-building and conflict-management practices.

Just like I recommended to the LT of the school district I researched, I secondly recommend that leadership teams in educational environments devote resources to the careful and purposeful study and understanding of team-member characteristics important to each of

them and to the team. Third, I also recommend that leadership teams devote resources to the careful and collective development of team-synergy and conflict-management mindsets and strategies in pursuit of a shared understanding and application of team-member characteristic differences as synergistic opportunities rather than problems to solve. And, fourth, I recommend that leadership teams assign a member or a group of members to lead and support the team-building and conflict-management focus, education, and practices of the group.

Recommendations for the Guidance System for Transforming Education

The Guidance System for Transforming Education (i.e., GSTE) is a non-prescriptive school-district systemic-transformation procedure the LT was prototyping in the school district I researched during the fall of 2005. The GSTE is comprised of five discrete phases of the change effort (i.e., assess readiness and negotiate an agreement; prepare the core team for the change process; prepare expanded teams for the process; engage in design of a new educational system; and implement and evolve the new system). Each of these GSTE discrete phases is broken down into a series of subordinate events (e.g., the "prepare the core team for the change process" phase is broken down into the following eight events: 5) select the participants for the core team, 6) create the core team dynamic, 7) capacitate the initial core team in systems design, 8) design, 9) identify competing change efforts, 10) evaluate openness to change, 11) evaluate the existing culture for change; and 12) design the process for expanding the core team Jenlink et al., 1998).

In addition, the GSTE suggests a list of continuous events meant for ongoing implementation throughout the entire transformation process for the purpose of taking care of systemic concerns of the change process. Some of the recommended continuous events related to the content of my study are: build and maintain political support, sustain motivation, develop and

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sustain appropriate leadership, build and maintain trust, evolve mindset and culture, periodically secure necessary resources, develop skills in systems thinking, periodically and appropriately allocate necessary resources, develop group-process and team-building skills, build team spirit, engage in self-disclosure, engage in reflection, build and evolve community, foster organizational learning, and build an organizational memory (Jenlink et al., 1998; Joseph & Reigeluth, 2005).

The GSTE also suggests process values under which the procedure was designed and suggests its implementation. Some of the recommended values related to the content of my study are: systemic thinking, inclusivity, stakeholder ownership, co-evolution, facilitator, process orientation, context, time, space, participant commitment, respect, responsibility, readiness, collaboration, community, vision, wholeness, language, conversation, democracy, and culture (Jenlink et al., 1998; Joseph & Reigeluth, 2005).

Based on my findings regarding the effects of personality type on LT CMB discussed above, I first recommend that the school district implementing systemic change interprets the GSTE values above under a paradigm that leverages the differences among their participating and overall stakeholders, in particular their core team and/or LT, as opportunities rather than problems. In other words, I recommend that their interpretation of the values I have listed above incorporate the understanding that a) a human system is comprised of a wide diversity of member characteristics (e.g., personality type, CMB), all of which, as contrasting as they may be, are not necessarily challenges but rather opportunities to strengthen the synergistic and systemic conception, assessment, agreement, team formation, training, design, development, implementation, and evaluation of the process; that b) the self-assessment and sharing of personal profiles, including team-member personality and other important characteristics,

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although time consuming and often seemingly already known, is a necessary and investment-worthy process though which facilitators of the process, LT members, and other participants can begin to understand, explicate, respect, and strategize for synergistic team process and product development; and that c) the complex task of a systemic-change effort and the intended participatory-leadership modi operandi of its members and facilitators can benefit instrumentally from preliminary deep self-assessment, from mutual sharing of its relevant characteristics with other core or LT members, from the collective learning of personal-profile taxonomies (e.g., personality-type theory, conflict-resolution theory, leadership-type theory), and from a synergistic approach to the systemic product and process of team work.

My second recommendation is that the continuous events suggested by the GSTE (i.e., particularly sustaining motivation, developing and sustaining appropriate leadership, building and maintaining trust, evolving mindset and culture, periodically securing necessary resources, developing skills in systems thinking, periodically and appropriately allocating necessary resources, developing group-process and team-building skills, building team spirit, engaging in self-disclosure, engaging in reflection, building and evolving community, and fostering organizational learning) incorporate the necessary support, resources, and tools to facilitate leader/participant self-assessment, mutual team-member knowledge, collective learning about team-dynamic theories and taxonomies, and the collaborative identification and development of synergistic strategies for stronger participatory-leadership, consensus-building, and synergistic/systemic team performance. This could be accomplished through strategies such as periodic team-building retreats and/or brief but regular team-building exercises that incorporate my recommendations above.

My third recommendation is that all GSTE events that include self-assessment, team formation, team building, and group-work evaluation efforts strategically incorporate the necessary support, resources, and tools to facilitate leader/participant self-assessment, mutual team-member knowledge, collective learning about team-dynamic theories and taxonomies, and the collaborative identification and development of synergistic strategies for stronger participatory-leadership, consensus-building, and synergistic/systemic team performance. The aforementioned events of the GSTE include:

Phase I: Assess and enhance the facilitator's readiness, establish or redefine a relationship with a school district, assess the district's readiness for change and negotiate a formal agreement.

Phase II: Select the participants for the core team, create the core team dynamic, capacitate the initial core team in systems design, evaluate the core team's openness to change, evaluate the existing culture for change, design the process for expanding the core team.

Phase III: Expand and build the decisioning team, select and build the design team, capacitate and enculturate the design team, redesign the change process.

Phase IV: Evolve mindsets about education, explore ideal beliefs and assumptions about education, select and build multiple design teams, explore ideal visions based on common beliefs).

Recommendations for Further Research

I first recommend further research about the effects of personality type on the conflict-management performance of leadership teams implementing systemic change in education. In

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particular, I recommend the study of self-perceived versus team-perceived personality and CMB and the effects that personality-type and conflict-management identity and image differences might cause on the dynamics and behavior of a leadership team. Comparably, I recommend the study of the cognitive and affective manifestations of personality and CMB, in addition to the physical, observable manifestations of these variables.

Second, I recommend an eventual follow-up session with the participants of this study and perhaps with the entire LT, to share and discuss my findings with them and leverage on the new knowledge or paradigm shift this exercise could generate for their enhanced development of team-synergy strategies. My recommendation would include simultaneously using this forum as a research mechanism to further corroborate, modify, and/or enhance the findings of this study. I would be glad to share what I have learned and facilitate the LT's exploration of team-building and conflict-management practice enhancements.

Third, I recommend that other variables, such as values, skills, interests, leadership style, politics, participant role in the educational environment, knowledge of the process, etc. that seemed to emerge throughout my study as potential or related, but powerful contributors to the CMB of LT members, be researched, both for an emphasis on the diversity of variables that need to be addressed or at least studied in a systemic change process, as well as for further exploration of the powerful but limited scope of the effects of personality-type on the consensus-building performance of a leadership team.

Fourth, I recommend that this work be followed by research on the effects of CMB and dynamics on the decision-making performance of leadership teams. I focused my study on personality type as its independent variable and on conflict-management as the dependent variable. Based on the data I observed, I suspect strong value and applications of further

knowledge about how conflict management can affect the consensus-building performance of a leadership team, particularly of those attempting to design and implement systemic change in their educational systems.

Chapter Summary

In Chapter 1, I briefly discussed some of the factors that contribute to the complexities of team formation, team dynamics, and team production, as well as basic knowledge on the subjects of personality, personality types, and personality measurement. I also reviewed literature and research studies about effects of personality type on consensus-building and overall team performance in pursuit of comparative assessment of consensus-building team performance as the dependent variable and personality type as the independent variable of my work.

In Chapter 2, I discussed the research methodology I implemented in my dissertation study. The chapter included brief descriptions of my research paradigm, my study design, the sample population for analysis, the data collection methods, and the inquiry issues identified in literature and the respective strategies I planned on implementing to address them.

In Chapter 3, I described the data I gathered for the present case study, including data relationships that could become possible causal associations between the personality type of key members of the LT and their consensus-building performance based on my observation of their conflict-management participation in their monthly meetings during the fall of 2008.

In Chapter 4, to further explore my research question (i.e., the effects of personality type on the consensus-building performance of the LT), I discussed the data I presented in Chapter 3, considered their relational patterns, and identified emergent findings and recommendations based

on relationships among LT conflict-management dynamics and between my sample's personality

types and the CMB I observed throughout their fall-2005 LT meetings.

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Appendix A: Sample Observation Data Recording Sheet

Demographic Information

Gender: Female ____ Male ____ / Race: Caucasian ___ Black ___ Latino ___ Other ___

Stakeholder group: Teacher___ Student ___ Admin.___ Parent___

                        Non-Teaching Staff___ Board___ Comm.___ Facil.___

Personality Type

Reported Personality Type ___ ___ ___ ___ Estimated Personality Type ___ ___ ___ ___

CMB

Most frequently observed CMB role: _____ (*notes_____*)

Reported frequent CMB role: _____ (*notes_____*)

Reported ideal CMB role: _____ (*notes_____*)

Focus on
Cooperativeness
or Relationships

Accommodation   Collaboration

Compromise Concession

Short-Term
Withdrawal

Compromise Assertion

Control

Absence
Withdrawal   Long-Term
Withdrawal

Focus on
Assertiveness or Outcomes

178
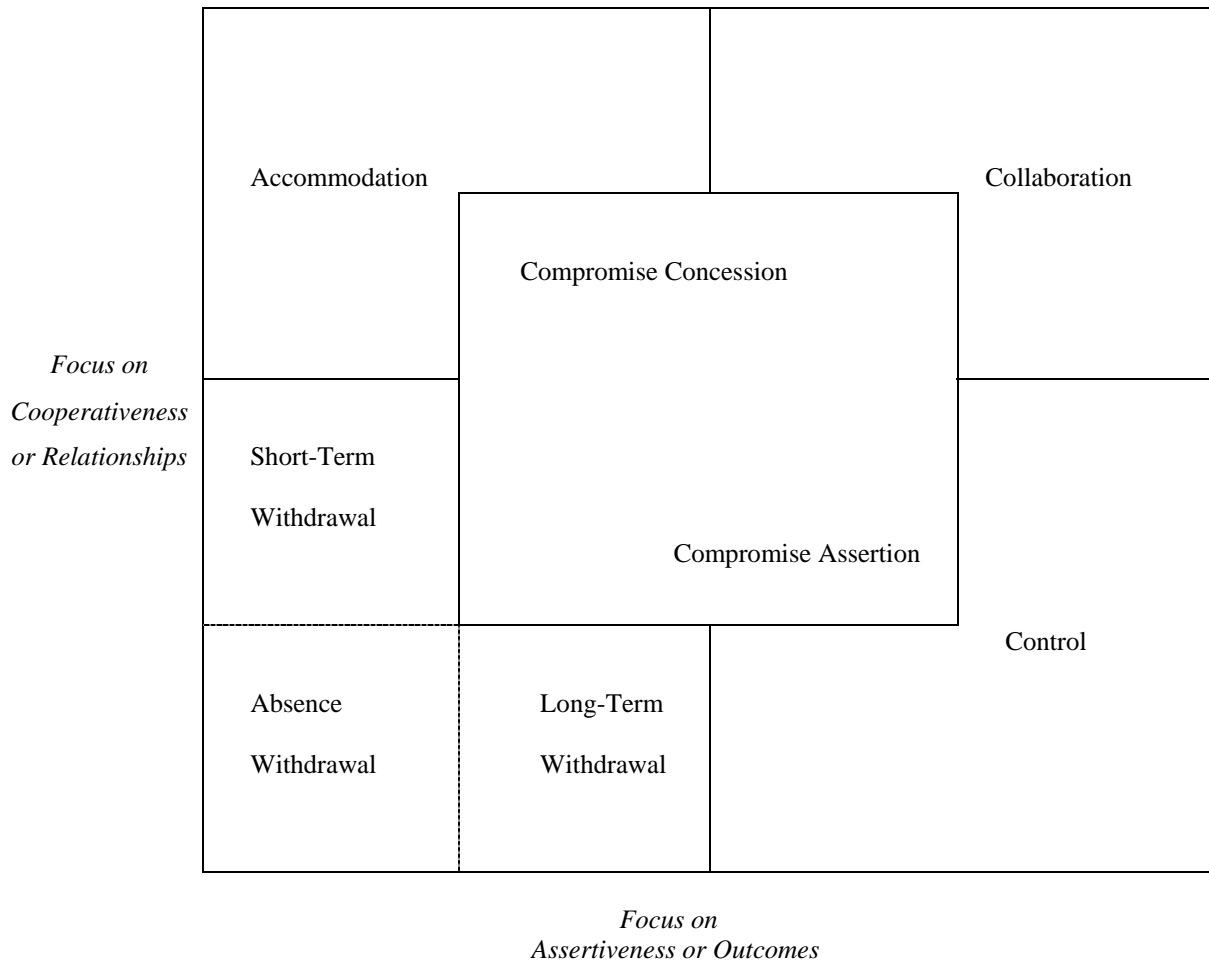
Appendix B: Sample Interview Protocol and Questions

Interview # _____

Interviewer _____ Date _____ Time _____ Place _____

Interviewee _____ District Role _____ Reported Type _____

The following interview protocol and questions have not been drafted as a transcript or survey. They have been generated as a sample of the type of follow-up conversation I intend to facilitate with participants of my case study before interviewing them for data-collection purposes.

Thank you very much for joining me today and for your willingness to participate in this study. Your input is instrumental to my work because of your participation in the LT of the School District. I will ask you a few questions I would like you to answer based on your own perceptions and experiences in LT meetings.

Based on Merriam's (2001) recommendations, some of my questions will be *hypothetical*, thus asking for your reaction to a potential situation, and others will be *devil's advocate* questions, requesting your feedback to alternative perceptions of our topic of discussion. I will also ask *ideal position* questions, trying to elicit from you an optimal scenario, and *interpretive* questions, through which I will be asking for your response to an alternative interpretation of things.

I would like you to consider our interaction today as an informal conversation, so feel free to comment or develop on your responses as you feel pertinent and comfortable. Based on your answers, I also might take the opportunity to ask follow-up questions.

Please know that all information I collect from you today will always remain confidential, and any characteristic(s) of yours (e.g., role in the District, personality type) I might use in writing or interpretation of my findings will remain anonymous at all times through the use of codes unidentifiable by readers or other researchers.

If you agree, I would like to audio-record our conversation so that I can focus entirely on our interaction today and, at a later time, transcribe and analyze the information I collect. Once I have processed the information I gather throughout my interviews, I would like to ask you to corroborate my typed data via email.
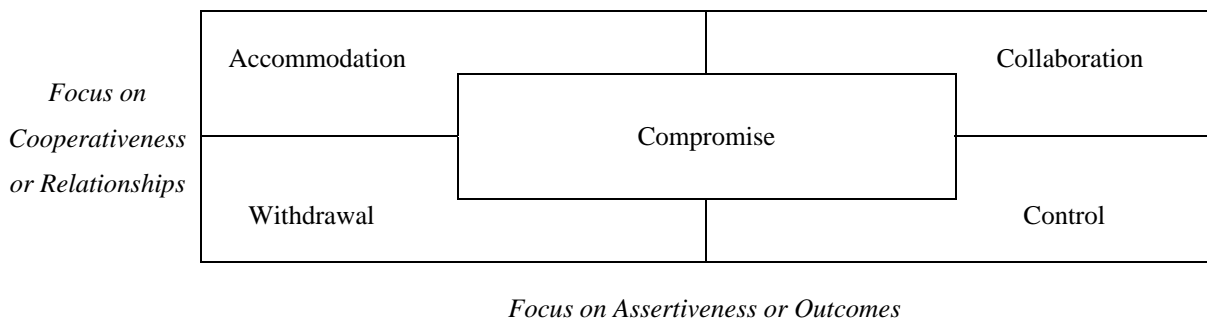
Do you have any questions before we begin?

<div align="center">Questions</div>

o What is your stakeholder role in your School District and how long have you been an LT member?

In 2005, you and other LT members completed the MBTI® instrument. Then, during an all-day LT retreat, I provided a group interpretation of the instrument and discussed its natural relationship to the Thomas & Kilmann (1974) Conflict Resolution Theory (CRT) depicted below. Do you remember?

o Try to remember LT meetings during which important team decisions have been controversial. Throughout the LT's deliberations, what would you say has been your average or most common CRT role (see the table below; Thomas & Kilmann, 1974)?

Accommodation		Collaboration
	Compromise	
Withdrawal		Control

Focus on Cooperativeness or Relationships

Focus on Assertiveness or Outcomes

o Ideally, and in an effort to help the LT function as effectively and efficiently as possible, what CRT role would you take during LT-meeting deliberations? If your most common and ideal roles are different, what impact do you think changing or maintaining roles could have on the LT?

o During LT deliberations and decision-making, what variables have affected your role choice and its implementation (e.g., past/present, personal/social, affective/physical/ cognitive)?

o What LT formation or operation changes could make a difference in your CRT role choice and its implementation?

The Myers-Briggs Type Indicator® refers to four personality-preference dichotomies:
   1) whether we are energized mostly by external or internal stimuli (i.e., E or I)
   2) whether we perceive typically through our senses or our intuition (i.e., S or N)
   3) whether we base our judgment mainly on logic or value criteria (i.e., T or F)
   4) whether we prefer structure or flexibility in our environment or activity (i.e., J or P)

o Your 2005 score was : ___ ___ ___ ___. Do you agree or disagree? Why?

o What would you say is your true type? True Type: ___ ___ ___ ___.

Daniel Pascoe Aguilar, Ph.D., M.Div.

sydpascoe@yahoo.com

CAREER OBJECTIVE

To support, serve, and instruct higher-education students and alumni in their academic, career, and professional development; to lead communication and collaboration systems among diverse professional, academic, service, community, and other system constituents; and to facilitate the analysis, design, development, implementation, and evaluation of university educational and service programs through eclectic competencies and professional/academic experience in program design and administration, instructional and counseling services, and cross-cultural integration and proficiency.

SUMMARY OF SKILLS & EXPERIENCE

- Over 20 years of successful professional experience directing and administering centers and programs, managing/supervising professional staff, and/or facilitating a diversity of direct services in the fields of Higher Education, Social Services, and Ministry

- Over 8 years of successful, progressive performance in career-service leadership, collaboration, administration, consulting, supervision, design, implementation, and evaluation at Indiana University, the University of North Texas, and Seattle University

- Over 20 years of public-speaking experience, presenting and instructing to multiple and diverse stakeholders of higher-education, social-service, city-government, and religious environments, including the instruction of 31 Indiana University for-credit college-level course sections

- Chaired over 100 sections of Indiana University for-credit career-development courses, leading, facilitating, and supervising the instructional analysis, design, development, implementation, and evaluation of 12 professional-staff and 5 graduate-assistant instructors

- Over 20 years of experience in the identification, procurement, cultivation, and facilitation of symbiotic and collaborative partnerships and relations among diverse system and network constituents in the pursuit of clients' career, social, and personal development.

- Over 20 years of career, crisis, and pastoral counseling and advising experience with multiple and diverse populations, in Spanish and English, in Distrito Federal and Michoacan, México, and in Pennsylvania, California, Indiana, Texas, and Washington, USA.

- Five years of successful, progressive performance in crisis-service leadership, collaboration, administration, consulting, supervision, design, implementation, and evaluation at the family-shelter placement and emergency-response center of San Francisco, California.

- Ten years of successful, progressive performance in youth-, family-, and congregation-ministry leadership, collaboration, administration, consulting, supervision, design, implementation, and evaluation among multiple and diverse populations, in Spanish and English, in México and the United States.

- Developed México-US bicultural integration and Spanish-English bilingual proficiency, as well as basic, progressive literacy and conversational competencies in French, including certification, experience, and confidence in the teaching of English and Spanish as a second language.

- Over 150 graduate credit hours in the fields of Educational Systems, Leadership and Organizational Behavior, Training and Instructional Design, General, Career, Crisis, and Pastoral Counseling, Instructional Technology, Qualitative Research, and Theology, Liturgy, and Ministry.

- Developed academic and professional interest and expertise in process consulting, leadership and management, systems design, and competency development, particularly in the subjects of:
  - Systemic transformation and systems thinking
  - Team dynamics and consensus building
  - Instructional design and implementation
  - Crisis, pastoral, and career counseling/advising
  - Vocational and professional development
  - Cross-cultural diversity and diversity in the work place
  - Ecumenical dialogue and interreligious discourse
  - Second language acquisition and instruction

EDUCATION & TRAINING

09/2009	Doctor of Philosophy (Ph.D.)
	(3.84 Overall Grade Point Average)
	Indiana University, Bloomington
	Major: Instructional Systems Technology
	Minor: Counseling
	Concentration: Organizational Behavior
	Dissertation: Effects of Personality Type on Team Conflict Management
12/2006	Master of Science
	(3.84 Overall Grade Point Average)
	Indiana University, Bloomington
	Major: Instructional Systems Technology
07/2002	Job & Career Development Coach Certification
	Career Planning & Development Network
10/2001	Qualification to Administer/Interpret the Myers-Briggs Type Indicator ®
	Consulting Psychologist Press
10/2001	Qualification to Administer/Interpret the Newly Revised Strong Interest & Skills
	Confidence Inventory ®
	Consulting Psychologist Press
05/2001	*Core Coursework of* Master of Business Administration
	(3.95 Overall Grade Point Average)
	Keller Graduate School of Management
05/1994	Master of Divinity
	(3.66 Overall Grade Point Average)
	Palmer Theological Seminary
	Concentrations: Liturgy and Hebrew
05/1990	Bachelor of Arts
	Universidad Autónoma Metropolitana, México City
	Major: Industrial Design
10/1987	Certificate in the Teaching of English (ESL)
	Instituto Anglo-Mexicano de Cultura, México City

2008-present   Executive Director of Career Services
Seattle University

2007-2008   Director (EO) of Alumni Career Services
Associate Director of Employer Relations & Alumni Services
University of North Texas Alumni Association (NT Exes)
University of North Texas Career Center

2004-2007   Senior Associate Director ← Associate Director of Student Services
Chair of the College of Arts & Sciences ASCS Courses
Indiana University Career Development Center
Arts & Sciences Career Services, Bloomington, IN

2001-2004   Senior Assistant Director ← Assistant Director
Indiana University Career Development Center
Career Counseling Services, Bloomington, IN

1998-2001   Program Director
Connecting Point, SF, CA

1996-1998   Assistant Director ← Crisis/Family Counselor
Connecting Point, SF, CA

1995-1996   Senior Minister
First Baptist Church, Del Rey, CA

1994-1995   Director of Youth
St. John's Presbyterian Church, Devon, PA

1992-1994   Pastoral Intern
Central Baptist Church, Wayne, PA

1992-1994   Youth Intern
Bryn Mawr Presbyterian Church, Bryn Mawr, PA

1985-1994   Song Writer & Singer
Independent, México City, México and Philadelphia, PA

1985-1990   Youth Counselor/Coordinator
Horeb Youth Group, México City, México

A C A D E M I C & P R O F E S S I O N A L P U B L I C A T I O N S

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Pascoe, D. (2004). *Q294 Basic Career Development.* An independent-study course guide. Bloomington, IN: Indiana University School of Continuing Studies Publishing.

Pascoe, D. (2004). *New performance appraisal system: Restructured communication and evaluation in support of career service providers.* Bloomington: IN, an *internal* professional publication of the IU Career Development Center and Arts & Sciences Career Services.

Pascoe, D. (2004). *Effects of career development instruction: Preliminary research on the impact of formal instruction as a career-service delivery method.* Bloomington: IN, an *internal* professional publication of the IU Career Development Center and Arts & Sciences Career Services.

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Keller, A., & Pascoe, D. (2002). Understanding your interests: What are your passions? In Martinez, O., Schrader, L., Pascoe, D., Van Dyke, J., and Weist, K. (Eds.), *Choices and Challenges: Charting your Career Path* (4th ed.). Bloomington, IN: Indiana University Custom Publishing.

Pascoe, D. (2002). *Personal profile: A career exploration instructional workshop.* Bloomington: IN, an *internal* professional publication of the IU Career Development Center and Arts & Sciences Career Services.

Pascoe, D., Pascoe, S. M., Grossman, J. R., Rodecker, J., & Sullivan, K. (in progress). *Effects of a career development course on college student career decision-making and self-efficacy.*

Pascoe, D. (in progress). *Career development for international students: Curricula on international career development, immigration, and cross-cultural processing.*

Pascoe, D. et al. (in progress). *Career action plan: A student-customized job-search-strategy instructional application.*

Pascoe, D., Watson, S., & Reigeluth, C. M. (in progress). *Capacitating design teams for a systemic change effort: A formative-research case study.*

Pascoe, S. M., & Pascoe, D. (in progress). *Personal Relationship Development theory: A personality-type awareness application.*

Pascoe, D. (2001). *Data design system: Restructuring a shelter placement & emergency referral system.* SF: CA, A CCS *internal* professional publication.

Pascoe, D. (2000). *Leadership and organizational behavior in a crisis center for homeless families.* SF, CA: A CCS *internal* professional publication.

Pascoe, D. (2000). *Temporary shelter: An alternative to the SF crisis on homelessness.* SF, CA: A CCS *internal* professional publication.

Pascoe, D. (1999). *Cycle of homeless: A statistical analysis of multiple-service-cycle families.* SF, CA: An CCS *internal* professional publication.

Taylor-Gaubatz, K., & Pascoe, D. (1998). *Early Intervention Program: Proposal for outreach services to the homeless.* SF, CA: A CCS professional publication.

Pascoe, D. et al. (1991). *Ver lo Invisible.* Original-song album. Ciudad Satélite, México: Medios Educativos, A.C.

Pascoe, D. et al. (1989). *Otra Oportunidad.* Song album. Ciudad Satélite, México: Medios Educativos, A.C.

ACADEMIC & PROFESSIONAL PRESENTATIONS

2008-2010	Career Services Systemic Design & Implementation (Pascoe, D. & Pascoe, D. et al.; approximately 20 presentations)	NASPA Conference, MPACE Conference, SU Trustees, Regents, Career Services Council, Career Services Group, Student Development Directors, College of Arts & Sciences Chairs, College of Science & Engineering Chairs, etc.
2008-2009	Meaningful Educational & Career Choices (Pascoe, D.; 7 presentations)	College Planning Day, SU New Student & Family Orientation, New Family Welcome Week, Highline High School
2008-2009	Career Advantages of a Second Language (Pascoe, D.; approximately 30 presentations)	Seattle University Modern Language Courses
2008-2009	Personality, Conflict Management, and Team Dynamics (Pascoe, D.; 12 presentations)	Association for Educational Communications & Technology, Seattle University Directors, Departments, Graduate and Undergraduate Courses, Student Groups, UNT Career Center

2008	Sustainable, Sustainability Networking (Pascoe, D.)	Collaborating for Sustainability Conference
2008	Integration of Sexuality Education in Theological Education Curricula (Pascoe, D., Pascoe, S. M.)	21st Century Challenges on Sexuality & Religion Conference
2008	Team Building and Conflict Management in Theological-Education Institutions (Pascoe, D., Pascoe, S. M.)	21st Century Challenges on Sexuality & Religion Conference
2008	Time Management and Team Dynamics (Pascoe, D.)	WA Girl Scout Administrators and Volunteers
2007	Conflict Management Seminar (Pascoe, D.)	UNT Alumni Career Services
2007	Diversity in the Workplace Seminar (Pascoe, D.)	UNT Alumni Career Services
2007	Alumni Job-Search Strategies Seminar (Pascoe, D.)	UNT Alumni Career Services
2007	Alumni Career Decision-Making Seminar (Pascoe, D.)	UNT Alumni Career Services
2007	Career and Professional Networking (Pascoe, D.)	UNT TRIO Program Reception
2007	Career Transitions (Pascoe, D.)	UNT Career Center
2007	New Career-Service Technologies (Pascoe, D., Donahue, P., Nickless, J.)	Bloomington Advisors' Council Conference
2006-2009	Effect of Personality Type on the Consensus-Building Team Performance of a Leadership Team: Ph.D. Dissertation (Pascoe, D. 1 pres.)	Association for Educational Communications & Technology, Instructional Systems Technology Conference, Dissertation Defense
2006	Career Development Course for International Students: Instructional Applications and Methods (Pascoe, D., Kreitl, B.)	National Career Development Association, and IU Career Development Ctr. and Arts & Sciences Career Services

2005-2007	Building Capacity Workshops for Systemic Change in Education: A Formative-Research Case-Study Analysis (Pascoe, D., Watson, S., 1 pres./conf.)	American Educational Research Association, Association for Educational Communications & Technology, and Instructional Systems Technology Conference
2005	Individual/Relational Development Theory: An Intervention Approach (Pascoe, D.)	IU IST Conference, and Association for Educational Communications & Technology
2005	Career Networking: Key-Note Speech (Pascoe, D., 1 speech per event)	IU Alumni Association Senior Night, and IU International Student Graduation Reception
2005	College Student Career Decision-Making and Self-Efficacy: A Career Course Case Study (Pascoe, D., et al.)	IU IST Conference, and IU Career Development Center and Arts & Sciences Career Services
2004-2005	Human Development Theory: An Instructional Theory (Pascoe, D.)	IU IST Conference, and Association for Educational Communications & Technology
2004-2005	Formative Research on Design-Team Workshops. (Pascoe, D., & Lee, S.)	IU IST Conference, and Association for Educational Communications & Technology
2003-2004	Evolution of Mindsets: A Literature Review (Pascoe, S.M. & Pascoe, D.)	IU IST Conference, and Association for Educational Communications & Technology
2002-2003	PRD Theory: An Applied Instructional Theory (Pascoe, S. M. & Pascoe, D.)	IST Conference, and Association for Educational Communications & Technology
2002	Career Exploration & Social Responsibility (Pascoe, D.)	Latinos Count Conference
2002	Leadership & Social Responsibility: Key-Note Speech (Pascoe, D.)	IU Golden Key International Honor Society: New Member Induction Ceremony
1996-2001	San Francisco Family Shelter Placement. Analysis, Interpretation, Recommendations (Pascoe, D., approximately 30 presentations)	SF City Commissioners, SF Family Shelter Consortium, SF Department of Human Services, Advisory Committee

1986-1996	Biblical Exegesis, Hermeneutics, and Homiletics (Pascoe, D., approximately 150 sermons)	Churches in México City, México, and Pennsylvania and California in the US
1986-1996	Christian Education / Biblical Studies (Pascoe, D., approximately 200 workshops)	Churches in México City, México, and Pennsylvania and California in the US

CO/EXTRA-CURRICULAR INVOLVEMENT

2009-Present	Chair
	Vocational Discernment Strategic Planning & Evaluation Committee

2009-Present	Member
	Seattle University Student Experience of Community Planning Committee

2008-Present	Chair
	Seattle University Career Services Group

2008-Present	Co-Chair
	Seattle University Career Services Council

2008-Present	Member
	Seattle University Vocational Discernment Work Group

2008-Present	Member
	Seattle University Liberal Studies Advisory Committee

2008-Present	Mentor
	Seattle University Redhawk Network Mentor Program

2008-Present	Mentor
	Seattle University Student Development Administration Mentor Program

2008-Present	Member
	SU Student Development Professional Development Committee

2008-Present	Member
	National Association of Student Personnel Administration

2007-Present	Mentor & Member
	Indiana University Alumni Association

2006-2008	Board Member of Change Division Association for Educational Communications & Technology
2006-2007	Member Racial/Religious-Bias Incident Teams Indiana University Student Ethics & Anti-Harassment Programs
2005-2007	Founder and Co-Advisor Association of Students for Careers
2004-Present	Co-Investigator and Team Member Systemic Change in Education Research Support Team
2004-Present	Member National Career Development Association
2004-Present	Member National Association of Colleges and Employers
2004-Present	Member American Educational Research Association
2002-Present	Member Association for Educational Communications & Technology
2001-2001	Group Facilitator IU Conversation on Race Program, Bloomington, IN
1997-Present	French Learner Self-directed learning through autodidactic instructional materials
1985-Present	Song Writer & Singer Independent performance, México, USA, Australia
1990-2006	Simultaneous Translator Diverse International Conferences, México and USA
1990-2003	Teacher of ESL/SSL Consultant, Phila., PA / Compass Community Services, SF, CA
1989-1990	Field Instructor Mazahua Ethnic Communities, Michoacán, México
1987-1991	Recording Artist Medios Educativos, S.A. de C.V. Distrito Federal, México