

Chasing the faces in places and spaces: Exploring academics' MBTI preferences for knowledge management approaches and capacity-building strategies

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Drawing on the notion of multi-dimensional space as a set of places, this paper addresses how the various human personalities, or faces, interact differently within academic places. The research is based on a collection of in-depth qualitative interviews with selected academics in an Australian university's faculty of education, with particular reference to their individual preferences regarding the Myers Briggs Type Indicator[i]. The data reveal differences in how each individual, or 'face', constructs for herself or himself distinctive 'place' in order to perform the respective academic's professional duties. The paper discusses the implications of this diversity, the evolution of the relationship between physical and virtual places, and how this might influence institutions as places of learning and teaching.