Touchy feely stuff
Work, learn and live

Who I am

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Senior Manager PwC Netherlands
Amsterdam Area, Netherlands | Management Consulting

Current
- Senior Manager at PwC Netherlands

Past
- Senior Manager at PricewaterhouseCoopers UK
- Analyst at Cartwright Consulting Ltd

Education
- University of Nottingham - Nottingham University Business School

Recommendations

Connections
- 217 connections

Websites

Twitter
adrianejones

Public Profile
http://nl.linkedin.com/pub/adrian-jones/13/3b5/116
Who we are – the assumption?

Who we are – the reality (almost)
Objectives

An introduction to models and theories that tell us how we:

- Differ;
- Learn;
- Respond; and
- Work together.

Jung – Psychological Types (1921)

Cognitive functions:
- Thinking (T) / Feeling (F)
- Sensing (S) / Intuition (N)

Two orientations:
- Extraverted (E) / Introverted (I)

Myers-Briggs added:
- Judging (J) / Perceiving (P)
Myers-Briggs - types

- **ISTJ**
  - Inspector

- **ISFJ**
  - Protector

- **INFJ**
  - Counsellor

- **INTJ**
  - Mastermind

- **ISTP**
  - Crafter

- **ISFP**
  - Composer

- **INFP**
  - Healer

- **INTP**
  - Architect

- **ESTP**
  - Promoter

- **ESFP**
  - Performer

- **ENFP**
  - Champion

- **ENTP**
  - Inventor

- **ESTJ**
  - Supervisor

- **ESFJ**
  - Provider

- **ENFJ**
  - Teacher

- **ENTJ**
  - Field Marshall

How we learn
The learning process

Unconscious

Competent

Consciously competent

Consciously incompetent

Unconsciously competent

Unconsciously incompetent

Learning (and working?) styles

<table>
<thead>
<tr>
<th>Style</th>
<th>Explanation</th>
<th>Main downside</th>
<th>Likely to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pragmatist</td>
<td>Relevance, want the answer</td>
<td>Miss the detail</td>
<td>‘Let’s just call them’, ‘Bring me solutions, not problems’</td>
</tr>
<tr>
<td>Activist</td>
<td>Variety, visual, learn by talking / on feet, participate</td>
<td>Wander off the agenda</td>
<td>‘Let’s take a step back a second’, ‘Let’s draw a picture’, ‘Walk with me’</td>
</tr>
<tr>
<td>Reflector</td>
<td>Analysis, thinking, lists, information</td>
<td>Slow at taking decisions</td>
<td>‘Let’s draw up a plan’, ‘Let me sleep on it’</td>
</tr>
<tr>
<td>Theorist</td>
<td>Links to theories, overall picture, logic</td>
<td>Over analyse</td>
<td>‘Let’s think about this’, ‘Let’s apply a theory’</td>
</tr>
</tbody>
</table>

Honey and Mumford learning styles

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How we respond

Kubler-Ross – grief, change, information

- Denial
- Blame others
- Blame yourself
- Anger/depression
- Moving forward

Mood/morale vs Time
Berne - transactional analysis

<table>
<thead>
<tr>
<th>You</th>
<th>Them</th>
<th>How a “child reacts”</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT</td>
<td>PARENT</td>
<td>Rebel</td>
</tr>
<tr>
<td>ADULT</td>
<td>ADULT</td>
<td>Tantrum</td>
</tr>
<tr>
<td>CHILD</td>
<td>CHILD</td>
<td>Sulk</td>
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<td></td>
<td></td>
<td>Petulance</td>
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<tr>
<td></td>
<td></td>
<td>Mope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Being bored</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Withdraw</td>
</tr>
</tbody>
</table>

How we work together (or not)
Chess - a team sport

Chess – we all have a role

<table>
<thead>
<tr>
<th>Piece</th>
<th>Importance – role in the team</th>
<th>Weaknesses/development challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>King</td>
<td>Leader: icon, direction, strategy, motivation</td>
<td>Respect: Maintaining respect</td>
</tr>
<tr>
<td>Queen</td>
<td>Warrior: Allrounder, who the competition fears, role model</td>
<td>Reliance: Doing too much, martyrdom, moving on to be a King</td>
</tr>
<tr>
<td>Bishop</td>
<td>Innovator (angles): Creative, technical whiz, cutting edge</td>
<td>Managing: Delegation, communication, management</td>
</tr>
<tr>
<td>Rook</td>
<td>Organiser (straight): Manager, ‘rallies the troops’, clear plans</td>
<td>Creativity: Missing the creative spark to drive the project</td>
</tr>
<tr>
<td>Knight</td>
<td>Adapter: flexibility, adaptability, strength in emergencies</td>
<td>Growth: moving on, leadership, management</td>
</tr>
<tr>
<td>Pawn</td>
<td>Worker: Workload, commitment, learning, unexpected</td>
<td>Limits: usefulness, experience, movement</td>
</tr>
</tbody>
</table>
Key messages

Sources and further reading

- http://www.businessballs.com/
- http://www.myersbriggs.org/
- www.peterhoney.com
- www.ekrfoundation.org
- www.ericberne.com
- www.ted.com

- Counselling for Toads: A Psychological Adventure, Robert de Board
- Working with Emotional Intelligence, Daniel Goleman
- Understanding Organisations, Charles Handy
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