Virtual delivery and MBTI® type

Remote working and virtual learning have become integral to the way we run organizations and develop employee skills.

Whether or not they'd prefer face-to-face communication, people of all MBTI® types attend virtual training sessions.

If some of your trainees naturally prefer receiving information virtually and some don't, how can you make sure they're all getting the most out of your session?

Here are our suggestions for how you can make sure your virtual trainees are engaged, regardless of their MBTI preferences.

Extraversion

- Give them a chance to develop ideas through discussion with the other participants
- Allow unmuted verbal questions as well as interactive feedback
- Promote active participation in the process, as opposed to individual reading and solo assignments
- Create live interaction with other participants, showing their pictures and names where appropriate

Introversion

- Build in time for them to reflect and develop ideas internally before responding – this could be in the form of pre-work before the session and follow-up assignments
- Provide them with written as well as verbal information and instructions
- Give them the opportunity to work or reflect alone, in addition to group exercises
- Ensure that the training can take place in a quiet environment with protection from interruptions

Sensing

- Provide clear and sequential directions, information, and explanations
- Share concrete examples and practical applications for the topic
- Show appreciation for thoroughness and attention to detail
- Include ample specific data to back up their conclusions

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Intuition

- Allow room for flexibility and creativity in reaching the goals of the training
- Lay out the big picture and a framework that links the training objectives to the exercises
- Allow space for getting off topic, brainstorming, and developing new ideas that may lead to a richer learning experience
- Not insist on one "right" way but rather provide alternatives or allow room for exploration

Thinking

- Provide a logical explanation for the objectives
- Allow time for questions and analysis of the topic
- Build in opportunities for them to consider the pros and cons and weigh alternatives
- Provide a sense of fairness in how the rules and procedures lead to accomplishing the tasks

Feeling

- Incorporate feedback and recognition regarding progress and successes
- Make a connection showing how the topic impacts people and relationships
- Create live connections between participants during the training as well as follow up individually afterward
- Show respect for individual values and how they may impact their learning

Judging

- Provide structure, clear goals, and a schedule
- Stay organized and respect stated timelines
- Celebrate completion of tasks and reaching goals

Perceiving

- Make room for flexibility on the completion of goals, possibly in the form of pre- and post-training due dates that allow individual freedom within a larger time frame
- Recognize the value of spontaneous contributions to the training
- Make space for new information that may be relevant