

29

Partnering for the Future through Collective Wisdom and Action

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Background

Ms. Luu, Mrs. White, and Mrs. Wright-Fuller are partners in HSD Consortium based in the Washington Metropolitan Area. During the symposium we provided a design for implementing the plenary sessions in which the attendees focused on identifying areas research in which they were interested.

Objective

The objective of the plenary sessions was to raise the awareness of working together as a collective group and to establish research interest groups.

Process

The process was designed to promote full participation of all attendees. The plenary sessions took place on Wednesday and Thursday afternoons and Friday morning with report-outs to the larger body on Friday afternoon.

Wednesday provided a time for introduction and data-gathering for the attendees. An exercise identified who was participating in the sessions. The following groups were called out and members of the appropriate group were asked to stand. This gave everyone the ability to observe the richness of the symposium.

Following the identification of the groupings, Linda presented the Johari Window as the framework that would be used throughout the plenary session. It is our belief that we must widen the areas of common knowledge (Open Area) in order to begin working collectively on research.

The attendees were then challenged to consider what areas they were most interested in doing research with this body. We moved the plenary session to a reception where attendees were asked to board their areas of interest. Listed below are the topics which were boarded.

- Context Analysis of U.S. Mainstream news media of U.S. Racial Groups (Bev Kener, UH)
- Culture, type and approaches to conflict resolution
- Type motivation, goal orientation, and the process of individuation
- Type and Sexual preference
- Type and manifestation of prejudice
- INFP males
- INFP women

Table 29.1
Data Gathering Population

Sex																	
Males					Females												
23					35												
Age																	
Over 40					Under 40												
45					12												
Type																	
E		30		S		4		T		20		J		22			
I		23		N		49		F		34		P		30			
Profession																	
Students				8		Educators				31		Practitioners				17	
Researchers				0		Management				14							
State of Origin																	
Alaska				2		Finland				2		Mexico				2	
American Indian				1		Germany				1		New Zealand				1	
Australia				1		Hawaii				12		Philippine Islands				1	
Brazil				1		Japan				1		Russia				1	
Canada				2		Korea				1		United Kingdom				1	
Cuba				1		Malaysia				2		U.S. Mainland				23	

- ENTJ women and the other types
- INTP women
- Type creativity and leadership
- Type and client relations: types that last in consulting relationships
- Cross cultural interest area issues: Networking, reporting research, fostering global relationships
- Mating, dating, and type
- Type Culture and language learning
- Shelter population
- Pre-school identification of MBTI (translation)
- Effects of both culture and type on socialization of young children and effects of socialization and culture on type
- Native American issues, Alaska and song, profile, comparison with dominant culture, how minority experience may impact type
- Expression of type in different cultures
- Translation into Tagalog using Form G to (1) validate years of work and (2) identify a national "type"
- College student choice of major and learning styles

Continuation of the areas of interest boarded during the reception.

- Personality type and language learning
- Type and teacher/pupil interaction, including college level
- Dynamics of classroom management (cross cultural classroom)
- Status study of types in Micronesia
- Type and American subcultures

Table 29.2
Johari Window

	Things I know	Things I Don't Know
Things They Know	<p>OPEN AREA</p> <ul style="list-style-type: none"> * Free and Open Exchange * Increases as trust level increases * Personal and relevant information shared 	<p>BLIND SPOT</p> <ul style="list-style-type: none"> * Information the group knows about me that I'm not aware of * The way I say things or the style in which I relate to others
Things They Don't Know	<p>HIDDEN AREA</p> <ul style="list-style-type: none"> * Information I keep hidden from the group for fear if they knew my feelings, perceptions, and opinions in the group the might reject or hurt me in some way 	<p>THE UNKNOWN</p> <ul style="list-style-type: none"> * Things neither myself nor the group knows about me, e.g., interpersonal childhood memories

- How can the U.K. apply the learning to their subcultures
- Cross-cultural marriages
- Applications of toleration/valuing of differences in health care and education

We then grouped the topics of interest into smaller more manageable working areas. Upon meeting back with the attendees on Thursday we settled on four working research groups.

Culture and Type in research and Applications
 Education Action research Group
 Culture, Type, and Approaches to Conflict Resolution
 Leadership/Creativity

These four groups met for the remainder of the plenary session to discuss the following statements and present on Friday the outcome of their work. Each group used the following questions to frame their discussion:

- My interest in this topic is ...
- What we would like to see come out of this process regarding our topic ...
- Action steps for the future are ...

The reports of each of the groups follow:

MBTI Education Action Group

Background: We did not get to the research questions since these seemed to be too individual. Our present contribution can be seen as an attempt to plant seeds to get people to report how and when they apply type to meet different learning needs or different interaction needs, different ways of taking in information.

Interested in:

- How to make practical use of MBTI in different areas, different ways? especially in Education and therapy.
- How to use type theory so all types in classroom get equal opportunity.
- How to use type theory so as to communicate effectively.
- Getting specific student feedback on what works and what doesn't in class (with possibility of correlating this with type information).
- Providing style alternatives in the classroom.
- Making practical information available to peers.

Action Ideas:

- Develop repository of information to be a practical guide to help make teaching less type-centric
- Commit to sharing our experiences (including problems) with other groups

Ways to do the above:

- Journal of Psychological Type
- Column in Bulletin of Psychological Type (research or education), where we can send in 1-2 paragraph ideas and suggestions, or other professional journals, (cia type concepts)
- Check out Journal of Health Promotion

Research idea: Investigate the effects of socialization/education on type by having multi-cultural subjects/students do type test in different settings and/or in different language (and correlate these with ethnographic descriptions)

Need for qualification to administer the MBTI and interpret the results.

Need for translations.

There is a continuous need for teachers (and others) to be type conscious and to get continuous student feedback from teachers of various types. Need for observational matrix of behavior.

Education Research Group

Additional Actions which were submitted are:

I. Getting the word out

A. APT Bulletin article

1. Education column
2. Cross-cultural column
3. Research column

B. Other professional organizations

1. Make a commitment to submit proposals for conference programs
2. Network about type concepts
3. Publish in other journals

Members of this research group include:

Merilyn Armitage
 Kay Atman
 Daniel Lieu
 Mary McCaulley

Ray Moody
 Dede Osbourne
 Virpi Ponto

Anita Rogers
 Vesa Routamaa
 Marguerite Wood

Culture, Type, and Approaches to Conflict Resolution

1. My interest in this topic is:

- Training setting with theoretical support
- Practical theory-driven application
- Japanese cultural values in mediation styles
- Intercultural business communication and negotiation

2. What we would like to see come out of this process regarding our topic:

- Type as constructive use of similarity and differences
- Ways of combining personality and culture
- Practical ways to measure approaches to conflict resolution
- Personality/Culture connection
- Psychological type/culture conflict
- Sharing materials and source

3. Action steps for the future are:

- To come up with elements and factors
- Networks, keep in touch, share resources

Local resources

- Paper on Myers-Briggs applied to negotiation styles by John Barkai, University of Hawai'i, Law School
- Program on conflict resolution, Porteus Hall, University of Hawai'i
- PCR Working paper 1990-3 Susan Goldstein on Cross-Cultural Measurements of Conflict Management Style

Names of the members of this research group were not submitted with their report.

Culture and Type in Research Application—People and Themes

The group was not cohesive (subsurries). There were many other interests (co-culture) expressed. The question was raised would this be a working group. There was a struggle and deep concern around direction (passion).

There were questions around the terms "Culture/Type," in several ways contradictory?

- a. In US: Minorities, immigrants, gender, co-cultures
- b. International, multi-cultural situations (e.g. organizations)
- c. Individual type functionary across cultures (e.g. work/home/school)

Want applicable information:

- a. Bibliography and references
- b. Networking, getting others results
- c. useable type tables
- d. Anecdotal material as well as research
- e. Ways to position (hypotheses, issues, types, reactions)
- f. Use of the *Green Book* established by Mary McCaulley

Ongoing attentiveness to:

- a. Terms and usage
- b. How research is reported (cultures identified, sensitivity and awareness of author)
- c. Other cultural dimensions of research
- d. Definition of culture group (e.g. distinguish rural, urban)
- d. Ethical issues, e.g., appropriate groupings of terms
- e. Quality of data: self-validation (type, culture)

Need for several dimension clearinghouse/bibliography/communication

- Energized—we keep reinventing
- We need reasonable expectations
- APT, CAPT, APT X (1993), Bulletin of Psychological Type

Action Steps:

1. Identify cross-cultural interest area participants and activate
2. Develop working committee in cross-cultural domestic
3. Develop bibliography for type and culture publications
 - a. Get information from CAPT and Jerry Macdaid (culture breakdown, Bennett's)
 - b. Find out about Portland Institute for Inter-cultural communicating interest
 - c. Follow up with Ray Moody
 - d. Research CDROM databank
 - e. Make recommendation
4. Communicate Cowl Gellms or Sandra Eveloff
5. Activate Bulletin column for use of culture and type information dissemination. APT, CAPT, and Portland Institute

Members of this research group are:

Hilse P. Barbosa
 Charles C. Bovee
 Richard Brislin
 Barbara R. Dean
 Linda M. Decker

Zulaiha Ismail
 Irv King
 Laurie Lippin
 Ray Moody

Helen Pelikan
 Gail W. Rivera
 Anita Rogers
 Brian Twillman