

Know Thy Staff Lineup Activity: Facilitator Guide for Principals

Purpose: Knowing your staff is more than knowing personal facts. Leaders also benefit from understanding how people tend to gain energy, process information, make decisions, and approach their work. This activity gives your team a common language for noticing those differences without labeling people or suggesting that one preference is better than another.

Before the Activity

- **Send the assessment ahead.** Ask each staff member to [complete the MBTI assessment](#) before the meeting and bring their four-letter result.
- **Frame the purpose.** Make it clear that the goal is self-awareness and team awareness, not evaluation.
- **Set expectations.** A personality assessment is a starting point for reflection, not a definitive description of who anyone is. Participation in the lineup is voluntary, and no one has to share their letters.
- **Clear the space.** Clear a space where the group can form two lines facing one another across the room. You might want signs for each letter pair (see Pairs below).

Step 1: Introduce the Four Preference Pairs

Briefly introduce each pair at the start of the meeting. Keep it short; people will explore each one in the lineup.

Pair	What it describes	Left side	Right side
E / I	Where you tend to get your energy	Extrovert: energized by interaction, talking ideas through	Introvert: energized by reflection, thinking before speaking
S / N	How you tend to take in information	Sensing: concrete facts, details, what is happening now	Intuition: patterns, possibilities, the big picture
T / F	What tends to guide your decisions	Thinking: logic, consistency, objective criteria	Feeling: values, people impact, harmony
J / P	How you approach structure, planning, and flexibility	Judging: plans, timelines, closure	Perceiving: flexibility, exploring options, staying open

Step 2: The Lineup

For each dimension, designate one side of the room as one preference and the opposite end as the other.

Facilitation steps (repeat for each pair)

1. Name the two sides of the line and read the descriptions above for that pair, starting with E (extrovert) vs I (introvert).
2. Invite everyone to position themselves along the line based on their assessment result and/or where they feel they naturally fall. Participants do not need to stand at the extreme ends. Remind them that the goal is to notice preferences, not to place themselves in a fixed category.
3. Pause and look around. Notice where people are positioned, where the group is clustered, and where there is more balance.
4. Facilitate a short conversation using the questions below.
5. Repeat for S/N, T/F, and J/P.

Questions for the lineup conversation

- What do you notice?
- Where are we clustered? Where do we have balance?
- How might this preference show up in the way we work together?



Step 3: Make the Lineup Matter

The real value isn't finding out who has which letters. It's using what you noticed to better understand how your team can work together.

After each lineup:

1. **Hear from different points on the line.** Invite 2–3 people from different positions to briefly share what this preference looks like for them when they are working with others.
2. **Partner up.** Partner with someone positioned differently from you. Choose one of the real-world situations below and discuss how you might approach it differently. What might you need from each other to work well together?
 - Faculty meetings
 - Planning
 - Problem solving
 - Communication
 - Deadlines
 - Decision making
 - Classroom facilitation



3. **Share back.** Invite a few pairs to share one insight or takeaway with the group.
4. **Ask the key question:**
“Knowing what we now know about each other, what might we need to do differently when we work together?”

Prompts by pair

E / I	When we brainstorm in meetings, who is talking and who is quiet? What would help everyone contribute?
S / N	When we introduce a new idea, do we lead with specifics and steps or with the big picture? Who needs which first?
T / F	When we make a tough decision, how do we weigh the data against the impact on people?
J / P	Where do we need closure and deadlines, and where do we need room to explore before committing?

Examples to share

E and I: A team with many people toward E may process ideas through conversation, while colleagues toward I may benefit from seeing a question in advance and having thinking time before discussion.

J and P: A strong J group may want decisions, timelines, and closure quickly, while people toward P may want more room to explore possibilities before committing.

LEADER TIP

Don't use personality type to explain away behavior ("She does that because she's an INTJ") or to assign people roles. Use it to ask better questions about what different people may need to contribute at their best.

Step 4: Optional Closing Activity

Ask everyone to form small groups and share their responses to these questions:

1. One thing I want my colleagues to understand about how I work is . . .
2. One thing I can do to better support how others on this team work is . . .