

TypeFocus Certification Program

Participant Guidebook



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Module 1: Introduction

The purpose of this guidebook is to assist participants to understand the theory and application of personality type. You will need to have access to the MBTI[®] Manual; Third Edition as a reference (Myers et al, 1998; hereafter referred to as the Manual).

You may be able to borrow a Manual from a college or university career center or you can purchase your own at:

USA:
<http://www.capt.org/catalog/MBTI-Book-10107.htm>

Canada:
<http://www.psychometrics.com/product.aspx?productid=63&PriceCat=2&Lang=EN-US>

Used one from Amazon:
<http://www.amazon.com/Manual-guide-development-Briggs-indicator/dp/0891061304>

The TypeFocus Certification Program consists of several components:

- Guidebook with assignments
- MBTI[®] Manual
- Live webinars
- Your own TypeFocus mentor
- Two client debriefing sessions
- Final interview with a TypeFocus Master Facilitator
- Access to a TypeFocus Practitioners Forum

The Guidebook is free and available to anyone.

The MBTI[®] Manual has to be borrowed or purchased.

The webinars, mentor to help with assignments, assistance with debriefing, access to forum and final interview are only available to those participants who want to be certified as a TypeFocus Type Practitioner.

When a person becomes a Certified TypeFocus Practitioner, their contact information will be listed on our website to authenticate their standing. They will also be able to purchase any of our programs at a discount and offer their clients services through a website branded to their name.

The certification process itself will have no set time frame. To achieve certification, a person must:

- complete all assignments,
- debrief two clients using the TypeFocus program and
- demonstrate their mastery of the program content via the final interview.

Mentor assistance, professional forums and live webinars are available as supports but are not requirements.

The fee for certification is \$350 and some eligibility requirements exist; you can register at www.typefocus.com/certification beginning July 15, 2011.

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Module 2: Understanding Trait versus Type Assessments

Readings from Manual:

- Pages 3 – 8

Trait versus Type Assessments		
	Trait Assessments	Type Assessments
What do they do?	Measure – usually along a positive to negative scale	Sort – into two equally positive groups
Purpose of the assessment?	Evaluate and Choose Creates winners and losers	Describe and increase self awareness By definition – only has winners
Who benefits?	Organizations – helps them become more effective	Individuals – helps them to become more effective
Examples	SAT, eHarmony, HR typing test	Personality Type Indicators

Assignment #1

1. Given that personality type “sorts” rather than measures, why would it be inappropriate to hire someone based strictly on their type?
2. What value do type assessments have in an organization?
3. Would you interpret your client’s result differently if her preference clarity index for Thinking was 28 as opposed to 9? (Hint: see page 122.)

Module 3: Understanding Functions and Attitudes

Readings from Manual:

- Ignore pages 9 – 17 because they are not relevant to TypeFocus
- Pages 21 – 33

You will need to know the four functions (pages 23 – 25) and the four attitudes (pages 25 – 27).

Two definitions are important:

- Whole type Additive Approach
 - Dynamic character of all four type factors added together.
 - For example, an ENFP is different from an ENFJ.
- Type dynamics
 - Concept that one of the functions will be dominant and the other auxiliary with opposite attitudes.
 - For example, an ENFP's dominant will be extraverted Intuition; the auxiliary will be introverted Feeling.

The validity of type dynamics is in question, so it is recommended that you do NOT introduce type dynamic concepts (e.g. dominant and auxiliary) into any debriefing session. As you go through the manual, you can ignore any discussion that centers on type dynamics.

Further discussion on the validity of type dynamics will be found in Module 7: Psychometrics – Validity and Module 11: Discussion of the validity of type dynamics.

On the other hand, you need to know about type dynamics (pages 29 – 32) because the terminology is common in the literature and your clients and other type professionals may ask you about it. If you are challenged about type dynamics you can simply say, “The validity of type dynamics is in question, so I prefer to take a different approach.”

That different approach is called the “Whole Type Additive Approach” – or simply the “Additive Approach.”

It has two main advantages over the type dynamics model:

- easy to understand so your clients “get it” right away
- backed up by research so you are on solid ground

Assignment #2

1. Describe the difference between:
 - a. extraverted and introverted sensing
 - b. extraverted and introverted feeling

Remember, these descriptions are different from an Extravert who is Sensing or an Introvert who is Sensing. An ISTP is extraverting the Sensing function; an ESTJ is introverting the Sensing function. The purpose of this assignment is to challenge you to “really understand” these differences – if you find it hard, so will your clients.

2. Explain how working for 20 years as an accountant could influence the type results of an ENFP.

Module 4: Understanding Whole Types

Readings from Manual:

- Pages 35 – 102
- This chapter is not meant to be memorized:
 - skim it to gain a general understanding of the whole types
 - use it as a reference for specific clients for your own insights

Briefly review Table 4.25 (page 64) in the Manual to see what a narrative description looks like.

Your assignment is to create dynamic descriptions using the additive approach for the combinations listed below. The point of this assignment is to get you thinking how “whole type” is a product of the separate type factors.

Your clients will appreciate the clarity you will bring to their results when you can discuss their type in an easy to understand additive approach.

For example, an EF could be described as someone who is action oriented (E) and considerate of others' feelings (F).

You could expand on this: an EF will notice (E) when others are unhappy and want to help (F).

You could also add: EFs are quick (E) to care (F) and most people find them easy to talk to (E + F).

When you have developed the ability to quickly summarize your clients' results in this way, you can then tailor your debriefing to their situation. Imagine the different ways you could tailor your discussion depending on whether your client was a:

- student looking for career direction
- manager looking for better ways to lead
- teacher feeling burnt out
- police officer seeking help with stress

Assignment #3

Write narrative descriptions for the following type factors

1. IT
2. EFJ
3. INFP
4. INFP with a clarity preference index for F of zero.

Module 5: Administration and Interpretation

Readings from Manual:

- Chapters 5 & 6
- Ignore different MBTI® forms and scoring in Chapter 5 because they are not relevant to TypeFocus
- Ignore explaining type dynamics in Chapter 6

Note: with the increased use of the Internet some things have changed since the manual was printed:

- More importance is placed on providing good information to users so they know how to interpret their own scores, and since TypeFocus provides this level of information online, personally debriefing every client is not necessary.
- This also means that when clients are personally debriefed, they can get their results before the debriefings take place. TypeFocus lets you decide whether to allow users to see their results immediately or wait until you debrief them; it is up to you how you decide to do it.

The ethics of type administration include:

- taking the assessment is voluntary
- clients' results are confidential
- clients should be provided with enough information to understand their type results on their own
- clients should have the language skills needed for the assessment to be valid

Assignment #4

What would you say/do in these situations?

1. A parent wants you to type their 10 year old.
2. A person who struggles with English wants to be typed.
3. A manager wants you to type her employees and give her the results.
4. An ESTJ client says, "I think I'm a feeling-type."
5. An ESTJ client says, "I think I'm a balance between thinking and feeling. Can you be both?"
6. A client has preference clarity scores of near zero for all type factors.

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Module 6: Psychometrics – Reliability

Readings from Manual:

- Chapter 7 can be ignored except for Tables 7.14 and 7.15 for reference
- Note: Tables 7.14 and 7.15 are collapsed in Table 12.13 on page 298
- Chapter 8: pages 159 – 164

The reliability of Form G (Table 8.1) ranges from 0.82 to 0.86 for split-half correlations, which is considered “excellent” (Lawrence & Martin, 2001, p. 76).

Form M (Table 8.1) ranges from 0.89 to 0.92.

The reliability of the TypeFocus Type Indicator ranges from 0.88 – 0.89

These are very high reliability scores and indicate that the TypeFocus results will be consistent.

Demographics of the TypeFocus sample for reliability and validity statistics:

Sample Size	Age	Students	Ethnicity	Sex
720	School age (14-17): 15% College age (18-21): 53% Adults: (> 21) 32%	Students: 85% Non-students: 15%	White: 64% Black: 7% Asian: 5% Hispanic: 18% Other: 6%	Male: 38% Female: 62%

Assignment #5

1. What would you say to a client who is skeptical about the value of personality type assessments and asks, “Do these things really mean anything? I mean, if I took this test next week I could be totally different.”

Your answer should reflect the research that has gone into establishing reliability, but your challenge will be to express it without resorting to statistical jargon. This question will come up and you will do your clients a service by having a well-crafted answer.

Module 7: Psychometrics – Validity

Readings from Manual:

- Chapter 9: pages 171 – 196
- Ignore content on type dynamics: pages 203 – 219
- You don't need to understand what an ANOVA is beyond the fact that it is an inferential statistic that indicates whether different results are statistically significant. Multiple levels of ANOVA results can be confusing and specifics need not be memorized.

Validity means measuring what you think you are measuring; assessment tools need to demonstrate through empirical (i.e. scientific) studies that what they say they are measuring is in fact true.

The TypeFocus Type Indicator results correlate strongly with the Myers-Briggs Type Indicator® results:

- E-I continuous scores = .83
- S-N continuous scores = .80
- T-F continuous scores = .83
- J-P continuous scores = .83

These high correlations indicate that both instruments are measuring the same thing and therefore the research results based on the Myers-Briggs Type Indicator® can be applied to the TypeFocus results as well. This is why the Manual can be used with the TypeFocus programs.

The manual breaks down the validity measures for personality type into two categories:

- validity of the four preference scales and combinations (pages 171 – 203)
- validity of whole types based on type dynamics (pages 203 – 219)

The validity of the four preference scales and combinations is clearly demonstrated; the validity type dynamics is questionable. This topic will be covered in more detail in Module 11.

In the final analysis, type professionals don't have to come to agreement on this topic; we can agree to disagree . . . agreeably. However, TypeFocus does believe additive model has two main advantages over the type dynamics model:

- easier to understand so your clients "get it" right away
- backed up by research so you are on solid ground

Clarification of Correlations (see bottom left of page 174)

- For Tables 9.1 and 9.2, the researchers used the preference scores themselves. For example, the first E score on Table 9.1 is measuring the correlation of the scores for "warmth" with the preference scores for Extraverts. In this case it is .41 and therefore shows that the more extraverted a person is (as measured by the type preference score) the higher they score on the "warmth" factor of the 16 PFQ. If a correlation has no "sign" in front of it, it is deemed to be a positive correlation.
- Conversely, the higher the preference scores for Introverts, the less they score on the "warmth" factor. It is less because the correlation is a negative one: -.36.

For all the rest of the tables, the correlations are based on continuous scores. Continuous scores are created by adding the I, N, F or P preference scores to 100 and subtracting the E, S, T or J preference scores from 100.

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An Introvert with a preference clarity score of 20 would have a continuous E-I score of 120; an Extravert with a preference clarity score of 20 would have a continuous E-I score of 80.

So, a correlation between any variable and a type continuous score that is positive means that the variable in question is getting larger as the type factor is getting more towards the I, N, F or P end of the scale.

The opposite is also true, if a correlation with a variable is negative, it means that the variable in question is getting larger as the type factor is getting more towards the E, S, T or J end of the scale.

If personality type measures what it says it is measuring, then it should relate to other similar measures and that is what the correlation studies show in Tables 9.1 → 9.12.

To gain an appreciation of the validity of each of the type factors, one should peruse the tables and make sure the results make sense. The asterisks by the correlations indicate that the result was statistically significant and therefore one can assume that the results would apply to everyone. Where there is no asterisk, one can assume that there is no relationship.

In Table 9.1, warmth is positively correlated with Extraversion and Feeling; it is negatively correlated with Introversion and Thinking. There is no significant correlation with S, N, J and P.

This tends to make sense because an outgoing (E) and compassionate (F) person would likely score higher on a “warmth” scale than would an inner-directed (I) and logical (T) person.

From Tables 9.3 onwards, the correlations are between a variable and the continuous score. In these cases, one needs to keep in mind that positive correlations point towards the I, N, F and P factors and negative correlations point towards the E, S, T and J factors.

For example, in Table 9.3, dominance (as measured by the CPI) is negatively correlated with the E-I continuous scores. This means as dominance goes up, the continuous type score is going down – towards the Extraversion end.

This makes sense since dominance is related to one’s ability to get involved, take charge, and push one’s own agenda. All these traits would be predicted to be more evident in an Extravert than in an Introvert.

Over the years, a considerable amount of data has been gathered on the personality types of various occupations. Note the differences between these two type tables. (Macdaid et al, 1986, p. 231 & 234)

School Principals				Teachers: Art, Drama and Music			
N = 276				N = 213			
THINKING	SENSING	FEELING	INTUITION	THINKING	SENSING	FEELING	INTUITION
ISTJ	ISFJ	INFJ	INTJ	ISTJ	ISFJ	INFJ	INTJ
N= 70 %= 25.36	N= 13 %= 4.71	N= 6 %= 2.17	N= 24 %= 8.70	N= 12 %= 5.63	N= 13 %= 6.10	N= 20 %= 9.39	N= 9 %= 4.23
■■■■■■■■■■	■■■■■■	■■	■■■■■■■■■■	■■■■■■	■■■■■■	■■■■■■■■■■	■■■■
ISTP	ISFP	INFP	INTP	ISTP	ISFP	INFP	INTP
N= 7 %= 2.54	N= 7 %= 2.54	N= 3 %= 1.09	N= 3 %= 1.09	N= 4 %= 1.88	N= 7 %= 3.29	N= 26 %= 12.21	N= 10 %= 4.69
■■■	■■■	■	■	■■	■■■	■■■■■■■■■■	■■■■
ESTP	ESFP	ENFP	ENTP	ESTP	ESFP	ENFP	ENTP
N= 6 %= 2.17	N= 5 %= 1.81	N= 6 %= 2.17	N= 4 %= 1.45	N= 2 %= .94	N= 6 %= 2.82	N= 42 %= 19.72	N= 7 %= 3.29
■■	■■	■■	■	■	■■■	■■■■■■■■■■	■■■
ESTJ	ESFJ	ENFJ	ENTJ	ESTJ	ESFJ	ENFJ	ENTJ
N= 72 %= 26.09	N= 15 %= 5.43	N= 7 %= 2.54	N= 28 %= 10.14	N= 7 %= 3.29	N= 11 %= 5.16	N= 27 %= 12.68	N= 10 %= 4.69
■■■■■■■■■■	■■■■■■	■■■	■■■■■■■■■■	■■■	■■■■■■	■■■■■■■■■■	■■■■
Note: ■ = 1% of sample				Note: ■ = 1% of sample			
8623130				8629415			

Examining this type of data from the additive approach makes sense and is a good indicator of the validity of personality type for career counseling.

It is immediately obvious that principals are mostly ISTJs and ESTJs. These are random Google quotes for the role of a school principal with italics added:

- the School Principal is responsible for *identifying the expectations* placed on the school, *ensuring* that ministry and school district *guidelines* are being met, and for developing the overall teaching skills of the staff
- A principal is an individual who *directs* and *monitors* the academic and nonacademic activities within a school environment. The principal is the individual who *plans* and *implements* the daily *routines* within an educational setting.

From what you know of an E/I + S + T + J, you can see how the role of the principal will fit the strengths of these type factors added together in a holistic manner.

Art, Drama and Music teachers are mostly NFs with the majority being ENFPs.

These are random Google quotes from role of a drama teacher with italics added:

- Nervously “*making it up as I went along*”, once the students hit the laptops to do the research, I was really struggling with a way to *find an angle* that would get this assignment inside a 14-year old girl’s head and *make it interesting*. Hell, I was embarrassed (with myself!?) that I could only think of one costume designer off the top of my head (Julie Taymor – The Lion King), so how were my students going to find some? Well, they thought of the angle that I didn’t, of course. The “way in” was to think of a show (usually a musical with this gender and age-bracket) that you have seen and then recall the part you loved the most (set? costumes? lighting?), then research the designer for the original or local production and off you go! My lesson went from nowhere to everywhere in 15 minutes! *It was like a bullet train and before I could finish a cup of coffee* (woops!) I had students quietly discussing with others what they were doing. We had students researching set and costume designers for productions of Mary Poppins, Wicked (a popular choice), Hairspray and many others. Hearing students say “Hey, she’s won a Tony, what the hell’s that?” *cracked me up!* (Justin Cash)
- Dramatic Arts education is an important means of stimulating *CREATIVITY IN PROBLEM SOLVING*. It can *CHALLENGE STUDENTS’ PERCEPTIONS* about their world and about themselves. Dramatic exploration can provide students with an *outlet for emotions*, thoughts, and *dreams* that they might not otherwise have means to express. A student can, if only for a few moments, *BECOME ANOTHER*, explore a new role, try out and experiment with various personal choices and solutions to very real problems-problems from their own life, or problems faced by characters in literature or historical figures. This can happen in a *SAFE ATMOSPHERE*, where actions and consequences can be examined, discussed, and in a very real sense *EXPERIENCED* without the dangers and pitfalls that such experimentation would obviously lead to in the “real” world. This is perhaps the most important reason for Dramatic Arts in schools. (Matt Buchanen)

Also, you can see how the N + F (especially with E + P) would fit the role of a drama teacher.

This type of data supports the validity of personality type assessments.

Assignment #6

1. Define test validity in your own words.
2. Explain in non-statistical jargon how validity is measured.
3. What would you say to a client who states: “Aren’t these tests just psychobabble? Are they any better than horoscopes? Do they really measure anything?”

Your answer should reflect the research that has gone into establishing validity, but your challenge will be to express it without resorting to statistical jargon. This question will come up and you will do your clients a service by having a well-crafted answer.

Module 8: Career Counseling

Readings from Manual:

- Chapters 10, 11 & 13 have great content but are beyond the scope of this guidebook
- Chapter 12: pages 285 - 324
- Content on type dynamics (starting on page 317) can be read with reservations. For instance, the statement on page 317, bottom right of page, that: "Type dynamics can be used to improve career decision making. For example, dominant extraverted Intuitives (ENTP and ENFP) ..." You can arrive at the same conclusions/insights by the additive approach through examining the E + N + P characteristics in a holistic fashion. As well, on page 319 (bottom right) the topic of development states "that each type has an 'ideal' order of development over time." Since there is some question about the validity of type dynamics, the additive approach would simply state: over time people mature and develop their less preferred functions. Tables 12.30 → 12.33 have excellent descriptions and should be read but, again, the type dynamics part of the content can be simplified by the additive approach.

All of the content in this chapter is valuable. A practitioner's task is not to memorize any specific set of facts, but to understand where type insights fit into the broader aspects of career counseling.

The classic career explorer has to answer these three questions:

- Who am I ... really?
- Where am I going?
- How will I get there?

The role of the career counselor can then be defined in this manner:

- Help your clients understand themselves through reliable and valid assessments
- Based on that understanding help them to set career/education goals, and
- Based on those goals, help them to make plans.

Table 12.19 on page 302 is especially valuable; it demonstrates how every type can do any job.

Interests (starting on page 307) and values (starting on page 312) round out the assessments incorporated into the TypeFocus Careers program.

Both of these TypeFocus assessments have been adapted from the O*NET instruments and are reliable and valid. For the full psychometric properties of the original assessments see:

Interest Assessment:

- http://www.onetcenter.org/dl_files/IP_RVS.pdf
- http://www.onetcenter.org/dl_files/SecondOIP_Summary.pdf

Values Assessment:

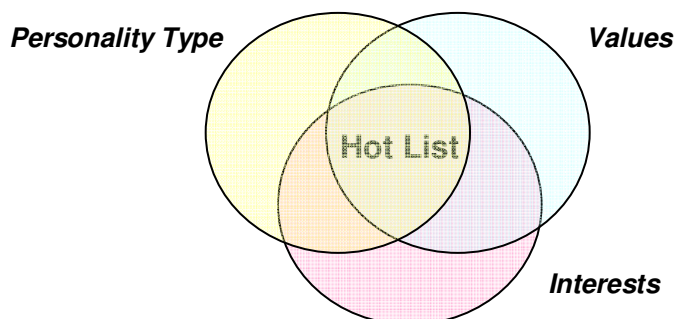
- http://www.onetcenter.org/dl_files/SecondOVP_Summary.pdf

Assessing personality, interests and values all make different but valuable contributions to the career counseling process, but remember: "Practitioners are urged to use interests [and values] to add to the power of personality type, not replace it. An Artistic ESTJ is likely quite different from an Artistic INFP. Both want to be creative yet likely will do so in quite different manners." (Manual, page 311)

The TypeFocus Careers program allows users to explore occupations by sorting their assessment results:

- Personality type
- Interests
- Values
- Any combination of assessment results.

Sorting for occupations that match multiple assessments will create a “hot list” for their initial inspection.



As always, a TypeFocus practitioner should keep the wisdom found in Table 12.19 close to mind. For example, an ENFP would not find the occupation of librarian linked to her personality type but it may be linked to her values and interests. In this case, she might want to be a librarian but hesitate to pursue that career since it “doesn’t match” her personality type. This is where a discussion of the “person x environment fit theory” (p. 286) can be so valuable.

The way to phrase this is to explore to see if there is a niche role to play. In this case, it may be the creative development of story time kits for daycare providers.

59.5% of police managers are STJs and only 3.3% are NFPs. (Macdaid et al, 1986, p. 324.) What would a niche be for an NFP police manager? Perhaps they would enjoy being a peer counselor, community liaison officer or assist with victim support. These niches would allow the person to work within the field of police work but tap into their personality preferences, which is another example of the “person x environment fit theory.”

A comment on the behavioral level of interpretation (p. 322)

It is always valuable to stress to one’s client that “while everyone has four preferences, all preferences are used at some time” – meaning people can flow between E and I, S and N, T and F, and J and P as needed. Obviously type theory believes that we have preferences, but type theory also believes that our type factors are fluid and dynamic. If a client is struggling to come to grips with their four preferences, it may be because they exhibit both sides of a preference and it puzzles them. Asking them to describe “times when you extravert and times when you introvert your energy” will open the door to helping them see some of the more subtle differences. This discussion does not have to be codified into subcategories to be helpful – it will help them see that they have a unique blend of preferences and therefore you have accomplished your task: you’ve increased their self-awareness and acceptance of their type results. This process is also discussed in section on determining their “best fit.” (Manual p. 324)

School Principals			
N = 276			
SENSING THINKING	FEELING	INTUITION FEELING	THINKING
ISTJ	ISFJ	INFJ	INTJ
N= 70 %= 25.36	N= 13 %= 4.71	N= 6 %= 2.17	N= 24 %= 8.70
■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■	■■■■■■	■■	■■■■■■■■■■
ISTP	ISFP	INFP	INTP
N= 7 %= 2.54	N= 7 %= 2.54	N= 3 %= 1.09	N= 3 %= 1.09
■■■	■■■	■	■
ESTP	ESFP	ENFP	ENTP
N= 6 %= 2.17	N= 5 %= 1.81	N= 6 %= 2.17	N= 4 %= 1.45
■■	■■	■■	■
ESTJ	ESFJ	ENFJ	ENTJ
N= 72 %= 26.09	N= 15 %= 5.43	N= 7 %= 2.54	N= 28 %= 10.14
■■■■■■■■■■ ■■■■■■■■■■ ■■■■■■■■■■	■■■■■■	■■■	■■■■■■■■■■
Note: ■ = 1% of sample			
8623130			

Keep these points in mind as you review the type table (ibid., P. 231) on the left:

- Principals have representatives in all types – e.g. INFPs
- Remember that all occupations have all types represented and any type can be successful in any occupation. It is not a matter of a type being able to do any job; it is more whether they would want to do the job.
- Art, drama and music teachers also have representatives in all types – including all the STs.
- Can one be a good principal and be an INFP? Can one be a good drama teacher and be an ISTJ? Well, of course they can. However, they would likely be accomplishing their good work in a different manner than their more prevalent type peers.
- People whose personality type is greatly different from a prototypical one can experience a harder time due to organizational cultural differences. There are 17 times more XSTJ principals than there are INFP principals. This means the culture around principalship will strongly reflect the STJ preferences, which has been called a “managerial culture.” (Manual, p. 296) Therefore a new INFP principal may struggle against ingrained cultural values already built into the system.

The following is a great quote with much wisdom in it. (McCaulley & Martin, 1995. P. 234).

Students sometimes find that the career they have dreamed of since childhood attracts few of their type. It can be disheartening to enter a career where you assume you will find kindred spirits only to discover you see the world much differently from those around you. We call this “inadvertent pioneering.” It can be challenging to pioneer on purpose – to enter a career where you are different from most people with the plan of finding a niche where you can contribute new viewpoints or skills. However, the discrepancy between the dream career and type data should never cause the student to give up the dreams, but should generate a discussion of the need to go out and *explore the dream career in real life, to see if it really will give the satisfactions expected.* [Italics added.]

A brief case study supports this recommendation. In a high school career preparation class Mr. Wood had students (who had previously been debriefed on their type) move around the classroom and choose one of four groups of occupations they thought they would enjoy. The groups were clustered around the four function pairs and in the case of the STs, the occupations listed included a bank manager. One

student who was an NF chose this group and he was curious as to why. It turned out that she “wanted to help people.” When asked how bank managers helped people, she said they gave them loans for houses and other things.

If this creative, soft-hearted young woman ever worked for a bank, she would find herself frustrated with the procedures for granting a loan that placed the ability to repay the loan far ahead of the need for the loan.

Another example: at one point in his life, Mr. Wood thought he’d like to be a veterinarian. He loves animals and thought this career would be rewarding. Fortunately, he arranged to shadow a vet for a day and realized that vets are really small business owners who have a lot of administrative duties. His ENFP preferences would not have been a good match for the usual veterinarian practice.

Assignment #7

1. Describe how you would use the “person x environment fit theory” (Manual, P. 286) to help your Sensing client adjust to a new job that favors Intuition. Review the police officer example in this guidebook (page 13) and Table 12.19 on page 302 of the Manual.
2. There are six Holland interests (Manual, Pp. 307-312). Occupations linked to “social” interest frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. Describe how an ESTJ would differ from an INFP in the expression of this interest. See the Manual on P. 311 for some examples of other types and interest combinations.

Module 9: Organizational Development

Readings from Manual:

- Chapter 13: pages 325 – 367

Optional:

- *Using the MBTI® Tool in Organizations* – a must for practitioners working with organizations – go to www.capt.org to order it.

This is a great chapter and covers all the issues a practitioner would need to think through the use of personality type in organizations.

As mentioned before, the validity of type dynamics is in question, so any reference to type dynamics in an organizational setting is discouraged. As a case in point, essentially all the tables in this chapter present their data in an additive approach, which is clear and makes sense.

To drive this point home, try to convert the information in Table 13.11 into type dynamic language such as Dominant Extraverted Sensing with Auxiliary Introverted Feeling or Dominant Introverted Sensing with Auxiliary Extraverted Feeling.

Once you try to do that you can see the problem – participants start to get caught up in the complex nature of what you are explaining and take their eyes off the real payoff of learning about the constructive use of differences. Given that the validity of type dynamics is in question, TypeFocus recommends you simply avoid explanations involving type dynamic.

Many of the “Introduction to ...” resources referenced in the Manual have type dynamics as a central theme and therefore cannot be recommended wholeheartedly as participant handouts, but they are good summaries and useful for a practitioner’s professional development.

Instead, excellent handout resources are available from TypeFocus that use the additive approach and are offered at no cost to all users. All practitioners should know where these complimentary resources exist on the TypeFocus website so they can direct their clients to them. (See next module.)

Special attention should be paid to the section entitled “Administering and Interpreting [personality type results] in Organizations” starting on page 359 and continuing to the end of the chapter.

One final word of encouragement for all TypeFocus practitioners who want to pursue organizational work: gain as much expertise in group facilitation skills as you can. Many fine resources can be found by searching Amazon; Bens (2000) is one that can be recommended.

Assignment #8

1. Describe what might happen if the administrative/ethical issues (pages 359 – 365) are not followed.
2. Describe how a personality type workshop could benefit your own organization (present or past).
3. Describe your current state of readiness to engage in organizational uses of personality type. If fully ready – explain what your training and experience are to justify that status. If not fully ready, describe a plan to become ready. If you have no interest in organizational work you can skip this assignment.

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Module 10: Features of the TypeFocus Careers Program

Certified TypeFocus Practitioners will fall into one of two broad groups:

- Career counselors working for an organization that has purchased a site license
- Private practitioners working for themselves as career counselors or coaches

Participants in the TypeFocus Certification Program will have access to online video orientations. These links will be provided once registered into the program.

The administrator orientation will cover the administrative interface which has three areas:

- Customization options
 - Program Management
 - Personality results released before or after debriefing
 - Registration process open or closed
 - Announcements on homepage
 - Manage office information
 - Setting up additional administrators
 - Adding variables for sorting
 - Adding majors
- Sort, Select and Communicate
 - Sort by dates, variables and Success Factor results
 - Communicate by individual or broadcast email
- Descriptive Statistics
 - Users
 - Personality type results
 - Success Factors

Each administrative area has a different purpose:

- Customization options allow administrators to fine-tune the program to their needs.
- Sort, Select and Communicate options allow administrators to find individual users easily or sort for groups and communicate with them.
- Descriptive statistics reports allow administrators to see at a glance the general information that is of interest to them.

Assignment #9

1. What features did you like best about the TypeFocus Careers program as a user?
2. What features did you like best about the TypeFocus Careers program as an administrator?

Module 11: Discussion of the Validity of Type Dynamics

Introduction – written by Dave Wood

I am impressed with the validity of the four preference dichotomies and the validity of whole type as defined as the combination of the four preferences. Where I have doubts is in the validity, and therefore the utility, of type dynamics as defined as a dominant and auxiliary function pair with the attitudes being reversed.

The dominant is defined as: “the function used most enthusiastically, most often, and with the greatest confidence. The dominant function can be viewed as directing, or *dominating*, (italics in original) the personality.” (Page 22 of Manual.)

The preference clarity index is defined in this way: “The higher the index, the greater the clarity of preference that can be assumed. For example, a person whose preference clarity index for Thinking is 28 could be said to be much more clear in this preference than a person with (a score of 9). (Page 8 of the Manual.)

Looking at these two definitions, one would predict that the preference clarity index for the dominant function would be greater than for the auxiliary function. In other words, it stands to reason that compared to any other function, I should be clearer about my preference for my dominant (that I use most often) than for my auxiliary – which compared to my dominant I use less enthusiastically, less often and with less confidence.

This is a pretty straightforward prediction so it has been tried several times. The empirical results from the tests of this hypothesis showed absolutely no difference whatsoever. Using sample sizes in the thousands did not indicate even a trending in the expected direction.

At this point, the theory of type dynamics has not been supported and should be reviewed.

The explanation in the manual (pages 203-204) for the negative results rests on the meaning of the preference clarity index. It is asserted that there is an assignment of high or low scores to the “development, skill, aptitude, maturity, or excellence in the use of the function.” I don’t agree with this since all the hypothesis is asking is that the “clarity” of the dominant is greater than the clarity of the auxiliary – nothing is implied about excellence or aptitude.

If one distrusts the validity of type dynamics, what’s an alternative?

The obvious answer is the four preference pairs added together. This approach has usually been denigrated in the type literature. For example, in Gordon Lawrence’s (2001) excellent book, “Building People, Building Programs,” he states on page 129:

Can you use the MBTI if you don’t believe in type dynamics? Yes, absolutely. You can treat the dichotomies separately and interpret, “as best you can,” someone’s preferences on each of the four preference pairs. Many type practitioners don’t “fully understand dynamics,” and some practitioners don’t believe in type dynamics.

The quotes were added to emphasize the poor light in which the additive method used to be perceived – it is changing now and fewer practitioners are accepting type dynamics in this manner.

He goes on to say:

“If” type dynamics are real – and there’s good reason to believe that “some kind” of dynamic interaction is happening – then your use of type and the MBTI will be a “great deal” more powerful “if you understand” and use the dynamic model.

Gordon is acknowledging the tentativeness of the dynamic model but still goes on to say that your interpretation will be a “great deal” more powerful “if you understand” and use the dynamic model.

If the model is suspect, I fail to see how the interpretation could be a “great deal” more powerful – it might just as easily be argued that it could be a “great deal more misleading.”

I’d offer this approach instead.

Type debriefing is based on a dynamic interaction of the four preferences. There is no clearly defined dominant or auxiliary so these concepts are not introduced. The E-I and J-P attitudes apply to the whole person – therefore to both functions. Type dynamics says the opposite attitude of the two functions helps the person to balance their inner with their outer worlds. On the other hand, everyday life demands that all of us operate in our non-preferred modes as the situation calls for it.

Henry Thompson (1996), wrote an excellent book called “Jung’s Function-Attitudes Explained” that creates great descriptions of the type dynamic model with clear explanations. His descriptions of the introverted and extraverted functions (with numerous references to Jung’s writings) are second to none. I admire Jung’s insights into human nature and his descriptions of those eight types. However, the type dynamic model built on those writings by Myers and Briggs that added the auxiliary with an opposite attitude based on the extraverted J or P preference was based on theory that has not stood the test of time.

Does it matter?

It does matter if your clients’ focus is taken away from the application of type insights towards a complex model that is based on theory without validation. There is simply no good evidence that type dynamics has validity. See what other experienced type practitioners say on the topic (private correspondence):

#1. However, to suggest that educating people about type dynamics and the relationship between the functions, specifically, is “essential” to a valid interpretation of the MBTI (as it says in the manual) strikes me as bad practice. The theory about dominant through fourth functions might make sense, but the lack of empirical validity and the almost undue complexity of the theory are both reasons why getting that specific is neither practical nor appropriate. The bottom line is that we run the risk of losing buy in from our clients by advocating for a somewhat convoluted theory that lacks empirical validity in the first place.

#2. Do we have to reconcile the MBTI with Jung? Maybe not. Maybe we can build a new theory around the four dichotomies. There is nothing complicated about Jung’s eight types. What is, admittedly, complicated is trying to reconcile Myer’s instrument with Jung. Jung never attempted to write an instrument, and it is not clear that he liked the idea. Myers clearly admired Jung and was passionate about his types, but her quest, by necessity, forced her to make interpretive decisions. I am a Jung fan, so despite the challenges I have trouble letting go because when the data doesn’t line up, Jung’s original observations being wrong is not the only explanation. It is bit more complicated than that.

The purpose for this module is to give you the confidence to “put aside” type dynamic explanations without feeling guilty that you are not giving your clients that best that can be learned from their results. In this case, less is more.

Assignment #10

Describe any reservations you may have about ignoring type dynamics. If you have none, just say so.

Module 12: Annotated References

Dave Wood has personally read and enjoyed the following books and can wholeheartedly recommend them. They are well written and each one will add to a practitioner's knowledge and wisdom. New books coming out all the time so keep your eyes open. Also, check around – sometimes the price can vary tremendously between outlets. Look for used books on Amazon and don't forget your public library.

For specific personality type materials search:

- U.S. residents: www.capt.org ;
- Canadian residents: www.psychometrics.com

For TypeFocus Certified Practitioners:

- Myers, I.B., McCaulley, M.H., Quenk, N.L. & Hammer, A.L. (1998) *MBTI Manual. A guide to the Development and Use of the Myers-Briggs Type Indicator*. Palo Alto, CA, Consulting Psychologists Press.
 - This manual is required reading for all practitioners

For career counseling:

- Dunning, D. (2001) *What's your type of career? Unlock the Secrets of Your Personality To Find Your Perfect Career Path*. Palo Alto, CA, Davies-Black Publishing.
 - Well written, good insights, valuable reference.
- Tieger, P. D. & Barron-Tieger, B. (1992) *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type*. Boston. Little, Brown and Company.
 - A classic book on type and career development; good for professional development and since it is in many public libraries it makes a good reference for clients as well.

For organizational work:

- Bridges, W. (1991) *Managing Transitions Making the Most of Change*. New York, NY. Addison-Wesley Publishing.
 - Excellent book with helpful checklists, often used in organizations during periods of transition
 - Stages of transitions are easily adapted to type insights (see Manual page 342)
- Bridges, W. (2000) *Character of Organizations: Using Personality Type in Organization Development*. Palo Alto, CA. Davies-Black Publishing.
 - One of my favorite authors; well written and useful for Organization Development
- Hirsh, S.K. & Kise, J.A.G. (2001) *Using the MBTI® Tool in Organizations*. CAPT publication.
 - This is a terrific resource and a must-have for anyone professionally engaged in facilitating type workshops in organizations
 - It contains many resources that can make your first efforts successful
- Hirsh, S.K. & Kise, J. A. G. (2006) *Work it out: Using Personality Type to Improve Team Performance*. (Revised) Mountain View, CA. Davies-Black Publishing.
 - Fun and insightful, well written. Helpful to gain an understanding of the workplace situations that surface when type preferences collide.
- Kroeger, O., Thuesen, J. M., & Rutledge, H. (2002) *Type Talk at Work: How the 16 Personality Types Determine Your Success on the Job*. (Revised) New York, NY. Dell Publishing.
 - Very useful, applicable, and insightful
- Lawrence, G & Martin, C. (2001) *Building People, Building Programs: A Practitioner's Guide for Introducing the MBTI® to Individuals and Organizations*. Gainesville, FL. CAPT.
 - Written to help one understand the Manual; good as an overview; helpful hints for applications

For general interest:

- Hirsh, S. K. & Kummerow, J. (1989) *Life Types: Understand Yourself and Make the Most of Who You Are....* New York. Warner Books.
 - Expands the discussion of type insights to many topics and as such provides insights to any practitioner
- Keirsey, D. & Bates, M. (1978) *Please Understand Me: Character and Personality Types*. Del Mar, CA. Prometheus Nemesis Book Company.
 - Classic book based on temperament as opposed to type (see Manual pages 59 – 63) and written with an engaging style; likely in many libraries.
- Myers, I. B. & Myers, P. B. (1980) *Gifts Differing*. Palo Alto, CA. Consulting Psychologists Press.
 - Written with passion and a tribute to the woman who started it all
- Hirsh, S.K. & Kise, J.A.G. (2006) *Soul Types: Matching Your Personality and Spiritual Path*. Minneapolis. Augsburg Books.

For Introverts:

- Ancowitz, N. (2010) *Self-promotion for introverts: the quiet guide to getting ahead*. New York, NY. McGraw Hill.
 - Both these books help introverts understand themselves in an extraverted culture
 - Some counselors say these books have been “lifesavers” for their introverted clients
- Laney, M. O. (2002) *Introvert Advantage: How to Thrive in an Extrovert World*. New York, NY. Workman Publishing Company.

Miscellaneous:

- Bens, I. (2000) *Facilitating with Ease: A Step-by-Step Guidebook with Customizable Worksheets on CD-ROM*. San Francisco, CA. Jossey-Bass Inc.
- Macdaid, G. P., McCaulley, M. H. & Kainz, R. I. (1986) *Atlas of Type Tables*. Gainesville, FL. CAPT.
- McCaulley, M. H. & Martin, C. R. (1995) Career Assessment and the Myers-Briggs Type Indicator, *Journal of Career Assessment*, Vol. 3, No. 2, 219-239.
- Thompson, H. L. (1996) *Jung's Function-Attitudes Explained*. Watkinsville, GA. Wormhole Publishing.

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