

TypeCoach Verifier

RESPONSIBLE ENTHUSIASTIC
TALKATIVE SYMPATHETIC
WARM SENSITIVE
ATTENTIVE GENEROUS
ESFJ
AFFECTIONATE OUTGOING

Presented in Partnership With



DIFFERENTIATED
COACHING ASSOCIATES

ESFJs AS EDUCATORS

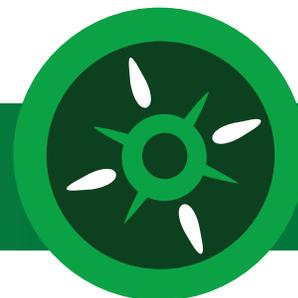
- While ESFJs make up almost 12 percent of the general population, they account for about 12 percent of teachers and 5 percent of school principals
- You'll find more of them teaching primary grades—in fact, they are the most common type for kindergarten and elementary school teachers. They also often choose special education or speech pathology. Many foreign language teachers prefer ESFJ, but they are evenly split between English and mathematics.
- They excel at creating a caring classroom community filled with active yet structured learning activities. Each student feels important as his or her individual needs are met. They teach with clear expectations and effective procedures, while conveying the importance of values and common courtesy. Adept at improving what works, they make good use of curriculum while adding proven structures and processes that bring student success.
- ESFJs thrive when their learning communities are structured and goal-oriented, yet put “faces on the data” so that action steps stay child-centered. They work best in a collaborative environment where support for each other is maximized while critique is minimized—they are already hard on themselves, constantly striving to meet the needs of every child.

EASY TO GET TO KNOW, SENSITIVE

Warm, high energy, talkative, and highly emotionally intelligent, ESFJs are the quintessential “people” people. They tend to develop instant rapport with and bring out the best in both students and colleagues. Energized by a highly social environment, ESFJs tend to require very little alone time. They are perhaps the easiest type to get to know. Often feeling things more deeply than others, their immediate emotional reactions can show up on their very expressive faces. ESFJs are also the type most gifted at “reading” the emotional state and style of others—and adapt their style to be most pleasing to whomever they are with at the moment.

CLOSURE-ORIENTED, STABILITY FOCUSED

ESFJs value closure, tradition and stability. Their tendency to ask lots of specific, concrete questions comes from their desire to reach full clarity and meet everyone’s needs. They work to provide clear expectations and structure to students, to be constantly productive, and to ensure that all their “ducks are in a row.” ESFJs are often the enthusiastic “cruise director” for family, friends, and coworkers, organizing traditions, celebrations, gifts, etc. ESFJs also tend to have a deep sense of duty and responsibility, and are fierce protectors of each student in their care.



TOP 10 THINGS TO KNOW ABOUT ESFJs:

1. They over-extend themselves to help others in concrete ways
2. They get visibly emotional—and smile and laugh easily
3. They dive into friendships and do not easily see the shortcomings of others
4. They love children from a very young age
5. They take things literally
6. Others describe them as friendly, nice, sympathetic, generous, outgoing, affectionate
7. They naturally excel at identifying others' personality and styles
8. They are very “put together” (clothes, hair, accessories, etc.) on almost any day
9. They share lots of information about their lives
10. They seldom require—or desire—long stretches of alone time

DETAIL-ORIENTED

ESFJs are detail people—and their classrooms reflect their deep understanding of pleasing yet efficient and exacting organization of people, space and things. They especially remember details shared in conversations and can often relay who said what, how it was phrased, and the order and flow of the conversation (not perfectly, of course).

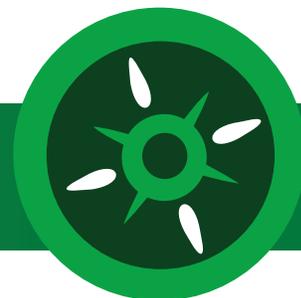
ESFJs THRIVE WHEN THEIR LEARNING COMMUNITY ____,

Values and cares for each person, not just the work they do

- Stays organized, on-track, and results-oriented, not agenda-less
- Keeps traditions and values in mind, not blindly adopting outside ideas
- Provides friendship and encouragement, not just work discussions
- Focuses on students as individuals, not just as test scores
- Emphasizes the social aspects of learning, not just study skills

EAGER TO PLEASE, CONSCIENTIOUS

ESFJs leave people feeling good about themselves and appreciated. They take great pleasure in contributing to others' happiness by helping in concrete ways. Their strong desire to be seen as nice, generous, and helpful makes them highly supportive and generous with their energy and time. ESFJs tend to thrive on regular doses of positive affirmation that show them that they are appreciated and liked as a person.



EXECUTION & PROCESS-FOCUSED

Watch an ESFJ at work in the classroom and you'll no doubt learn better ways of providing instructions, managing supplies, getting students' attention, encouraging while enforcing rules—in other words it's a caring yet "tight ship." Their best ideas involve taking an existing process, grasping the details, and then tweaking it for efficiency—not more "blank page" types of projects. They take existing curriculum and make it work for their students.

TOP 6 WAYS FOR ESFJ EDUCATORS TO REFRAME CONCLUSIONS ABOUT STUDENTS WHOSE TYPE PREFERENCES ARE OPPOSITE THEIR OWN

If you're thinking, "This child is anti-social. Should we be concerned?"

Reframe it as, some students are observers of reality, including people, for building rich mental models. For them, observation is interaction.

- Note that your personality type probably desires the most interaction with others. Instead of concentrating on the time these students spend alone, note whether or not their interactions are healthy when they choose to interact with other people.
- Remember that reading, and most other activities, in the presence of someone else, is interaction for some students, even if no one is talking.

If you're thinking, "This child is too critical and insensitive."

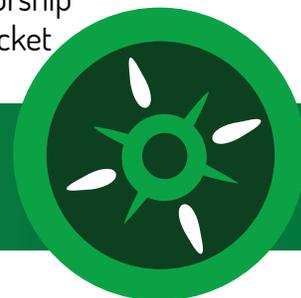
Reframe it as, some students naturally see how improvements can be made and assume others want that information.

- Teach them the 1:2 rule. For every criticism spoken, they need to add two positive statements.
- Help them rephrase remarks respectfully. For example, if they say something is stupid, ask, "Did you mean that it doesn't interest you as much as your own favorite activity?" Or, if they point out that something is being done incorrectly, ask, "Did you mean to inquire whether you could make a helpful suggestion?"

If you're thinking, "This child doesn't relate well to peers."

Reframe it as, some students look for peers who want to play with ideas.

- Some students may be quite content to have one good friend at a time that shares their current deep interest. Adults may need to help them find a special program to find a true peer.
- If a student craves deep information about an interest, they may need contact with adults or older teens for serious conversation. Work with your colleagues to identify online courses, mentorship programs, or hobby organizations that welcome both adults and students such as rocket builders or writers' groups.



If you are thinking, “This child doesn’t value other students’ thoughts and ideas.”

Reframe it as, some students share only their fully formed ideas, which means they may already have considered what others are currently voicing.

- Some students are quicker to see what is wrong with someone else’s idea than what is right. Challenge them to do the opposite, emphasizing that incorporating the best of someone else’s idea might produce even better results.
- Ask them to stay open to revising their own ideas, just as engineers and writers do. Emphasize that listening to other children includes comparing, contrasting and synthesizing ideas. Pair them with someone who also likes to critique (or yourself) and take turns.

If you’re thinking, “This child can’t take no for an answer. Everything is a debate.”

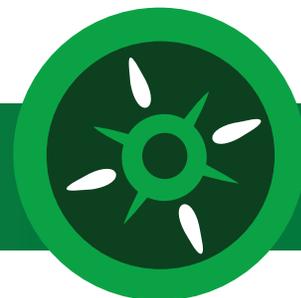
Reframe it as, some students simply enjoy the stimulating back-and-forth of ideas and are surprised that others view this as debate.

- Remember that Introverted and Thinking students have usually thought through their arguments before voicing them. You may need to think through the logic of your own argument before engaging with them. If they challenge you in front of others on a matter that is worth discussing, consider asking for written argument points for your later consideration.
- Adults can easily fall into the trap of arguing with these students when in reality there are rules, safety considerations or other factors that cannot change. Be careful of entering into a debate if you will not change your mind. These students will usually honor this if they know that you will engage when warranted.

If you’re thinking, “This child is lazy.””

Reframe it as, some students often pick up concepts in their entirety, which means that they may need less practice with basic skills than other students.

- Ask why the student is avoiding the work. If they say, “This is stupid,” ask them to demonstrate that they know how to do it. If there isn’t a challenging extension readily available, consider asking them to research what would be more challenging by searching the web or looking through books such as Good Questions Math Teachers Ask (Schuster and Anderson).
- When skills practice is necessary, help them find ways to make it more enjoyable. For example, there are musical scales exercises that are more like songs than simple scales drill. Or, give them the assignment of finding, say, an internet multiplication facts game that they would enjoy.

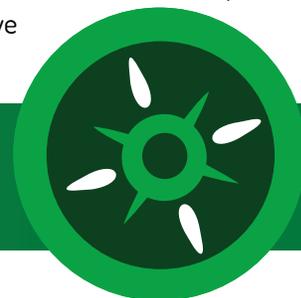


TOP 5 POTENTIAL ESFJ STRENGTHS

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| Reading People | ESFJs quickly associate a new person they meet with others they know well, and apply approaches that have worked in the past with the new person. Very little escapes their eye – they see subtle clues in body language and tone. |
| Building Relationships | When it comes to building and maintaining relationships, ESFJs give it their all. They have an incredible recall for personal details and they truly care about their friends and family – and it shows. |
| Execution | With an exceptional attention span and their ability to focus intensely for long periods of time, ESFJs have a natural ability to execute tasks quickly and efficiently. Once they get started, they get more and more driven and energized to complete all of the tasks involved. ESFJs are great closers and finish strong. |
| Loyalty | Trust is typically achieved by building a solid track record over a lengthy period of time with the ESFJ. Once trust is earned, ESFJs are incredibly loyal, which is often expressed with an unwavering sense of fairness and equal treatment. |
| Leading with Efficiency and Support | ESFJs excel at leading by meeting staff needs, providing support and necessary resources, often through the networks of people they've established over time. They handle tasks efficiently and predictably, enjoying the authority to make things happen. They respect and expect others to work within hierarchies. |

TOP 5 POTENTIAL ESFJ CHALLENGE AREAS

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| Setting Limits | With their drive to help everyone—students and colleagues and friends and family—ESFJs may not only over-extend themselves but may occasionally hinder those who need to help themselves. Encourage others to find their own solutions before providing help. |
| Allowing Flexibility | ESFJs like to stick to proven and tested procedures, especially when they know it works. They may over-structure assignments and thus decrease rigor. Find strategies that provide general rather than specific structures, give students choices, and emphasize thinking and creativity as well as productivity. |
| Prioritizing | ESFJs have a very strong work ethic, and want to jump right in and start getting things done. Successful ESFJs, before jumping in, ask which of the assignments is most important, and consider not only the short term but their long-term strategy. |
| Managing Conflict | ESFJs are passionate (and sometimes fiery). They report experiencing the emotional ups and downs of conflict very intensely. They care deeply about their ideas and beliefs and gradually learn to react less intensely during the course of their careers. |
| Balanced Decision Making | Because ESFJs are so naturally in tune with how they (and others) feel about things, they tend to make decisions that relying heavily on these feelings. Pausing before making important decisions to consider the pros and cons is key, as is speaking with other people who can help them gain this objective perspective. |



TOP 10 ACTIONS ESFJs CAN TAKE TO BECOME BALANCED

1. Deal with conflict sooner rather than later (that is, as soon as you've calmed down)
2. Develop your ability to enjoy longer stretches of alone time to reflect
3. If you are constantly running late, it's a sign your schedule is too packed
4. Prioritize your to-do list by importance every day and include unclear, not urgent but important items (i.e., longer-term strategies)
5. Find areas of your life where you can give up more control
6. When having an emotional reaction—delay your response or action
7. Whenever possible, do not impose HOW to do a task on others
8. Give constructive criticism early on—it doesn't get easier if you wait
9. Say “no” sometimes—you can't do it all, and others will understand
10. Partner with someone who is great at strategy and thinking “big picture”

STRESS TRIGGERS FOR ESFJs

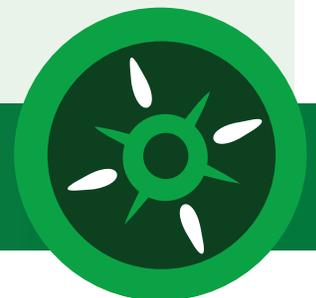
- Lack of control, especially over change
- Lack of information
- Being caught in the middle of disputes
- Violation of values
- Lack of emotional support or appreciation

ESFJs EXPERIENCING EXTREME STRESS

- Play the “martyr” or “victim”
- Increase their efforts to maintain control, overly bossy
- Become harsh, especially with those closest to them
- Suffer from extreme lack of self-esteem

STRESS SOLUTIONS FOR ESFJs

- Go to a new environment, interact with people, but do NOT discuss what is stressing you
- Engage in proper self-care—don't run on fumes when stressed
- Spend an evening with your closest same-sex friends
- Discuss challenges with a trusted advisor





Our Services



Education Consulting

We have over 20 years of experience with effective, sustainable professional development. Programs include differentiated instructional coaching, strengthening professional learning communities, improving mathematics instruction, and more.



Personality Type

Jungian psychological type is a powerful framework for ongoing development. Now that you understand your preferences through TypeCoach, learn to apply that knowledge to improve decision-making, communication, stress management, and more. Explore how this one framework provides a synergistic system for differentiating instruction, creating assessments, improving classroom management, addressing diversity, and more.



Team Building, Conflict Resolution, and Executive Coaching

In-person workshops, individual coaching and group coaching are offered. We are certified in a wide range of assessments, and have experience with both climate surveys and 360 feedback tools for customized services.



Emotional Intelligence

The EQ-i^{2.0} assessment tool compares you to a normative sample. What do your emotional intelligence results mean for your own development and for your organization? How do you compare to other leaders? Set a plan for developing these “soft” skills that are truly the hardest leadership competencies to master.



Intentional School Leadership

Intentional leaders understand that goals and plans are situational, depend on who they are, who they are leading, their current context, and more. Learn how to combine personality type, emotional intelligence and the research-based 12 Lenses of Leadership to create focused plans that will work for your organization—and thus ensure that today's solutions don't become tomorrow's problems!



Polarity Thinking

Often, ongoing, seemingly unsolvable problems are actually polarities—interdependent sets of values and solutions that, over time, need each other. Learn to use polarity thinking tools to change “either/or” into “and” thinking. Stop the resistance and debates and instead, channel that energy into moving together toward lasting solutions for issues such as standardizing and customizing, skills and high-level thinking, teacher accountability and support for growth, and more.