Reflections on Teaching, Training and Coaching

Of Pictograms, Karate, Bicycle Gears and The Myers–Briggs Type Indicator

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by Frank Gomberg

Contents

1. INTRODUCTION

On Saturday, June 5, 2010, after the final day of this course, I took my wife Donna out for dinner. I went to the washroom to wash the ink off my hands (from all the notes I has assiduously taken). Just as I was poised to mistakenly enter the women's washroom, one of the staff suggested that I might prefer to go the men's room instead.

I was highly embarrassed by this gaffe. While pondering my humiliation and deciding whether to tell Donna about it, I realized that this has happened to me 5 or 6 times in the last 40 years. Why does it happen and what, if anything, can this tell us about teaching and learning?

I took karate for about 2 years and "progressed" in a desultory way to my third belt—orange. I was hopeless at the kata.

> A kata is a choreographed routine of sequential techniques performed along specified lines of movement, in which you defend yourself against multiple imaginary opponents. A kata kind of looks like a gymnastics floor routine using punches, kicks, strikes, and blocks instead of tumbling. It also resembles complicated dance sequences, which is why kata sometimes are called "dances of death." Each kata is a unit within itself, and each is designed to practice and demonstrate specific body movements. Some kata are slow and graceful, with long, sweeping movements, while others are fast, with short, hard movements. Some are designed to practice expansion and contraction of specific body muscles, and some are designed to practice

> control of breathing. All the kata practiced for competition by the major Japanese karate organizations have one ultimate test of correct performance: the point at which you begin must be the same point at which you finish. In karate kata, regardless of style, you can almost always sense beauty, coordination, and grace."[1]

Because I was pathetic at performing the kata, which comprised an important element of moving up the ladder of competence in karate, it became clear to me (and to my sensei[2]) that a black belt was as unachievable to me as becoming a gigolo.

I come from a long line of bicycle aficionados and riders. My father still rides at age 84 and my brother Ben runs the bicycling program for Mayor Daley in Chicago. My late brother Tooker was probably the pre – eminent bicycle – activist in Canada. I can competently ride a bike, but I cannot seem to understand the relationship between the gears on a bicycle. Does large gear usage in front and small gear usage in back require more pedal power on the cyclist's part—or is it the other way around? If you are going up a hill and you want to pedal fewer revolutions so that each pedal turn is less exhausting and more manageable, what gear ratio does one use? I am useless with the concept and I have never understood it. I can competently ride a bicycle up a hill, but each time I do it, I have to re-invent my approach.

In high school, I was incompetent in chemistry, physics and trigonometry. Eventually, with a lot of help, I was able to obtain an A grade in trigonometry. I wasn't as fortunate (in other words I was tortured) in organic chemistry and physics. My father equated teaching me organic chemistry to the Myth of Sisyphus—perpetually pushing an inert mass (me) uphill. This was very unpleasant for me and even more unpleasant for my beleaguered father.

What then can be said about the common elements of pictograms, karate, bicycle gears, physics and chemistry, at least as they relate to teaching someone like me? What can I extrapolate from these elements which may be of assistance to others? Does an instrument like the Myers-Briggs Type Indicator (MBTI) assist in understanding the focus of teaching, training and coaching a wide range of learners with different learning preferences, styles, dedications and proclivities?

I propose to focus on these themes in this essay and to project them through the lens of my personal experience – experience obtained as a graduate of a parochial Hebrew Day School in Montreal (I completed Hebrew high school); a graduate of McGill University (with a B.A. in English Literature); an Osgoode Hall Law School graduate (1977); a teacher of trial practice for the Advocates' Society and Osgoode Hall Law School (I am an Adjunct Professor of Law); and a father and teacher of three children. How can I be so hopeless at reading pictograms, at karate, at figuring out the intricacies of bicycle parts, at chemistry and at physics? The answer lies somewhere deep within the paradigm of how I take in and process information and how I see and adapt to what is transmitted to me. Part of this relates to communication between teacher and student, a loop which to be effective must continue as a loop. Is the student getting it and; if not, is the teacher getting that the student isn't getting it? Does the student think he's getting it when he isn't? We must ensure that the message is being received in an ungarbled way, for if the message is somehow

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1 Randall G. Hussell and Edmond Otis, *The Complete Idiot's Guide to Karate.* (Indianapolis: MacMillan USA, Inc. 2000) pp. 171 – 172.

2 Sensei means teacher. Ibid at p. 68.

distorted by the transmitter or by the receiver, then this is problematic. All of this is absolutely essential as a platform for great, or even for good, learning.

2. THE PICTOGRAM

What could be simpler than a pictogram or pictograph? A pictograph is defined as a "graph or chart with symbolic figures representing a certain number of people, cars factories etc."[3] It is also defined as "a pictorial sign or symbol".[4] One might ask whether there is any teaching or learning which transpires when pictograms or pictographs are employed. The answer is obviously "yes". When a stick figure with an apparent skirt is painted on or affixed to a door, then the obvious message is that entry is restricted to women. The problem arises when the pictogram used to denote women only is similar in design to the pictogram used to denote men only. The viewer or pictogram reader must make a quick assessment of whether the stick figure connotes women or men. When the reader or viewer is tired, or not particularly adept at reading stick figure representations, the decision which is made may be the wrong one.

The consequences of wrong decisions must always be assessed when the transmission of information is taking place. If the consequences are trifling, then it may not be critical for the teacher or pictogram designer to spend hours designing a perfect pictogram. Thus, if the imperfect pictogram somehow directs a tired Frank Gomberg into the women's bathroom, no-one is going to die, nor will this likely lead to serious injury or grievous bodily harm. However, such benign consequences don't always result from bad pictograms.

I was counsel to the Deria family. They lost their developmentally challenged 16 year son/brother on a school bus which burst into flames while Saeed Deria was on his way to school. Though the bus driver and the other children were successfully evacuated from the front door of the bus, Saeed refused to leave. He was probably terrified and no doubt didn't perceive the mortal danger confronting him. Eventually, the front end of the bus was engulfed in flames. The only way to access Saeed was from the rear of the bus—which bore a confusing set of pictograms demonstrating how to open the rear emergency door. It is obvious that a confusing pictogram can engender catastrophic consequences. The same can be said about pictograms dealing with peanuts (for those with anaphylactic reactions) or pictograms dealing with medical supplies. In the medical field it is particularly important that the same drug packaged in different doses be packaged differently so that a 10 times or 100 times dosage not be administered in error. It is equally important that the same drug in different dosages have some similar markings as opposed to a different drug packaged in different dosages. To put it simply, one should be able to visually distinguish morphine packaging from valium packaging. One should also be able to visually distinguish a package containing 10 milligrams of morphine from a package containing 100 milligrams of morphine. If pictograms are used in the context of emergency evacuation from planes, trains and school buses and in the administration of medication, then it is trite to state that it is mandatory for the "teachers" to ensure that the "learners" accurately learn. Anything less than perfection may be disastrous.

3 See www. Dictionary.com.

4 Ibid.

How then to ensure that teachers teach and learners learn? At least in the pictogram context, if the consequence is that Frank Gomberg is going into the women's washroom, the necessity for formative or summative feedback to Frank Gomberg is blunted by the triviality of getting it wrong. If the consequence of error is significant, such as not knowing what a stop sign is, or not knowing what a one way street is, then the driver's test must be designed to distinguish between those who know that a stop sign means stop and that a one way street means traffic only flows in one direction down that street, and those who don't get it. If no feedback is directed to the learner at the end of the driver's training course or during the licensing process, then we will have a lot of very dangerous drivers inflicting destruction on society. This is intolerable and engenders strict testing with summative feedback at the end of the process (pass or fail).

The same can be said of teaching rescuers to open emergency escape doors on school buses. Similarly, ensuring that the correct dosage of the correct drug is administered to the patient is critical. Coming close to opening the emergency door on the school bus or coming close to administering the appropriate dosage of morphine but mistakenly giving 5 times the dose is not good enough. Though 5 times the dosage is in theory not as bad as 100 times the dosage, it still constitutes a devastating mistake. As the colloquial expression goes, "close only counts in horseshoes and hand grenades". The degree with which precision is necessary, dictates the andragogical model to be employed and the testing to be administered to ensure that the students accurately learn what they have to learn.

About thirty years ago my uncle and aunt were lying under their newly washed electric blanket. Unbeknownst to them, the cleaning lady had reversed the controls, plugging David's control into Neysa's side of the blanket and Neysa's control into David's side. David got cold so he adjusted his control to warm. Neysa got warmer, so she adjusted her control to cold. Because David was getting colder, he further adjusted his dial to warmer. Neysa continued turning her dial down and David continued making it warmer—for Neysa. The warmer Neysa got, the colder David got. The colder he got, the warmer she got. Eventually somebody said something and the proper blanket controls were re-established.

This story is eerily similar to the one described by Professor Jerry Harvey in his management "sermon" entitled The Abilene Paradox.[5] In this vignette, an adult couple are sitting around drinking lemonade and playing dominoes with their adult daughter and her husband. The father thinks everyone is bored and suggests that they drive to Abilene for dinner. As it turned out, it was a 53 mile drive in a car with no air conditioning through 104°F heat to eat at a nondescript diner in Abilene, Texas. Although no-one wanted to go, none of the four expressed reservations, because each one thought that he or she was the only person who didn't want to go. As Professor Harvey put it:

> Here we were, four reasonably sensible people who—of our own volition—had just taken a 106-mile trip across a godforsaken desert in furnace—like heat and a dust storm to eat unpalatable food at a hole-in-the-wall cafeteria in Abilene, when none of us had really wanted to go. To be concise, we'd done just the opposite of what we wanted to do. [6]

5 Jerry B. Harvey, *The Abilene Paradox and Other Meditations on Management*, (San Francisco: Jossey – Bass Publishers, 1988).

6 Ibid. at p. 14.

It is imperative that when we are teaching something that is of actual real world importance (and most of what is taught must by definition fall into this category—or why teach it at all) there is feedback from student to teacher and real feedback in order to communicate to the teacher whether what is being taught is being learned.

Having the teacher ask the students whether they've understood something is probably the least effective way to determine whether the subject matter has been received and integrated by the student. Because of power imbalance in the classroom and because a student may be loathe to say in front of his classmates that he doesn't understand something (and ironically the other 25 students in the classroom who may not understand it don't want to say anything either), we now have an electric blanket or Abilene situation where the absence of communication becomes an impediment to effective teaching —learning. In fact, it's more than an impediment. The absence of effective feedback from students to teacher on whether the students get it, may be the biggest impediment to the students eventually getting it.

What then is the solution? To ensure that people learn the way to open the rear door of the bus in an emergency, there must be sufficient classroom discussion amongst students, bus drivers, police officers, firefighters, parents and members of the public training all of them that the way to open the rear door of a burning school bus is by turning the handle to the right (as per the pictogram), pushing a button (as per the pictogram) and pulling the door open from right to left (as per the pictogram). If this is the way to do it, then we must ensure that people know how to do it (have learned it). If they haven't, then someone will die (as Saeed Deria did). The same applies to the administration of drugs in hospitals. If in addition to pictograms, words can be added, then that is obviously helpful.

I am much better with words than with pictograms. If it says Men/Hommes on the bathroom door above or below the pictogram, then I won't walk into the wrong bathroom—ever. However, this consequence is trivial compared to the seriousness of not being able to open the rear door of a burning bus. In the bus situation, there had better be clear language and the clearest of pictograms. Anything less has the potential to manifest itself in death.

3. KARATE

I enrolled in karate when I was about 47 years old. This was done in order to cajole my son Noah (who was approximately 11 years old) and my daughter Jessie (who was approximately 9 years old) into a sporting activity that we could share. Noah was completely uninterested in sports and Jessie's interest level was only slightly greater. Both could ski and bicycle, but neither was particularly committed to participating in any sport on a recurring basis. I was an excellent athlete both as a child and as an adult. I have skied the steepest mountains in North America and I have played baseball and football competitively. I am easily able to ski through steep, complex mogul terrain. I am also able to hit a baseball and track a baseball through space while running. I can also catch the ball with my back to the infield. These are very difficult athletic feats which few can accomplish competently.

About 25 years ago, I attended an exercise class with my then 60 year old father. The leader was on a mat facing us. My father had no trouble following her when she demonstrated the exercises. If she touched her left knee to her right elbow, so did my father. Not me! I either touched my right knee to my left elbow (wrong) or my right knee to my right elbow (wrong) or my left knee to

my left elbow (wrong) or perhaps by chance my left knee to my right elbow (correct). This was entirely hit and miss. I didn't think much about my problem, but I resolved not to go back to that frustrating exercise class.

When Noah, Jessie and I began with karate, it became apparent that many of the moves and kata were taught by the instructor facing the class. Again, I couldn't get it. Jessie and Noah who are both far less athletic than I am, completely got it. I floundered. After thinking about my failure at exercise class and my failure at karate, I realized that I cannot learn things by having them demonstrated by an instructor who requires me to mirror what she is doing. I always hated dancing and I now realize why. This skill is also usually taught by having the student mirror what the instructor is doing. The better the neophyte mirrors what the master is doing, the more quickly the neophyte will progress towards master status. This is terrific in theory but problematic in practice, particularly when the student may not even realize that he has problems learning in a certain way. How could I tell my organic chemistry tutor (my poor father) that I had some visuo-spatial learning problem, when I didn't even realize it myself? Is the mirror-imaging "disability" that I suffer from and which I suspected at age 32 in my father's exercise class related to the karate kata experience (probably) and to my problems with physics and organic chemistry (possibly)?

It seems evident to me, as an occasionally deficient student, that when I am a teacher, I should assume that the students learn in multiple ways. I should also assume that some and perhaps many of them don't even realize that they may have diminished capacity, true incapacity, disability or even inability to learn in certain ways. I suspect that my exercise class/karate experiences, though a little unusual, are not completely atypical in academic circles as well. One person studying criminal law may learn best by lectures; another criminal law student may learn best by video presentations of components of the criminal justice system; another may learn best by power point presentations coupled with questions and answers; and yet another by other modalities. When I was in my final term in Third Year at Osgoode Hall Law School, I participated in Professor Alan Grant's Intensive Programme in Criminal Law. We had three hour academic seminars twice a week and each of us was placed with a principal for 10 weeks – either a Crown Attorney, a Defence lawyer or a Judge. I was placed with Judge Hugh Locke, a rookie Judge. Judge Locke asked me questions, listened to my answers, answered my questions and permitted me to silently sit in his chambers when very controversial and contentious issues were dealt with. This was the absolute best learning experience of my life. It integrated the seminars at the Law School (lectures, mini -lectures, student presentations) with talking to the Judge, listening to the Judge, preparing for the next court day by reading and watching what went on in court – all of this in a progression which made sense to me and in a real-time environment. My brother Avi who was 9 years behind me at Osgoode took the same Intensive Programme in Criminal Law. He too was placed with Judge Locke. Not surprisingly this was the best academic experience of his legal education.

In 2006, my wife Donna did the same Intensive Programme in Criminal Law—some 29 years after I did it. Again, not surprisingly, this was the highlight of Donna's legal education as well.

It is readily apparent that much can be learned and should be learned from such stellar programmes in order to transpose these highly successful teaching and learning tactics and strategies to other academic environments. Academic opportunities like this are all too rare and those who can embrace them when they are available ought to do so.

4. BICYCLES AND BICYCLE GEARS

There is a huge difference between teaching a skill – like riding a bicycle and teaching how the bicycle actually works. I am a competent and confident cyclist; however I have no idea how the gears on a bicycle work. Whenever someone tries to explain this arcane concept to me, my eyes glaze over and I revert to being an 18 year old incompetent trying (and failing) to understand basic concepts of physics and organic chemistry. Though I have taught Noah and Jessie to ride a bike, I have never to this day figured out how the gears work. Whenever I go cycling it is an exercise in experimentation to determine what feels right. If I'm going up a hill, I play with all the gear combinations until I get one (in an almost serendipitous way) which works best. I don't go through the gear options in an orderly way. I simply fly through the gear combinations the same way that I use the T.V. converter when I'm channel surfing. Though I'm a big fan of Lance Armstrong; though I've read about 30 books on Lance, Jan Ullrich, Marco Pantani and on competitive bicycle racing; though I know that Lance's pedal cadence is about 120 a minute and Ullrich's was about 90; and though I even know that this means that each pedal turn for Lance is less physically strenuous than each pedal turn was for Ullrich, I have no idea what gear ratios are and how that factors into the equation.

Obviously gear ratios and the relationship between the three gear rings on the front and the ten gears on the back—(in a 30 gear bike) can be explained to someone like me. It may be difficult, but it cannot be impossible. Without knowing how to explain it, it seems to me that a combination of methodologies holds the best prognosis. This would include:

i. reading about the theory of gears

ii. showing in words and diagrams the theory of gears on a power point presentation

iii. having some gears for everyone to handle in class

iv. having some bicycles for everyone to handle in class

v. going outside and riding bikes to see how the gears work

vi. having someone interesting like Lance Armstrong or his trainer or last year's Tour de France winner or one of the greatest cyclists in history explain the whole process in an entertaining video

vii. doing a debriefing

viii. having students describe what they've learned in a written essay of no more than 250 words

The essay would be important to determine whether the student has really understood how gear ratios, chain rings and revolutions per minute govern the movement of the bicycle. A short essay is much more accurate in determining whether the student has understood it, than asking individual members of a class of 25 to raise their hands if they don't get it. There is a clear

disincentive for anyone to self-identify as a deficient learner—assuming that all who don't get it actually know that they haven't gotten it. Far better to cover the methodological waterfront as suggested above and then to identify the non-learners by way of an essay. Those who still don't get it can be taught remedially in small groups or one on one—perhaps at that point identifying which learning approach works best for that individual student. This would maximize the chance that all 25 students in the bicycling theory class will complete the class able to understand and articulate gear ratios, chain rings and how they work.

5. THE MYERS – BRIGGS TYPE INDICATOR (MBTI) AND PICTOGRAMS, KARATE AND BICYCLE GEARS

The MBTI has received a lot of attention in the four LL.M. courses that I have completed. In my submission focusing on a student's MBTI profile is a poor substitute for true learner – centred teaching.

I re-took the MBTI on June 23, 2010. My profile is in the Appendix. When I completed the questionnaire, I found that I would have answered many of the 91 questions with "it depends", had such an answer been available to me. If one is confronted with two unsuitable answers and one picks the less unsuitable, then that is not a ringing endorsement of the legitimacy of the instrument. If a teacher of a class of 25 students obtains MBTI profiles on each (which is unrealistic in any event) then it seems that for the teacher to actually use the information, the clarity of the Reported Preferences would have to be known.

My MBTI is Extraversion-Sensing -Feeling-Judging (ESFJ). Though I am clear on the extraversion scale, I am less clear on the Judging scale, moderate on the Sensing scale and as slight as one can possibly be on the Feeling scale (without being typed a Thinker). Am I a Feeler or a Thinker? Does it even matter? I believe that if someone is trying to teach me, it is irrelevant that the MBTI profiles me as a Feeler and not a Thinker. I believe it equally irrelevant that I am an Extravert, a Judger and a Sensor. The reason that I believe this classification to be largely irrelevant is that in my view, teaching should be sufficiently well planned and delivered to appropriately educate all 16 MBTI categories of learners. Since it is time consuming and probably impractical to obtain MBTI profiles on all students in a Torts course or on all students in a Mediation Workshop, the teachers must instead assume learners of all types and use no shortcuts to be responsive to the learners in the course. Flexibility as a teacher is also divorced from any consideration of MBTI profiles. If what you're doing as a teacher isn't working, then try something else.

The use of a pre-course questionnaire is far superior as a planning "device" than MBTI could ever be. Examples of this abound. If I was asked about designing pictograms, knowing what I now know, I would urge the pictogram designer to employ multiple pictograms to show the same thing and to use words in addition to the pictograms. This would be broad enough to maximize the probability that the person "reading" the pictogram would get the point.

A pre-course questionnaire before the karate course would have elicited my difficulty with learning by mirroring. The teacher would have been alerted to the necessity of teaching me karate by standing in front of me and not facing me. The necessity for the teacher to use words to complement the demonstration of karate moves would also have emerged from the use of a pre-course questionnaire. All of this would have enhanced the learning experience—as long as the information obtained from the pre-course questionnaire was actually incorporated into the teaching methodology.

The same type of questionnaire could be used by the instructor who is about to teach students about bicycles and in particular, bicycle gears and gear ratios.

There are certain categories of knowledge that may only be transmitted in narrow ways. However, even in these areas, lessons can be learned from poor teaching techniques as applied to activities like karate and to discussing hardware like bicycle gears. Surgery is probably an art that must be taught by actually cutting. In terms of showing interns and residents how to do it, I submit that MBTI is far less important than recognizing that some surgeons in training may have the same mirroring problem that I have discovered applies to teaching me karate. The Professor of Surgery must recognize this and all of the MBTI profiles in the world won't help.

I probably read more than almost anyone I know. I read both fiction and non – fiction, and I can read for several days consecutively. I can also not read for a month and go on trips, go to movies or watch television. For Myers-Briggs to classify my focus of attention as Extraversion is highly suspect in terms of having any value to a teacher attempting to teach me anything.

I believe it to be true that one should know one's own preferred learning style in order to determine one's preferred teaching style.

I know that notwithstanding my ESFJ Myers-Briggs type, my learning style is eclectic. I think my teaching approach would also be described as eclectic. As such, I think that my teaching would naturally employ layering—saying and demonstrating the same thing in two or three different ways. When we teach trial practice at Osgoode Hall Law School, we do so by asking the students to read about advocacy, to watch advocates engage in the components of advocacy (opening statements, direct examinations, cross-examinations, re-examinations, objections and closing arguments) to themselves engage in advocacy exercises (subject to post-performance critique by the teachers), to watch themselves on video while engaged in these exercises (subject to instructor critique and self-critique) and then to re-try the advocacy exercise. This technique of layering in action is but one example of a highly effective instruction method, in the context of teaching future litigation lawyers how to master the skills of advocacy. My suspicion is that the same andragogical approach applies to teaching someone how to play tennis, or teaching someone how to effectively engage in karate.

If the MBTI extravert derives his energy from external sources and the MBTI introvert from internal sources, then I am clearly a hybrid or a "bi-vert". If the extraverts give feedback to the teacher and the introverts don't, then sometimes I'm an extravert and sometimes I'm an introvert. Once again, to inflexibly categorize is to miss the dynamic learning styles of most students. In failing to recognize this dynamism, we as teachers miss the wonderful opportunities for true learning—opportunities which are uniquely transformative.

When I was 10 years old, we were taught many things by way of memorization:

> Thirty days has September, April, June and November
>
> All the rest have thirty-one
>
> Except February which has twenty-eight
>
> And leap year coming once in four, gives February
> then one day more.[7]

This was a useful piece of information which has stood me in good stead for over 45 years. When we were taught this, there were no alternative approaches proffered. I suspect that some of my classmates had difficulties with memory work. As teaching was not as advanced then as it is now, there were no other ways that had been devised to convey this knowledge.

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7 See www.leapyearday.com/30Days.htm for another 73 versions of this poem.

Another memory and manipulation tool was converting Celsius to Fahrenheit (9/5 C° plus 32°). As such, 25°C equals 77°F (9/5 x 25°C = 45° plus 32° = 77°F). I was a capable converter, so it never struck me until I took this course that in the absence of another way of teaching this, some students may never learn it. Though I always scoffed at those who advocated converting Celsius to Fahrenheit by doubling the Celsius temperature and adding 30 degrees (I saw this as an inaccurate shortcut), I now see that slight inaccuracy is better than losing the student completely.

I recently read the book *The Spirit Catches You and You Fall Down*[8] by Anne Fadiman. I read it as part of my interest in inter–cultural disputes.

A close friend of mine who is a Professor of Medicine at University of Toronto and one of the foremost Paediatric Rheumatologists in the world, saw the book on my desk. He asked why I had the book. I told him. He told me that he requires that all his residents at the Hospital for Sick Children read the book. Just as it was a learning tool for me as a mediator (dealing with inter–cultural disputes), so too is it a learning tool for young doctors training to be rheumatologists (teaching them the sensitivities necessary to effectively communicate with patients of different cultural backgrounds).

It is apparent from my own experiences as a student and as a teacher that each student has strengths and weaknesses and that one student's strength will undoubtedly be another's weakness. To recognize this and to develop strategies, objectives, learning plans, curricula, rubrics and feedback modalities to reach a wide spectrum of students is the sacred role entrusted to those of us who aspire to be effective and compassionate teachers. Anything less is not what our students expect of those of us who engage in the noble art of teaching.

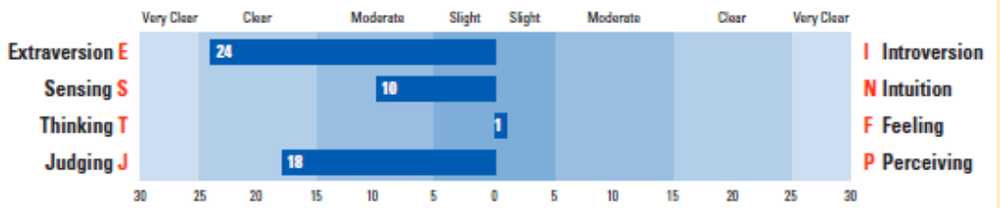
8 Anne Fadiman, *The Spirit Catches You and You Fall Down*, (New York: Farrar, Straus and Giroux, 1997).

mbti.

Myers-Briggs Type Indicator®
Profile

FRANK GOMBERG / ESFJ
June 23, 2010

Clarity of Reported Preferences: ESFJ



PCI Results Extraversion 24 Sensing 10 Feeling 1 Judging 18

Your type professional can give you more insight into your profile results as well as elaborate on the type description provided for you in the chart below. Does the description of your reported type seem to fit you? Many people find that their MBTI results describe them quite well. For others, changing a letter or two may help them discover an MBTI type that more accurately captures their personality. If you feel the characteristics do not fit you quite right, the person who administered the MBTI instrument can help you identify a better-fitting type.

Type Description: ESFJ

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	**ESFJ**	ENFJ	ENTJ

- Warm, sympathetic, and helpful
- Personable, cooperative, and tactful
- Conscientious and loyal; value security, stability, and tradition
- Focused on the present; make decisions based on experience and facts
- Uncomfortable with conflict; work hard to make sure it doesn't occur
- Focused on the needs of others; often uncomfortable with impersonal analysis
- Usually seen by others as sociable, enthusiastic, energetic, organized, and traditional

Each type, or combination of preferences, tends to be characterized by its own interests, values, and unique gifts. Whatever your preferences, you may use some behaviors that are characteristic of contrasting preferences. For a more complete discussion of the sixteen types, see the *Introduction to Type®* booklet by Isabel Briggs Myers. This publication and many others to help you understand your personality type are available from CPP, Inc.

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About the Author

Frank Gomberg

BA (McGill), JD (Osgoode), LLM (Osgoode), of the Bar of Ontario

Frank Gomberg was called to the Ontario Bar in 1979 and for 20 years acted principally for plaintiffs in wrongful death and personal injury claims. He represented families at a number of landmark Coroners Inquests, including the inquests into the 1995 TTC subway crash and the 1998 in-hospital death of Lisa Shore.

Mr. Gomberg was designated a Specialist in Civil Litigation by the Law Society of Upper Canada in January 1990. He resigned as a specialist in 2005 given his evolving practice to full-time mediator. He now spends all of his professional time mediating civil cases pending in the Ontario Superior Court of Justice. He has mediated over 3,700 such claims since he began mediating in 1995.

Mr. Gomberg is a graduate of the Harvard Mediation Workshop (1995) and of the Advanced Mediation Workshop (1996). He believes in the transformative power of apology as an element in mediated settlements. He has written a major research paper entitled "*Apology for the Unexpected Death of a Child in a Healthcare Facility: A Prescription for Improvement*".

Mr. Gomberg has taught Trial Advocacy for the former Ontario Centre for Advocacy Training (OCAT), The Advocates' Society, to law students at Osgoode Hall Law School and at Osgoode's annual Intensive Trial Advocacy Workshop (ITAW). He has lectured and written extensively on personal injury, mediation, negotiation and related topics. He has chaired or co-chaired numerous Advocates' Society, Law Society and Ontario Trial Lawyers Association programs.

He has taught for the Toronto Police Service and has been on many panel discussions on damages; settlement of civil cases at mediation; ethical considerations at mediation; strategies for success at mediation and related topics.

Mr. Gomberg is an avid downhill skier. He lives in Toronto, though he is a Montrealer at heart.

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