Impact of Personality Type on Group Learning in Pharmacy School
Stephanie Hunziker, PharmD and Remington Roy Pharm D Candidate

Background
• SIUE SOP uses team-based learning in nearly every classroom
• Minimal literature published address the ideal methods for creating student teams
• Previous studies used Clifton Strengths Finder and Basadur Problem Solving Profile
• Myers Briggs Personality Type Inventory (MBTI) is a 93-choice questionnaire that results in 16 different personality types
• P3 Skills Lab employs pairs of students for learning and exercises during the semester

Objectives
• Demonstrate the effectiveness of pairing students in pharmacy school with similar or different personality types based upon their MBTI code

Methods
Study Design:
• Descriptive study via survey
Study Sample:
• Included 61 P3 students who were in the fall and spring Skills Lab course
Group Formation:
• Students in the fall were placed in homozygous groups meaning they shared either the same traits or 3 of the same traits
• Spring semester was a mix of homozygous and heterozygous groups, heterozygous meaning completely different or sharing no more than 2 traits
Survey:
• Filled out 11 question survey in fall before and 17 question survey after fall or spring semester

Table 1 and 2: Fall And Spring MBTI

<table>
<thead>
<tr>
<th>Study Section</th>
<th>Total Number of Students [n=61]</th>
<th>Types of groups formed from MBTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Section 1</td>
<td># of Students Included</td>
<td># of Students Excluded</td>
</tr>
<tr>
<td>Section 1</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Section 2</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Section 3</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 2: Student Population Breakdown and Group Formation Semester 2

<table>
<thead>
<tr>
<th>Study Section</th>
<th>Total Number of Students [n=61]</th>
<th>Types of groups formed from MBTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Section 1</td>
<td># of Students Included</td>
<td># of Students Excluded</td>
</tr>
<tr>
<td>Section 1</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Section 2</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Section 3</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

Results
• 61 students in fall filled out pre-survey
• 28 students in the spring filled out the post-survey
• 92% of students slightly agreed or agree versus 44% slightly agree or neutral (4.4 vs 3.5 average) if satisfied with grade receive on pre-survey
• Mean values and rank distribution for the first 11 questions stayed the same (within 0.3 +/-)
• Students were neutral with the grade they received after the semester but six disagreed (21%) and seven slightly disagreed (25%)

Conclusion
• There was no positive or negative correlation between MBTI typing and influencing group formation in P3 Skills Lab
• Students are more open to being put into groups based upon personality groups
• Course instructors should judge carefully if this should be implicated into their classrooms
• More studies that include larger groups or more defined groups should be conducted before full conclusions should be made