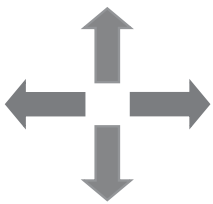


Complete Guidebook



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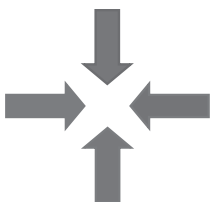
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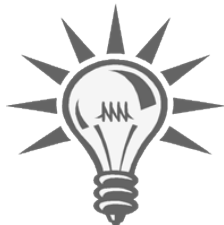
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The Personality Puzzle™

Type for Teens



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PERSONALITY PUZZLES

By Sue Blair

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A note from the author

The Personality Puzzle Type for Teens is the second in the range of three puzzles and carries with it some great hopes for how, where and when it will be used.

In many places around the world these hopes are being realised. The first Personality Puzzle was written in response to a need that I saw for a visual, interactive resource that could be used to make type verifications more effective and enjoyable. I knew when I completed the MBTI certification that what I really wanted was to use Type with youth and hopefully help them and, in particular those who parent, teach and care for them, have an opportunity to accelerate self-awareness. As with many Type practitioners I do so wish that I had this amazing perspective on who I am in my earlier years and certainly way before mid-life.

Working with teens has its own special dynamic. At this age they are no longer cocooned, as are primary school kids, but they have yet to stretch their wings and truly show their colours and fly. It's definitely an emergent phase. However, as all Type enthusiasts will know, Type is innate, and to give these young people the opportunity to find out about who they are, and to know that it is OK to be that person, is an absolute privilege.

It's actually quite hard to describe how teens take to Type. Generally they are less suspicious and cynical than adult groups. Their young fresh minds are keen to learn something new, they are in student mode and therefore expect that learning is part of the deal. They appear to have a certain resilience about them but at the same time I believe that every teenager needs a 'Handle with Care' label discretely tied to them as it's almost impossible to tell when they are having a fragile moment. If any of us could pick a time in our lives when we were at our most self-absorbed I would be willing to bet it would be in our mid-teens, so what better time to put their minds to the task of self-discovery?

There are two articles at the end of this guidebook which I hope you take time to read. They highlight the reactions that are possible when working with this age group. Of course, not all teens appear to be overwhelmed by this new discovery about themselves, it would be astonishing if they all were! Many are distinctly hard to read while others wear their emotions on the outside and are deeply affected by their experience with Type. Isn't this what understanding personality type is all about? Different reactions but no wrong reactions. Whatever their reaction we are able to sow a valuable seed in their minds that difference is good.

The cards sort approach has universal appeal, even in this high tech, speed driven world we live in.



Here are a few reasons I love card sorts.

They are a novelty (unbelievably!)

They are interactive and have a game like quality

They appeal to all types – especially SPs, who really love them!

They are flexible – they can be sorted, grouped, ordered and shuffled

They are visual – colours, images and placement of the cards all have a positive effect on learning

It makes the complex simple to understand

They appeal to all ages – yes, even gen 'Y' (who would have thought?!)

They are portable – you can take them literally anywhere in the world

No technology is required - just create a space and away you go

And finally, you only pay for them once

One of the frequently asked questions is from what age is it appropriate to start using the Type for Teens cards? The answer is, of course, it depends. My work with schools and parents has shown that typically from twelve upwards is a perfect place to start. With school groups the youngest age has been year nine which is around 13-14. With individuals it is different and a bright 8 year old can be easily engaged and really enjoy the experience. I find that parents of pre-schoolers have such an in-depth knowledge of their children that they are able to select their preferences with a high degree of accuracy and these have also stayed stable as I have been involved with the families through the years.

Although the whole type descriptions for Type for Teens were written with teens in mind, in fact, they suit people of all ages from three to ninety three and beyond! Type theory suggests our Type preferences stay the same; our core needs, temperament and preferred use of functions are stable across the life span. I believe this to be true. Unless I am working in the business environment I prefer to use these card descriptions as they are just as effective and create more opportunity for discussion on personal growth.

We all have a personality and we carry it with us wherever we go, in fact it's our permanent companion, so it's so worthwhile to get to know something about it in all aspects of our lives and, of course, being part of a process which helps others do the same is endlessly rewarding. Those who know about psychological type certainly have a gift to share, and there is no better place to start than with the young people in our world.

I hope that you find The Personality Puzzle Type for Teens provides many opportunities for you to create meaningful conversations in whatever capacity you chose to use it. When used well and wisely I believe it can make the world of difference.

Sue Blair DIRECTOR

Personality Dynamics Ltd , Auckland, New Zealand

www.personalitydynamics.co.nz www.personalitypuzzles.com

Welcome to the **COMPLETE GUIDEBOOK**

for

The Personality Puzzle –Type for Teens

In this section we will cover:

WHAT IS THE PERSONALITY PUZZLE?

HOW CAN THE PERSONALITY PUZZLE BE USED?

SOME HELPFUL TERMINOLOGY

WHY IS THE PERSONALITY PUZZLE UNIQUE?

HOW TO USE THE COMPLETE GUIDEBOOK

WHAT IS THE PERSONALITY PUZZLE?

The Personality Puzzle is a card sort resource designed for all professionals who are trained to use the Myers-Briggs® model for understanding personality type. It can be used in one-on-one or small group situations.

It is also helpful to those who are interested in learning more about this remarkable framework for describing personality.

Its purpose is to help identify personality preferences which, when put together, identifies a 'personality type'.

It uses the Myers-Briggs® model which has been used successfully for decades. It is highly reputed, well researched and gives many the opportunity to understand more about themselves and value those who are different.

It has stood the test of time and continues to be the most widely used personality assessment tool in the world.

HOW CAN THE PERSONALITY PUZZLE BE USED?

The Personality Puzzle is used by people in a wide variety of professions: counsellors, life coaches, executive coaches, psychologists, careers practitioners, human resources consultants, organisational development consultants, trainers, health practitioners, educators, business owners and managers in all industries.

Its greatest strength is in its ability to create meaningful conversations.

This is the Guidebook for The Personality Puzzle – Type for Teens. This was the first published resource which was written predominantly for those working with adults in the business world, although there are many other settings in which it can be used effectively.

The Personality Puzzle has two companion products; 'The Personality Puzzle – Classic' and 'The Type Trilogy', co-authored with Susan Nash, a leading expert in the field of psychological type.

The Classic version is particularly relevant for people in the corporate environment, but also has a wider application for all coaching and counselling professions.

The Type Trilogy is an insightful perspective on three different type 'lenses'; Temperament, Interaction Styles and Cognitive processes. These were first integrated by Dr Linda Berens in her ground breaking work which has added so much depth and richness to the knowledge we have on psychological type. The Type Trilogy supplements both products with detailed information about 'Whole Type'. It can also be used in its own right.

To Verify Best-fit Type with Clients

- Type verification is an essential part of using the Myers-Briggs® assessment tool in a professional capacity. The certification program considers it unethical to use the instrument without a debrief with each client, either individually or as a group. The Personality Puzzle is the ideal resource to do this.
- Chapter One contains guidelines on how to use the cards sets to help verify best-fit.
- The whole type descriptions included in this product are concise and accurate. If a client is unsure of their type it is a simple process to read both descriptions and discuss which one suits best. Accurate assessment of type is essential for further discussion on personal development and individual performance.

To Coach your Clients to Optimal Performance

- In this Guidebook you will find guidelines on how to work with clients using the cards.

To Use with Groups

- Many of the ideas in this book work equally well with groups as well as individuals. Chapter two gives some helpful advice on using the puzzles with larger groups. In addition if you check out the Type-Academy web site you will have access to more activities to be used with groups www.type-academy.co.uk

The Personality Puzzle is a Type verification tool

It is used in many situations;

following an assessment questionnaire as part of the verification process, or as an introduction to personality type without using a questionnaire.

To use it in a professional capacity it is best to have committed to some training which enables you to explain the theory, clearly and competently.

This Guidebook can enhance your skills in using this resource, it is not a complete guide to all you need to know about psychological type.

This can take many years of study and practice. Please refer to the section on 'Training' at the end of this manual for more information on certification and qualification programs around the world.

It is understood that not everyone has access to such training, however, almost everyone can be actively continuing their education to further their knowledge to better serve their clients. I encourage you to do this through whatever means are available to you.

SOME HELPFUL TERMINOLOGY

What is personality type?

Personality type is the generic term that is used by many to describe different ways of being, often exploring typical behaviours, motivators and stressors. There are many theories, some more researched than others, and many offer a window into self-awareness which can be relevant and helpful.

What is psychological type?

The term psychological type refers specifically to Jung's work on personality. Jung wrote a book called Psychological Types which was published in 1921. In the book Jung proposed four main cognitive functions; two perceiving functions, Sensing and Intuition, which relate to what information our minds are most attracted to, and two judging functions, Thinking and Feeling, which relate to what factors we take into account when we make decisions. These four functions can be focused either on our outer world, and therefore be extraverted, or on our inner world, and therefore be introverted. There are eight psychological types, also known as cognitive processes, cognitive functions or function attitudes.

What is the MBTI®?

The MBTI® is the Myers-Briggs Type Indicator®. It is a self-assessment test, now available on-line, which was developed in the 1940s by Isabel Myers and Katherine Briggs, a highly educated mother and daughter team. They became fascinated by personality type, discovered Jung's work and spent decades of their lives perfecting a questionnaire that would give everyone easy access to Jung's theory in a way that would be meaningful and valuable.

"Whatever the circumstance of your life, whatever your personal ties, work and responsibilities, the understanding of type can make your perceptions clearer, your judgments sounder, and your life closer to your heart's desire." (Myers, 1980)

Myers and Briggs extended Jung's theory to add another set of preferences which was intended to honor the complexity of Jung's work whilst making the interpretation of it easier to communicate and understand. These added preferences are Judging and Perceiving.

The four scales they identified are:

| | | | | |
|--------------|--------------|-----|--------------|--------------|
| Extraversion | (E) | and | Introversion | (I) |
| Sensing | (S) | and | Intuition | (N) |
| Thinking | (T) | and | Feeling | (F) |
| Judging | (J) | and | Perceiving | (P) |

We all have a preference on each of these scales which come together to give a four-letter code which, when correctly interpreted, gives an in-depth description of who we are, what's important to us, how we are soothed, motivated, stressed, challenged and much more.

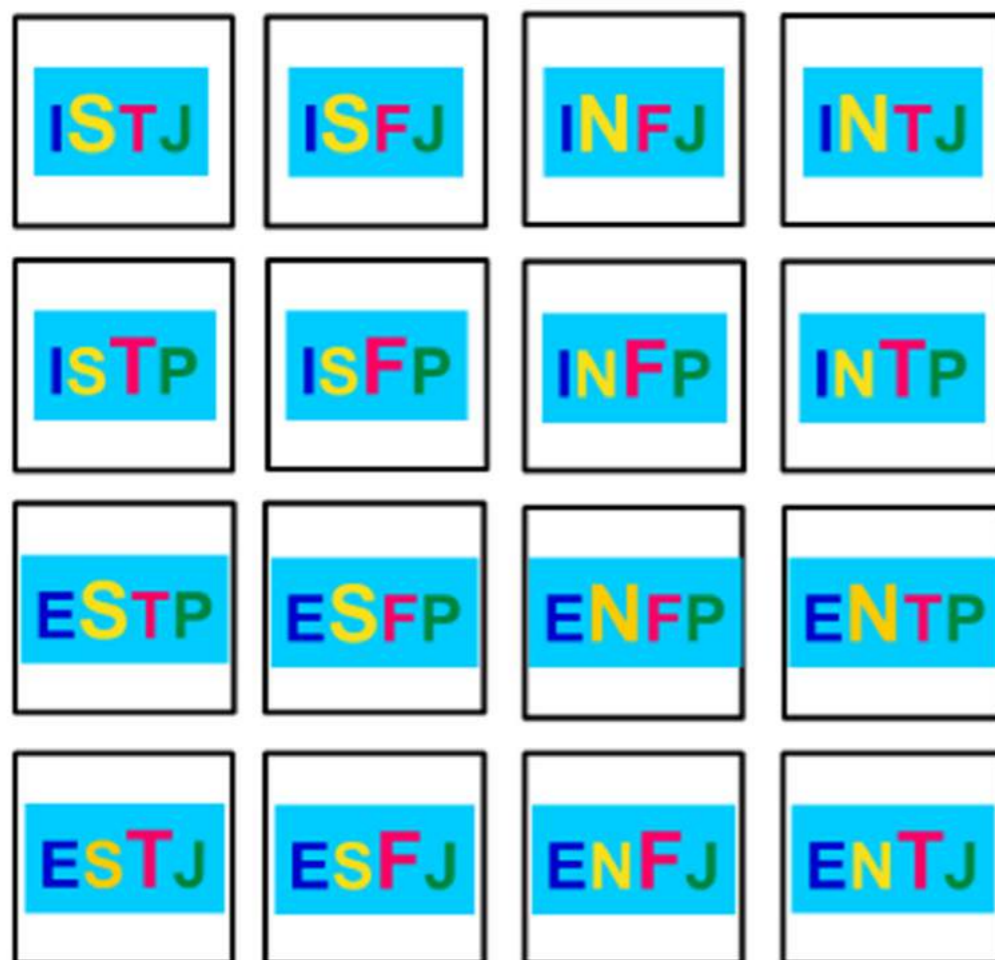
There are 16 variations of type preferences, for example ESTJ, INFP or any combination of these eight functions.

Below is a type table which indicates each of the sixteen types. This is in a format that is widely used in training programs around the world. If you look carefully you will notice patterns along the rows, down the columns and in each of the quadrants. The larger font on each of the type codes indicates the dominant function.

An explanation of this is in Chapter Two - 'Understanding Type Dynamics'.

A word of caution on boxes!

A strange irony with Type professionals is that we spend much of our time convincing people that Type is NOT about putting people in boxes and we almost immediately confront them with a table of boxes. If I had the choice I would have all these type codes in something that more resembles a group of elastic bands that stretch in many different ways. There is something similar about the inside of each of the bands, but even people of the same type look, and indeed are, very different. Having said that – boxes do kind of work as a visual!



WHY IS THE PERSONALITY PUZZLE UNIQUE?

The Personality offers a means to identify preferences using a simple card sort process.

Participants in the process are offered a choice of two different cards with details of the opposite preferences on each of the scales, and are asked to make a choice as to which they are most like. This is not an 'either/or option', it is a 'first and then' option. It is not a case of which preference you can do and which you can't do or even which you do well and which you do badly. It is simply a choice of which is most natural for you, what is more comfortable for you and requires less energy from you. The understanding of preferences is a very important part of a professional assessment.

Card format

The product is in the form of a set of cards.

The advantages of this are:

- Clients actively participate in the interpretation.
- Clients engage with the process very quickly.
- The cards can be sorted in a variety of different ways to explain how the type lenses are integrated. For example; Temperament, Interaction Style and Cognitive Processes.
- The professional gains valuable insights about the client's personality by watching them use the cards. For instance, if your client has an preference for extraversion, they will probably start talking almost immediately about their thought processes when looking at the cards. Introversion often looks very different.
- Clients have the opportunity to 'play around' with cards to assess their own preferences and also those of significant others in their world. For many this means they enjoy the process, learn faster, retain the information with ease and are more easily convinced that this model works.

Unique symbols for each Preference

The use of these symbols enhances learning and understanding in many ways:

- Allows immediate connection with the description of type lenses.
- Assists clients in remembering preferences.
- Enhances visual appeal.

These symbols are defined on the reverse side of the front card in the pack.

Quick and easy to use

Because clients play an active part in the interpretation process they become engaged and receptive, their understanding is accelerated and improved. As a consequence interpretation takes less time and clients leave with a more thorough knowledge.

As the cards have a laminate finish it is possible to use a whiteboard marker to highlight important elements on any of the cards and erase them when finished.

Informative and concise

The cards contain relevant data for the coaching process; they combine information on strengths and stretches for each Type and information on needs in the home, with study and with friends. This gives the professional the opportunity to take a holistic approach and enables the product to be valuable in a wide variety of coaching settings.

The Mirror Effect

The cards provide the opportunity to explain that our preferences can reveal how we would like to be respected as individuals. For example, if this is how a person likes to communicate, it is also how they would like to be communicated with etc. This is not obvious to someone who is new to understanding type; however, it is extremely revealing and prompts valuable discussion.

HOW TO USE THE COMPLETE GUIDE BOOK

Depending on your knowledge and needs, you can work through the book sequentially or you can “dip in” to the section that is most relevant to you. This is a “how to” guide that enables you to make optimal use of The Personality Puzzle resource. It ranges from beginner to advanced information put forward in a simple way which makes it easy to understand and still honours the integrity of this complex framework for understanding people.

If you have any questions at all, please feel free to contact the author. All feedback is welcome.

The information in this guidebook is supplemented by a video available through the website. www.personalitypuzzles.com

CORRECT USE OF TERMINOLOGY FOR THE FUNCTIONS:

It is SO easy to get into bad habits with this, I may even have done this myself from time to time!

However I must at least advise you all of what is officially correct.

As we are describing preferences the correct way of presenting this is to say


“I have preferences for ESTJ, what are your preferences?” and not “I am an ESTJ, what are you?”

This is a subtle but important difference. ESTJ is a set of preferences it is not a complete description of who we are and who we are not. Everyone uses all of the functions, however they are not all preferred functions.

Secondly, with all the functions it is best to use the expression “people with a preference for Extraversion”, or “I have a preference for Extraversion” and not “extraverts” or “I am an extravert”.

Obviously the same goes for Introversion, Sensing, Intuiting (or Intuition – but never Intuitives!)

Thinking, Feeling, Judging and Perceiving.

 I hope you will forgive me for this, it really was the easiest route to take so as not to sound too cumbersome.

However, when you are talking with clients please be aware of this distinction.

CHAPTER ONE TYPE VERIFICATION

Many individuals may initially struggle with identifying their best-fit Type.

There are a variety of reasons for this:

- Individuals represent complex, messy emotional systems. Trying to differentiate between Nature and elements of Nurture such as culture, family background, education and experience can be difficult.
- It can be hard to self-assess and observe our behaviour in action – which is a key part of verifying best-fit type.

In this chapter we will provide ideas, clues and insights on how to use the Personality Puzzle cards in verifying best-fit Type. The ideal way to do this depends on so many things. You will also be guided by your own experience and coaching style. Here are some suggestions to get underway.

- Make the client feel comfortable.
- Explain why this session may be helpful.
- Tell them it is optional and confidential, they don't have to share the results unless they want to and it won't go on their file unless they have agreed.
- This is NOT a test.
- There are no right or wrong answers and there is no right or wrong personality.
- Your Type does not indicate intelligence or predict future success.
- You are the best judge of your Type. Only you will know!

IMPORTANT: Be sure to explain what we mean by the term preference.

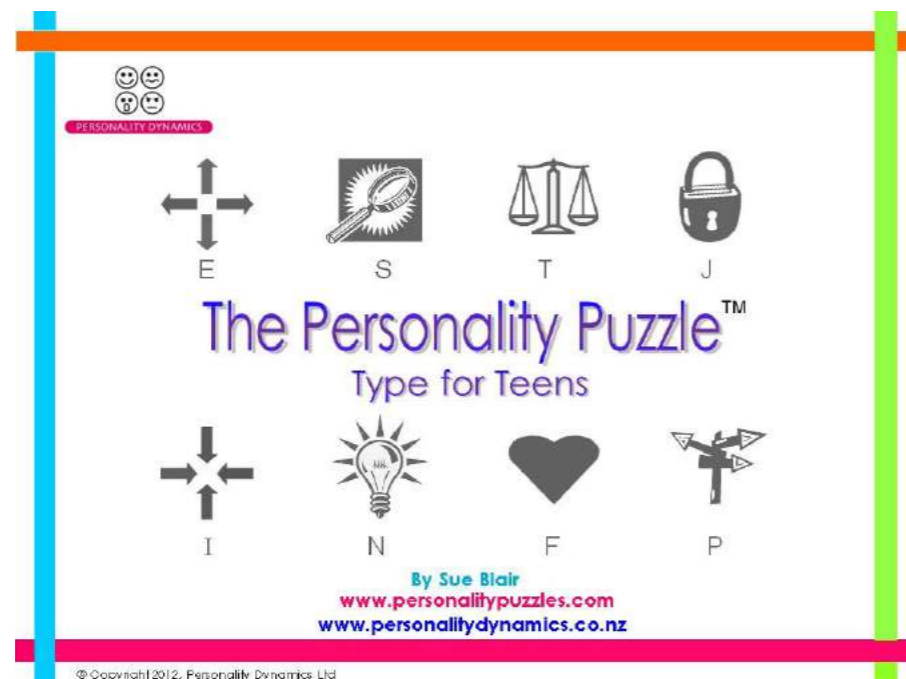
You can describe it as relating to handedness. You use both your hands but you have a preference for one.

An effective exercise is to ask your client to sign their name with their preferred hand and then with their non-preferred hand. Compare these two experiences; the first way is natural, easy, comfortable etc., the second way is awkward, more difficult, have to concentrate etc. Explain that this is very similar to use of our preferred functions.

You could also ask them to fold their arms naturally, and then with the other arm on top and compare these experiences.

Both these exercises are used widely by therapists and both give a good experiential example of what is meant by the word ‘preference’. Also explain that when choosing one of the two preferences it is not an ‘either/or’ choice but a ‘first and then’ choice. We will all use both preferences but one will be more natural for us. Not every word on each of the cards will suit you, what you are looking for is the card which appears to suit more.

We can all learn to use the other preference, sometimes with great skill, but it requires more energy and focus.



Use the front card to explain the process (i.e. what you will be asking them to do), the outcome (i.e. the four-letter code), and the aim (i.e. it explains many things about us, including which career direction may be best). You can put your hand over the middle four symbols and explain that the outside two letters and symbols describe what we can often (but not always!) see when we meet someone for the first time. Then change to cover the outside four symbols and explain that the inner two letters are what is going on inside our heads - how we think about things - and it is much harder to tell when meeting someone for the first time what their preferences may be.

Choose the order

Please note, it is possible to explain each of the preferences scales in any order, however, my preference is to do the 'outer' functions first, i.e. Extroversion and Introversion followed by Judging and Perceiving, and then move on to Sensing and Intuition followed by Thinking and Feeling.



There are three reasons for this.

1. The first is that by dividing the four preference scales into two and two, as described above, you make the process more manageable. Juggling with two concepts at once is an easier task than juggling with four.
2. Secondly, the 'outer functions' are easier to explain. Sensing and Intuition are the hardest functions to stretch your mind around and therefore it is best to do this when your client is feeling more settled with the process.
3. The third reason is apparent when you have an understanding of type dynamics. This is explained later in the guidebook. For now it will suffice to say that the choice of the outer two functions affects how you use the inner two. It sounds complex, and it is a little, but the patterns are consistent and accurate. More on this later.

Note: Obviously you have full freedom and flexibility to use the cards as you wish. A friend of mine often scatters the eight preference cards on the table (or floor) and asks her client to choose the one that looks most or least appealing. A discussion then emerges from this. As long as you are creating an appropriate environment for a meaningful conversation the choice is yours!

Please note:

In my experience guessing someone's type is a fruitless task; we can look at indicators and hazard a guess but that is all that it is. It is such a personal decision that only the individual can know. Having said that it can take maturity along with some wise guidance to get this right. We can all be deluded into thinking that we are what we are not, or for whatever reason, we aspire to be. This is what gives the coach the opportunity to have a meaningful conversation that makes an impact and makes a difference.

The Symbols

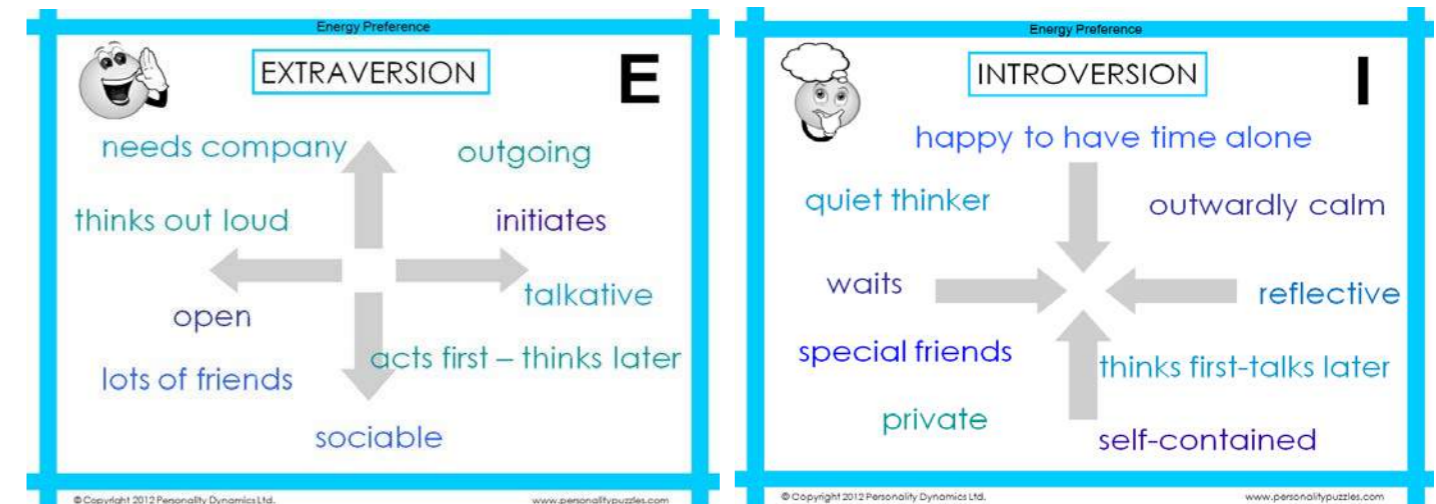
If you have time you can turn over the front card and briefly explain what each of the symbols mean. I find that many people are in a rush to get to the next stage of deciding between the preferences, or coaching time is unfortunately limited. However, there are also times when it is appropriate to slow down, particularly when your client may be stressed or in a counselling situation.

A suggestion: Explain J and P as "Just settle it" and "Play it by ear".

These make more immediate sense than "Judging and Perceiving" and are less often misinterpreted.

GENERAL QUESTIONS which can be informative and assist your discussion: when looking at each set of preference pair cards.

- Which of these words do you identify with? Why?
- When do you think you use this preference?
- What are the advantages of having this preference?
- What do you like about it?
- What do you admire about the opposite preference?
- What can frustrate you about the opposite preference?
- What could be some challenges with having this preference?
- Give me an example of when this preference has worked well for you?
- Looking at the back of the card: which of these statements apply to you? Are there any that don't?
- Do you have much opportunity to use this preference?
- Can you recognise this preference in your friends or family members?
- Do you think there are times when you use this preference too much?
- When is it helpful to you?
- When does it cause you some concern?
- When does it help others?
- When does it cause others some concern?
- In what circumstances do you sometimes need to use the opposite preference?
- Do you find this difficult to do?



Introduction suggestions:

Ask the client to scan their eyes over the two cards and see which group of words suits them best. A natural conversation is likely to emerge. Those who prefer extraversion tend to start talking within a few seconds, those who prefer introversion will wait a while and read through the words carefully.

If you have the opportunity make these three points clear:

1. The difference is NOT sociability vs shyness – Introverts can be highly sociable and extroverts can be shy and often enjoy time by themselves. But how long can they do this for? Those who prefer introversion may need an exit strategy after 2-3 hours at a party and those who prefer extraversion may need to find someone to connect with after 2-3 hours on their own.
2. This is an energy preference. We all have an outer life and an inner life.
Where do you direct your energy first?
The outer world of people and things or the inner world of thoughts and reflections?
Where do you go to re-energise, to re-charge your batteries?
3. We will all be a bit of both. Both are good!

Key words you may wish to point out:

E - Extraversion

- Talkative: Those who prefer extraversion have to speak to know what they know.
Those who prefer introversion like time to pause, reflect and process.
- Open: Easy to get to know
- Initiates: Happy to start up a conversation with someone even if they don't know them well.

I - Introversion

Self-contained: Likes to have their own space. Busy places can be quite tiring.

Outwardly calm: There's a lot going on inside but may not be seen on the outside, either by watching their facial expressions or body language. Can even be excited or anxious on the inside and still appear calm on the outside.

Thinks first-talks later: 'I's have the wonderful gift of being able to think before they speak.

Activity: Try the card activity. Take a playing card and ask a simple question e.g. Can you think of someone you have never met before who you would like to meet? Turn the card over when you have decided. 'E's tend to turn the card over quickly but after a while change their minds. 'I's pause and think, will usually stick to their decision.

Tie-breaker questions:

- What do you like to do when you get home from school?
- Does it bother you to go somewhere when you don't know anyone? (I)
- What would stress you more, a weekend full of activities (I) or no activities at all? (E)
- What sort of party do you like to go to?
- What activities do you like doing with your friends?
- Are you happy to join in with any group (E) or do you prefer the group with at least one close friend? (I)
- Do you chat about 'anything' to keep the conversation going?(E)
- Do you get lost in thought even in a big crowd? (I)

Note: Sometimes a good indicator is that those with an 'I' preference tend to want to quietly read the front and then the back of the card for more information, 'E's will want to start talking within seconds of seeing the cards. No one observation tells the whole story about anyone, but it can be a helpful clue.

Don't forget the extra information on the back of the cards.

**These won't be referred to with every client but,
as we know, everyone is different.**

Space for your own examples



Introduction suggestions:


Ask the client to scan their eyes over the two cards and see which group of words suit them best. A natural conversation is likely to emerge and by this time they are used to the process.

If you have the opportunity make these three points clear:

1. This is the hardest of all preferences to behave in the opposite way to our natural preferences.
2. We will all be a bit of both, consider what makes you feel most comfortable.
3. The western working world tends to value the J qualities as people with this preference have timing skills. However, people with a P preference have coping skills, they can adapt and flex to the needs of the moment.

Key words you may wish to point out:

J – Just settle it

- Time conscious:** This is frequently the case but also Js tend to be 'time conscious'  They are aware of the passing of time. It's easy to know how far through a task you have got; quarter of the way, half way, nearly there. In an exam or in project management this is a very helpful skill.
- Seeks closure:** Finds it more comfortable to finish one thing before starting the next. Too much chaos and confusion is unsettling.
- Enjoys lists:** Those with a J preference have 'happy' to do lists for their day. Those with a P preference may make lists but they have them as a coping strategy, they may know that they need one just to get things done but they may lose the list or just forget to look at it!



P – Play it by ear

- Likes to start things:** Likes to start things but may not have the follow through to finish them. This can be learnt, often by making mistakes and getting into trouble!
- Last minute:** Does the best work when the adrenalin kicks in with some time pressure and deadlines, usually in the last 10% of time available. Much to the annoyance of those with a J preference!
- Adaptable:** There are many people who think of themselves as adaptable. This is more of an innate preference to accept and embrace change. Being adaptable so as not to cause conflict is a different quality, more associated with a preference for F than P, so be open and aware of how other preferences impact on a selection.

Activity: Imagine you are given an important project or assignment which is due in 30 days. When will you actually start doing the work? i.e. Actually get something down on paper. Js will start in the first week and aim to finish before the deadline, just in case. Ps will start in the last week and finish on the deadline or ask for an extension. They may well be thinking about it but nothing will get done. A great source of conflict in almost every situation.

Tie-breaker questions:

- How do you handle deadlines?
- If you have a free weekend with nothing to do, how do you feel?
- When you want to buy something do you cruise the shopping mall and see what they have (P), or look on-line and phone in advance to see if it's in? (J)
- Do you find that most things take longer than you think they will? (P)
- Would you like a surprise party? (P)
- Are you often surprised about what time it is? (P)
- What statement do you prefer; time is fixed (J) or time is flexible(P)?

Space for your own examples



Introduction suggestions:

Here we go again! Ask the client to scan their eyes over the two cards and see which group of words suit them best. A natural conversation will emerge. By this time you can often sit back and watch!

This is one of the most intriguing differences and can take a while to understand it. It also has a great influence on career choice.

Note: Explain about 'N' being the letter for Intuition as 'I' is already taken with Introversion.

If you have the opportunity make these three points clear:

1. This is a preference which makes us think about where we go to in our minds to get the information we need to take an action. Either we look first for what is real **or** what is potentially possible.
 For example: If you are deciding what to wear do you open your wardrobe and see what's there; or do you think about what you will look good in and try to find it, or go shopping, or start designing!
2. We will all be a bit of both, consider which words attract your attention in a positive way.
3. The symbols will help you; do you take in the detail of what's in front of you, or does your mind consider the big picture or wider implications first?

For this preference, some people are clear and others not so clear, sometimes because the words on the Intuition card can appear to be more appealing. Doing the activities is often the best way to determine which is the actual preferred function. Even with these the client may display an inconclusive result, in which case describe the function pairs or go to the whole type descriptions to see which one suits best.

Key words you may wish to point out:**S – Sensing**

Specific: Do you enjoy facts about things, are you good at describing something in detail? (S)

Realistic: Starts with the real and then moves to the possible.
Can be frustrated when big picture thinking comes first.

Creative with the known: Tends to be resourceful with what is immediately available to use. This quality often means they can be creative with raw materials, the creative work is often useful, making something that has a practical purpose e.g. carpentry, cooking, diagrams.
Artwork also tends to be realistic with a flair for colour and composition.

N – Intuition

Novel ideas: Do you like finding alternative ways to do things?




Imaginative: Do you regularly get lost in thought, using the time to think about something that may never happen or that hasn't been done before?

Creative with the new: Everyone can be creative it just looks different. Do you like creative environments that allow freedom of thought to explore possibilities that are untried?
Artwork tends to be more abstract with a flair for unusual perspective and contrast.

Tie-breaker questions:

- Do you tend to prefer books that are about real life events (S) or imaginary? (N)
- Do you like studying things that have a practical application? (S)
- Do you like to be shown exactly how to do something? (S)
- Do you prefer projects that give you complete freedom to choose what you do and how you do it? (N)
- Do you have a quirky sense of humour and can be entertained by things that are out of the ordinary and sometimes bizarre? (N)
- When you recount an event do you tend to do it in order of how it happened (S) or in any order that comes to mind? (N)

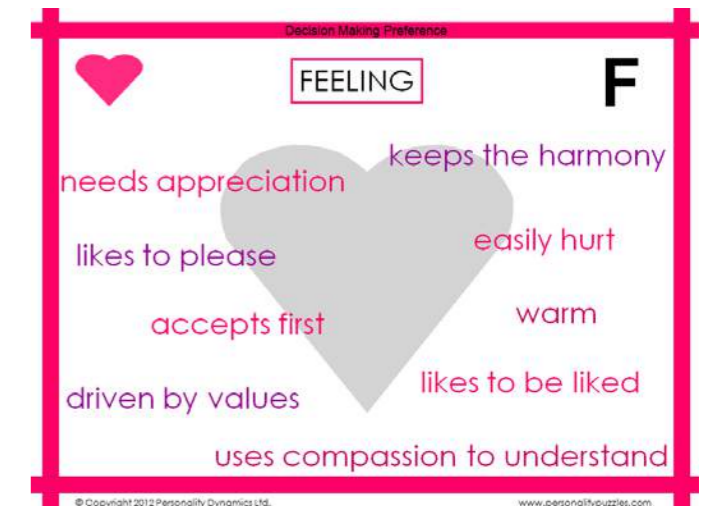
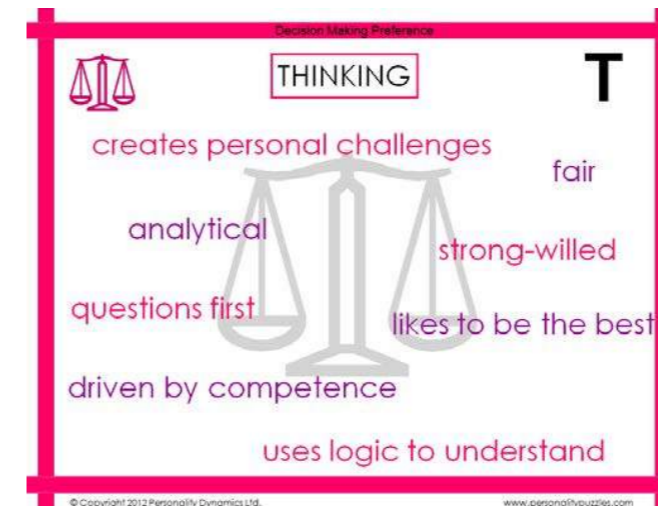
Activities:

- Ask your client to sit back and shut their eyes. Then say "I'd like you to think about a beach (pause) now add more to your beach (pause) and more to your beach (pause) and now complete your beach. " Tell me about your beach. S  describe a beach they know and describe the details, frequently with the foreground described first.  It will usually be a beach they know. N will create a new beach and give very general descriptions, and often go off task! Their thinking triggers a variety of memories and heaven knows where they will end up! The beach is rarely one they know.
- Give me directions for how I can get from your house to work  (not on the bus!) Again, S is specific and N is general.
- Spell the word 'difficulty' backwards. S chunks the word down into smaller parts. N sees the whole word in their head and reads the letters from the vision.
- Look at the picture – "Tell me about it." (Almost any picture will do, below is just an example!) S spots the detail, N tells the story.



"Dogs playing poker" – Google images

Space for your own examples



Introduction suggestions:

And again! Ask the client to scan their eyes over the two cards and see which group of words suit them best. Look at the back if undecided.

If you have the opportunity make these three points clear:

1. This is a decision making preference and does not relate to whether or not you care about people.
2. We will all be a bit of both, just because you have a preference for one doesn't mean you don't do the other. Thinking people have feelings and feeling people can think logically, it's just a question of where do we go to first when decision making.
3. Both have the ability to be empathetic. Those with a Feeling preference can 'walk in someone else's footsteps' (connected empathy). Those with a Thinking preference need to 'understand the footsteps that other people take' (cognitive empathy).

Please Note: The question often arises as to whether there is a gender influence with this preference. The answer is yes there is, and this is the only preference where this is the case, the other preference pairs are split 50/50 male to female. Two thirds of men have a Thinking preference (and one third Feeling) and two thirds of females have a Feeling preference (and one third Thinking).

Key words you may wish to point out:

T – Thinking

Driven by competence: Competence is often a very strong drive within those with a preference for Thinking. They can also be outwardly or silently competitive, particularly in areas of specific expertise.

Fair: Do you often find yourself asking or being concerned about fairness?
"That's not fair!" could be a much used phrase or thought.

Uses logic to understand: The best way to be convinced to take an action is through logic. Nothing else works as well.

F – Feeling

Keeps the harmony: Conflict or bad feeling between people is very difficult to live with. Not much can happen until it's sorted out.

Likes to please: This is a good thing but can become exhausting. It's impossible to please everyone all the time or to never cross other people's values, as hard as you may try.

Use compassion to understand: This can lead to a tendency to frequently give people a second chance. This is a lovely quality, just be careful to set limits clearly.

Activity: Someone new comes into your world, at home or at work. You are just about to meet them. What is going through your mind in the few moments before you actually meet? Fs will have questions about how they can form a relationship. Ts will want the facts.

Tie-breaker questions:

- Is it important to understand why you are studying something before you can put any effort into it? (T)
- Is it important that you like who you work for and you feel they like you (F) or is it more important to have respect for their competence? (T)
- Are you someone who needs to feel you are appreciated? (F)
- Might you choose a workplace depending on who you will be with (F) or does this not bother you, it's the actual work that's more important? (T)
- If a friend has a problem are you more likely to give advice (T) or give comfort? (F)
- When playing a sport have you had a great time if your team wins (T) or if you enjoy the companionship of others? (F)

Space for your own examples

CHAPTER TWO SOME HELPFUL PRACTICAL TIPS

Find a place

I know this seems basic, but find somewhere comfortable with room to spread the cards out. Meeting in a busy cafe may be tempting but not ideal!

Allocate enough time

The shortest amount of time it has taken me to verify best fit type was for an ESTP. Five minutes and he was done! (We did go on to explore other implications of his preferences.) This is not typical. If you have the advantage of having as much time as is needed I would recommend you make two hours available. In coaching or counselling situations you may wish to spend a 1 hour session on each preference. Clearly this is as flexible a system as you wish to make it. As I have mentioned previously – different strokes for different folks.

Practice first

It's a good idea to have a few test runs to become fluent with using the resource well. Friends and relatives are great targets for this. They may even learn something along the way!

Don't forget to look at information on Type Dynamics from this guidebook

Remember to use the Type Dynamics information. You may find it invaluable.

Use stories and examples

Have as many stories and examples as you can to highlight the points you want to make for each of the preferences. If you are newly trained write them down somewhere and start building your own collection of them. Different work and life situations need different stories; before doing a type interpretation just run through the ones you think will be most applicable for your client.

Shuffle and sort

If a client is unsure of a particular preference try sorting the cards in different ways to explain how the preferences can work together. For example; describe temperaments, or the middle two function pairs, or the outer attitudes, or use your knowledge of type dynamics to help clarify type.

Put most preferred card on top

When a client chooses a preference never put the unchosen card to one side.

Instead slide it underneath. This is a symbolic representation of us having both preferences within, it's just that one is 'on top', more easily accessible for us.

Create a visual image of type

As each preference is selected build up a visual image of the client's type by putting the preferences together in a row. The symbols as well as the alpha codes make the learning much easier and more memorable. It is a 'whole-brain' approach.

Check they are all there


Some more practical advice. At the end of a session it's a really good idea to check you have all the cards and you put them away in order. It's amazing how they can slip in between things or drop on the floor or just mysteriously disappear. Obviously they are no use to you without the whole set!

Videos and articles on the web site

To supplement this guidebook there is a video on how to use The Personality Puzzle on the web site. There are also articles and blogs you may find helpful.

Please go to www.personalitypuzzles.com

USING THE CARDS WITH GROUPS

With some careful management this is very successful. I would suggest one set of cards each or one set between 2 to 3 people. DO NOT give out a whole pack to each person or group at the beginning of your session, they will go all over everywhere! Hand-out the cards for each of the preferences as you describe them. Give time for discussion and reflection. Use your usual activities to explain each preference and then have 'decision time'. The tactile nature of the cards as well as the  'either/or' implication of deciding which preference card suits you best makes the cards ideal to explain Type to all Types. Or, if you just have a small group, then you can gather round a table and provide a simple overview before doing on-on-one sessions.

Please note: Permission is given to create posters of any size with the key preference cards. These can be put in your training room and is very helpful as a permanent revision as you are explaining the type concepts.

5 ACTIVITIES – for use with teens

The Personality Puzzle for Teens is not only an effective tool to identify type, it's also a springboard for a number of activities to assist teens in the process of self-discovery. Here are just a few of these activities:

1. This is Really Me!

Take a look at your own type description (You have permission to copy one card for your client so he/she can refer back to the details on the card). Underline the phrases that jump out at you as being a spot on description of your personality. Discuss in a group or with a coach or counselor. When do these work well for me? When do they get me in trouble?

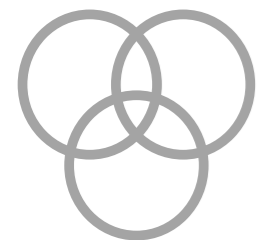
2. Building Bridges

The cards provide an effective format to help build better connections within families. Using the Teen Cards, take a look at the "At Home" preferences for all family members. How is everyone managing these preferences? What could improve communication and cooperation at home? What are 3 changes you are going to try this week? Remember that type does not excuse anyone from doing a non-preferred behavior. It merely provides a bridge to negotiate an effective solution between the various parties.

3. Mad and Sad

Using the teen cards, look at the section "I get upset when". Underline the item that makes you the most mad! Is there anything you can do that will help you when you get mad like this? Look at the section "I May Need Help With". Who can you ask for help if you need it? What strategies will help you manage your challenges?

4. Help Me Find a Career



Draw 3 intersecting circles. Using the Teen cards, look at the career cards that suit your middle two preferences (ST,SF, NF, or NT). In one circle, write the careers that appeal to you. Some may be on the card, others might be what interests you. In another circle, write down your skills. It may help to keep in mind what school subjects you enjoy the most. In the last circle, write down your interests and hobbies. The trick is to find what career relates to all of these 3 items you have written in your circle. This might be a helpful exercise with a career counselor.

5. Study Buddy

Using the Teen Cards, take a look at your own type description. Pay special attention to the "As a student" section. Is there anything you can do that will help you study in a way that works with your personality? Who else may need to know this information?

Learning how you learn best is a key component to reaching your personal goals. Advocate for yourself whenever it is appropriate to do so. Seek help if you aren't sure how to communicate this to a teacher.

5 MORE ACTIVITIES – for use with adults

1. Meet my Opposite

Provide each participant the card with his/her own whole type description. Now flip the card and look at the type description on the other side of the card. It will be the type opposite. From this description, have the participants make up a character by identifying:

- 3 or more characteristics that describe this person
- 3 or more characteristics that they like about this person
- 3 or more characteristics that irritate them about this person

After approximately 10 minutes, ask each person to introduce the new character. More often than not, this new character is more irritating than likable! Explore the idea of opposite preferences in this context.

2. Love Thy Opposite

Given the new character described in Meet My Opposite, talk about how you would get along with such a person. What if she were your boss? Your significant other? Your co-worker? What strategies would you use to smooth the interaction with someone who sees the world quite differently than you?

3. Exploring the Dominant Function

Ask the participant to take the preference card for their own dominant preference (S,N,T,F). For example, an ENFP would use the Intuition card. Explore the following questions:

- How does this preference help me in my work, communication, and problem solving? How does it work against me?
- How does it help others? How does it cause concern when interacting with others?

4. Your Fabulous Inferior Function!

Give each person the preference card for their inferior function (S,N,T,F). For example, an ENFP would use the sensing card. Explore the following questions:

- How and when do I use this function well?
- How do I compensate for this function when it is ineffective?
- How do I feel when someone notices this weakness in me? What do I do?

5. Creating Motivation!

Randomly deal the type description cards to each participant, or if coaching individually, go through several examples in a session. Given the type description on the card:

- How would you motivate the individual?
- How would you flex your natural style to connect with the other individual to develop rapport?

PERSONALITY PUZZLES FAQs

Who uses The Personality Puzzle?

The Personality Puzzle Classic version is ideal for coaches, counsellors, life coaches, therapists, psychologists, career practitioners, human resources personnel, organisational development trainers, business managers, health practitioners, parents and leaders.

The Personality Puzzle Type for Teens is ideal for young people and anyone who is caring for them or working with them; parents, educators, youth workers, social workers, health workers, counsellors, career practitioners and possibly many more.

People who use The Personality Puzzle are those who want a simple and effective way to explain the Myers-Briggs model of personality type whilst engaging in an interactive conversation that is both enjoyable and valuable.

It is currently being used in so many environments from the business world to family settings and everywhere in between; corporates, government departments, the military, the faith ministry, schools, families, youth groups and many more.

Can I buy The Personality Puzzle if I am not trained?

Yes you can. It is a great resource to introduce you to personality type and help you understand more. However, if you wish to use the product in a professional capacity it is very important to take one of the many training courses that are available. For further details please go to the Training section of this web site.

Should I still use a questionnaire?

The Personality Puzzle can be used both with and without a questionnaire. The MBTI[®] questionnaire is very widely used and can be an important data point to collect. However, as professional training in this model explains, it is a questionnaire which indicates your, or your client's personality preferences. This should always be confirmed by dialogue with a trained professional to verify true 'best-fit type'. The Puzzles provide an excellent means by which to do this.

If a client has completed a questionnaire I would suggest that you have an interpretation session before they are given their results. Often this process confirms the result from the questionnaire. There are also times when these results differ. In this case, the correct preferences are those decided by you and your client and not as indicated by the questionnaire. This method demonstrates correct, ethical use of the Myers-Briggs[®] model.

The Personality Puzzle can also be used on its own with great effect. There are many circumstances where there is no time, opportunity or funding to use a questionnaire. This product gives Type professionals an effective alternative to work with clients in all settings, and can be a vital tool when working with not-for-profit or low income situations.

Can I use the cards with groups?

Absolutely. I would suggest you have a set of cards between two to three people. Take the group through the preferences one at a time and only hand-out those cards that are relevant to the preference under discussion. If you hand out whole sets they will be all over the place within minutes! There are some great group exercises to do and the cards provide a tactile resource that encourages participation and creates engagement.

Can I sell a set of cards to clients?

Yes you can. Extra sets can be purchased from the web site. Often it helps clients to fully understand the model as they have the opportunity to work with the cards independently following a coaching/therapy session. It is, of course, very important to point out that they can only be used in a professional capacity by trained practitioners.

Are the cards translated into other languages?

Currently they are only available for sale in English. However, it is possible they could be translated and published into other languages. If you are interested please contact me.

Several people have asked to translate for their own use only. Following a personal conversation permission has been given. French, Spanish and Norwegian are among these, along with requests for Arabic, Swahili and Gujarati which have not yet come to fruition but may do one day! If you have a request please be in touch. I would like Type to be used by as many people as possible around the world, however, I also need to look after the IP.

WORKING OUT THE DOMINANT FUNCTION:

I believe it is essential to understand how to do this.

There are varying levels of knowledge and eventually fluency in them all are paramount to becoming a type practitioner with credible credentials.

At the risk of repeating myself I consider certification and/or ongoing training to be very important. I realize that not everyone has access to professional qualification depending on geography, finances and other priorities.

I am offering the following information as a guideline for some and a reminder for others. I have noticed that it is something that can easily slip from your memory, no matter how much training you have done, unless you are able to do some frequent revision.

 here are three levels of understanding:

- LEVEL ONE** Look it up!
- LEVEL TWO** How to determine the dominant function; S,N,T or F?
- LEVEL THREE** True Type Dynamics - How to determine the dominant and auxiliary functions using the eight Jungian cognitive processes; Se, Si, Ne, Ni,Te, Ti, Fe, Fi.

LEVEL ONE – Look it up!

Most of the literature you can read about Type, including the Personality Puzzles, will have the dominant function indicated in some way. Below is a Type Table. You will see a letter in larger font for each of the sixteen type codes. This is the dominant function. You will also notice some patterns.

Firstly the dominant function is only ever one of the two middle letters. If you remember from earlier on, the two outside letters represent how we are frequently seen by others in the outside world, they tend to be observable preferences. The two inside letters are what is going on inside i.e. our 'cognitive processes' or 'how we think'. S and N are our perceiving functions, what information most attracts our minds? T and F are our decision making functions, where do our minds tend to go to first when reaching a decision or solving a problem?

| | | | |
|------|------|------|------|
| ISTJ | ISFJ | INFJ | INTJ |
| ISTP | ISFP | INFP | INTP |
| ESTP | ESFP | ENFP | ENTP |
| ESTJ | ESFJ | ENFJ | ENTJ |

Secondly, if you look closely you will see some patterns. Take a look at the rows. Type codes on the top and third row always have the second letter as the dominant function, the perceiving function. In the second and bottom row the dominant function is always the third letter, the decision making function. You will also notice that the top row shares I and J preferences, the third row shares E and P. The second row shares I and P preferences and the bottom row shares E and J. This is not coincidental! I will explain more when you get to Level Two.

In the Personality Puzzle you can find the dominant function in several different places, when the 4-letter type code is written anywhere on the cards one of the letters will be in a larger font. The next page shows where these can be found.

But what does this dominant function mean? Very basically your dominant function is the one that is most easily available to you, you are at ease with its use, it is natural to you. It is also the function that needs to be used if you are to thrive in your world. If you are unable to use this function in your daily life then it is often the case that life isn't going so well, which often manifests itself in you being tired and restless. This is why it is so important.

Where to find the dominant function?

On each of the whole type cards it is the top right hand corner.

Preferences: Extraversion, Sensing, Feeling, Judging

ESFJ

Friendly Practical Caring Organised

Who am I?
I am sociable, realistic, considerate, ordered.
I enjoy being busy helping others, working in a team, being entrusted with responsibilities, demonstrating my reliability, giving my time to worthy causes, feeling physically safe, emotionally supported and financially secure.
I am good at relating to people, giving praise and compliments, energising people into action, making sure everyone is OK, getting things sorted, arriving on time, taking care of the details that impact on others comfort and enjoyment, being tactful, meeting deadlines.
I may get upset when I'm on my own for too long, I move away from family and friends, my natural friendliness is rejected, my feelings are not considered, I receive no praise, I'm living in a mess, nothing is certain, people are tactless.
I may need help with handling peer pressure, saying no, dealing with conflict, looking after my own needs, respecting peoples' privacy, trying something completely different, enjoying spontaneity, accepting change, exploring options.

What's important to me?
At home: I like home to be loving, secure and ordered, where the rules keep us safe and connected and are valued and followed. I need praise like I need air! I'm happy to seek guidance, I do my best to please but if I need correcting, advice must be gently given and I must know that I am, and always will be, loved.
As a student: I like to learn in an active and structured environment. I work best when I have a good relationship with the teacher, I'm given clear instructions, I can practise to be perfect and can measure progress. Learning with friends is great.
With friends: My friends are a very important part of my life. I thrive in their company, enjoying activities, socials, sports and just chatting and solving problems. I enjoy going out of my way to do something special for a friend.
Relationship: Key important factors are loyalty, honesty, affection, companionship and security. I show I care by giving praise and offering consistent, loving support.

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LEVEL TWO – So, how do we know that these are the dominant functions?

Yet again there is a pattern and the dominant function can be determined by cracking a simple code and following a set of algorithms that are consistent. It is phenomenal that our personalities function in this way; with over decades of research and analysis by thousands of individuals this has been found to be the case. What is important to ask is does this work for you? Only you will know.

I have to confess that given the opportunity I would change some things about the terminology that we use as it is pretty confusing. The two things that are most set to confuse us is the use of the terms extraversion and extraverting or introversion and introverting; we can have a preference for extraversion which is different to extraverting one of the functions, S, N, T or F, the same applies to introversion and introverting. I will explain more on this later.

Also the use of the terms perceiving and judging are confusing; firstly they are the fourth preferences in the type code (i.e. the J and P preferences) and perceiving and judging are also used when describing the functions. S and N being perceiving functions and T and F being the judging functions. They are of course connected, however the connection is not immediately apparent.

Sadly I can't change this so I will just work with what I have. To avoid at least some confusion, with clients I usually refer to the J and P preferences as 'Just Settle It' and 'Play it by ear'. You may wish to do the same.

On each of the careers cards and learning environment cards it is shown in all the type codes on the left hand side.

CAREERS

WARNING!!! – The careers information here is a guideline only. If you have an interest or passion please follow it. Finding a career you enjoy is essential to your well-being. A professional Career Practitioner is a wise investment and can help you further. Key skills, along with others, can be used in any career, anywhere, at any time!

Key skill: Visualising and adopting solutions to help others
Often used in these careers or roles:
 Social service, Charity worker, Creative arts, Careers guidance, Child welfare, Faith ministry, Medical therapist, Counselor/Psychologist, Special needs education

Key skill: Using ideas and innovation to serve a mission or purpose
Often used in these careers or roles:
 Counsellor, Teacher (higher level), Writer, Meditation, Artist, Faith ministry, Human rights, Environmental science, Holistic healthcare

Key skill: Serving others by finding innovative ways to reach potential
Often used in these careers or roles:
 Public relations, Human resources, Medical therapist, Psychologist, Customer service, Charity worker, Careers counsellor, Communications/Media, Education

Key skill: Creating opportunities for positive change
Often used in these careers or roles:
 Education, Creative arts, Human resources, Journalism, Broadcasting, Entrepreneur, Counselor/Life coach, Environmental science, Marketing & Advertising

Learning Environment

PLEASE NOTE!!! – The learning environment described for each type suggests the optimal situation. It does not mean that students cannot learn in anything other than this environment. It describes the circumstance in which each type will be most energised, motivated and supported to learn. We can all learn in many different ways; sometimes we learn more when we are challenged by a different style of learning. However, if our preferred style is unavailable most of the time our learning will be limited.

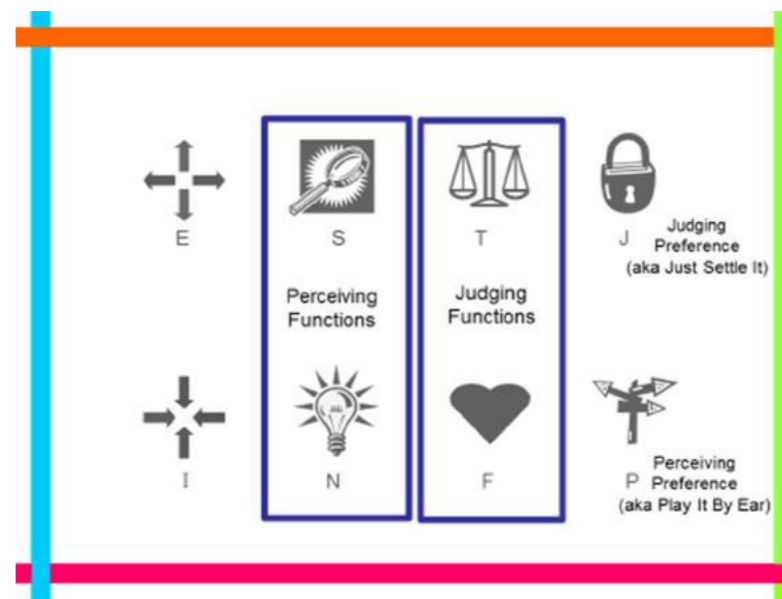
As a student: I enjoy learning that is creative, imaginative, inspiring and playful. I like my originality to be appreciated, supportive guidance when things get difficult and an understanding of the purpose to keep me motivated. A peaceful setting is essential.

As a student: I like to understand the reason for learning and am inspired by work. I see will make a difference in the world and is meaningful to me. I thrive when I can be creative, imaginative and have time to think. I like working on my own, following my own curiosity. Too much structure, detail and analysis of facts is hard to take.

As a student: I like learning that is lively, welcomes creativity and self-expression and values co-operation over competition. I like to look beyond what is obvious and create new ideas. A good relationship with my teacher is very important; I need to feel valued and accepted.

As a student: I like an environment that is full of energy and enthusiasm. I thrive when different options to learn are available, projects are creative, inspiring and fun and where my natural curiosity is respected. I want to be free to make mistakes and learn from them. It helps if I'm reminded about the deadlines.

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As well as being a dominant function there is also an order for all the other functions.

They represent many things and play different roles in your personal play.

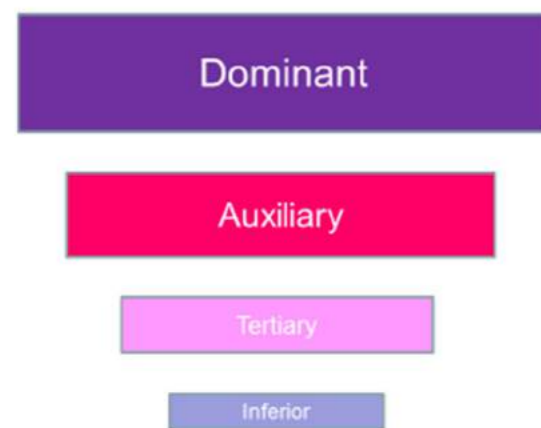
1. Dominant function Lead actor
2. Auxiliary function Support actor
3. Tertiary function A speaking part
4. Inferior function An extra

Very simply, as you go through the hierarchy of functions from 1 to 4, the functions may require more energy from you to access them. It is possible to be skilled at using these functions but they feel less comfortable, are used less often and may be forgotten in times of stress when your mind seeks the more preferred functions to use first.

Jung believed that not only the dominant function but the hierarchy of functions is also important as it describes our development through life.

Books explaining much about this complex area of psychological type are in reading recommendations at the back of this guidebook. It can be simple to explain but can also take a lifetime of work to truly understand how these functions operate in our psyche. Of course, everyone is unique. How it works for you will differ even when compared to someone who shares your type preferences. However there will also be similarities. Discussion of how this works for you provide significant insights into self-awareness.

The Dominant Function ...and it's friends



OR...



Let's get back to finding the dominant function for each type.

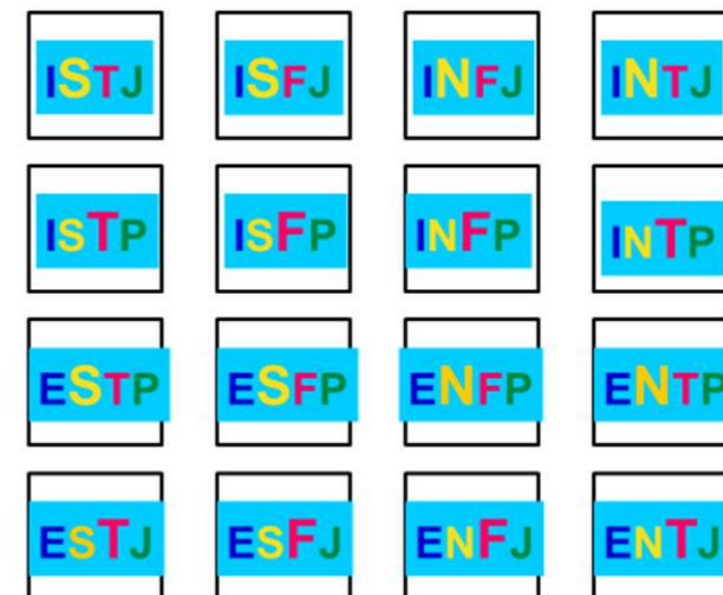
To find the dominant function, which will be one of the middle two letters of the type code, we need to be guided by the two other letters on the outside of the type code.

Firstly let's work this out for those who prefer extraversion and whose type code therefore starts with an E, as this is somewhat more straight forward.


It turns out that the dual purpose of the J and P preference is not only to describe a different range of behaviours but also to indicate which is the dominant function. With an E and J combination, the dominant function is a judging function, therefore it is either T or F. With an E and P combination the dominant function is a perceiving function, therefore it is either S or N. Take a look at the 3rd and 4th rows in the diagram below. The P and J preferences are indicators of what function a person is extraverting, that is, what you are most likely to be using in the outer world and what is often observable by those around you. Those who prefer extraversion are generally speaking easier to get to know. "What you see is what you get." They are extraverting their dominant function.

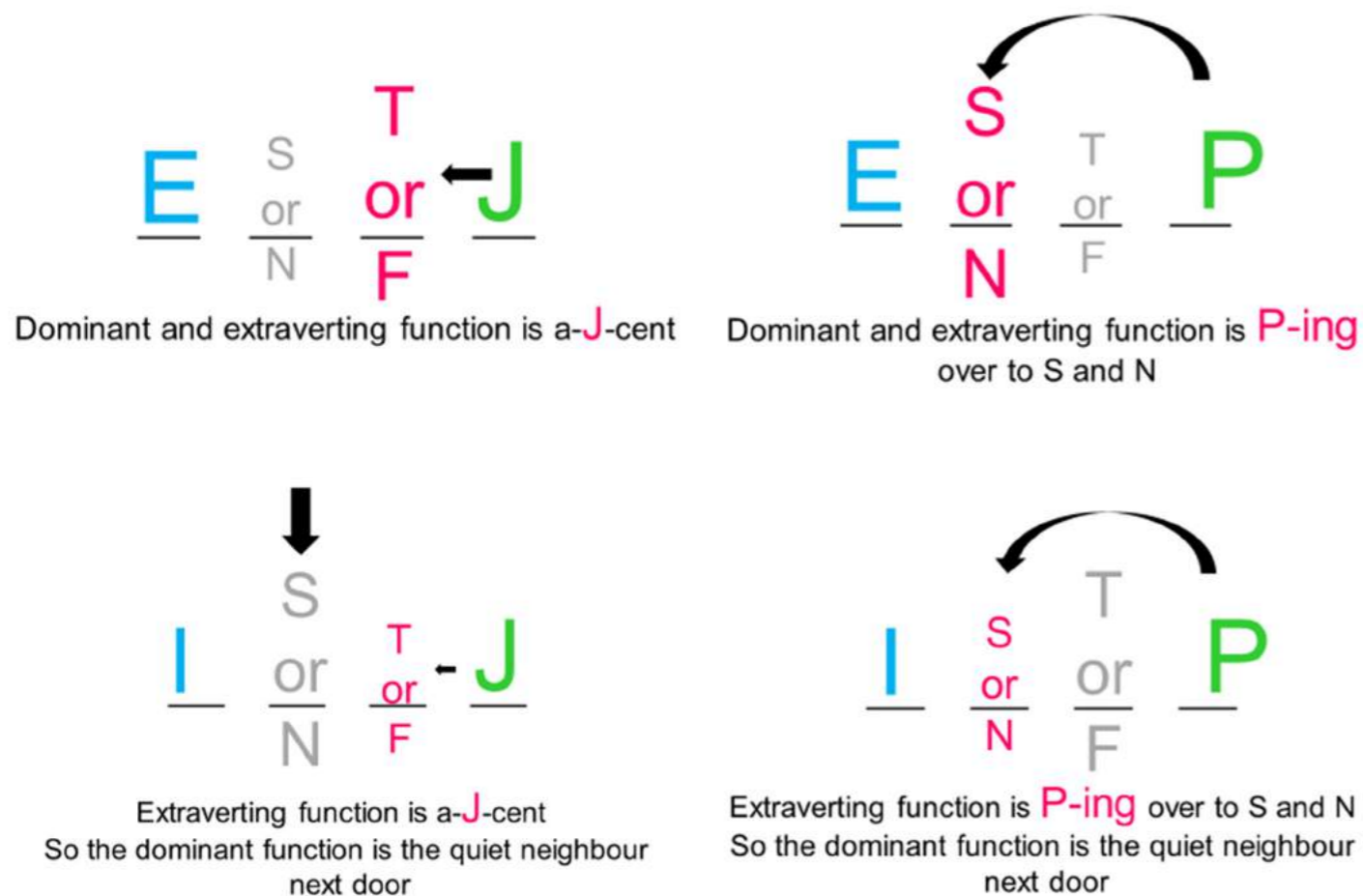
So, what about those with a preference for introversion? This is a little more complex, because what we see on the outside is their auxiliary function, or the support actor in their play. They keep the best part of themselves to themselves and hold it privately, often only to be revealed to those who are close to them. The dominant function has an internal focus. The P and J preference are indicating what function is being extraverted and so, if you have a preference for introversion, the function next door is actually the dominant function.

Take a look at the 1st and 2nd rows of the table. With the I and J combination, the J is indicating the T or F (Judging functions) as the function that is extraverting. Therefore, that is the function that is often seen on the outside, but it is S or N which is actually the dominant function. This is a consistent pattern. With the I and P combination the P is indicating the S or N (Perceiving functions) as the extraverting function, this is often seen on the outside, but it is the T or F that is actually the dominant function.



The black arrow indicates the dominant function. The pattern is always the same.

- E and J types the dominant function is always  decision making T or F
- E and P types the dominant function is always a perceiving function S or N
- I and J types the dominant function is always a perceiving function S or N
- I and P types the dominant function is always decision making T or F



* This cute statue is the Manneken Pis, the world famous and most photographed statue in Brussels. I think about this little fellow when working out the dominant function. It may help you too!



Now that you have worked out the dominant functions, what is the order, from dominant to inferior, of the other functions?

The table below shows the order of functions for each type.

1. Dominant function, lead actor in your play
2. Auxiliary function, support actor in your play, sits next to the dominant function in your Type code
3. Tertiary function, speaking part in your play, is the opposite of your auxiliary function. i.e. if auxiliary is S your tertiary is N, if auxiliary is T tertiary is F
4. Inferior function, an extra in your play, is the opposite to your dominant function

Understanding the interplay of these functions is too big a topic to cover here. Please refer to the reading recommendations at the back of this book.

| | | | |
|--|--|--|--|
| ISTJ 1. Sensing 2. Thinking 3. Feeling 4. Intuition | ISFJ 1. Sensing 2. Feeling 3. Thinking 4. Intuition | INFJ 1. Intuition 2. Feeling 3. Thinking 4. Sensing | INTJ 1. Intuition 2. Thinking 3. Feeling 4. Sensing |
| ISTP 1. Thinking 2. Sensing 3. Intuition 4. Feeling | ISFP 1. Feeling 2. Sensing 3. Intuition 4. Thinking | INFP 1. Feeling 2. Intuition 3. Sensing 4. Thinking | INTP 1. Thinking 2. Intuition 3. Sensing 4. Feeling |
| ESTP 1. Sensing 2. Thinking 3. Feeling 4. Intuition | ESFP 1. Sensing 2. Feeling 3. Thinking 4. Intuition | ENFP 1. Intuition 2. Feeling 3. Thinking 4. Sensing | ENTP 1. Intuition 2. Thinking 3. Feeling 4. Sensing |
| ESTJ 1. Thinking 2. Sensing 3. Intuition 4. Feeling | ESFJ 1. Feeling 2. Sensing 3. Intuition 4. Thinking | ENFJ 1. Feeling 2. Intuition 3. Sensing 4. Thinking | ENTJ 1. Thinking 2. Intuition 3. Sensing 4. Feeling |

Remember: We are relating the order of the functions to the ease of use, it's accessibility to us, the higher up the order the more comfortable we are with its use. It does NOT relate to our skill at using it; this can only be decided by each individual and of course we are all different. When we apply ourselves we can use any function. As adults we have innate thinking styles and behaviours and learned thinking styles and behaviours. We know that in certain circumstances we can be our natural selves and in other circumstances we need to be aware of the context, dig a little deeper, and to reframe our innate style to one that better suits the situation and will achieve a better outcome for everyone involved. This can be at the heart of a personal development coaching session and can lead to positive change.

LEVEL THREE – True Type Dynamics

How to determine the order of functions using the eight Jungian cognitive processes; Se, Si, Ne, Ni, Te, Ti, Fe, Fi

An important thing to remember is that what Isabel Myers wanted to do was to give the ordinary people of the world access to the ingenious ideas of Carl Jung. Jung's superior perception gave birth to the theory of psychological type which described eight functions, and not four.

We all have an outer life and an inner life and there is a balance between the two. We have two functions that we are most at ease with, a dominant function and an auxiliary function (the lead actor and support actor in our play) and it makes perfect sense that one of these is used in our outer world and one in our inner world.

Jung called these extraverted and introverted functions.

In fact, as has been hinted earlier, there are two ways of using each of the four functions. Each one of the four functions has two sides to it, like two sides of a coin. These two sides are referred to as extraverted and introverted. We, therefore have extroverted and introverted Sensing, Intuition, Thinking and Feeling; making eight Jungian functions in total, also known as cognitive processes or function attitudes.

Knowing the difference between how these functions look and operate in the world is another key to truly understanding psychological type as it was initially intended. Having said that, there are features of both sides of each of the function coins that are similar. For example, both extraverted and introverted sensing focuses on what is real, whilst both extraverted and introverted Intuition looks at possibilities. Where they actually initiate their perceiving functions are from two quite different sources. The same applies to Thinking and Feeling. Both extraverted and introverted Thinking are objective and both extraverted and introverted Feeling are subjective. How each actually initiates the decision making process are also quite different.

Our task for the moment is to differentiate between the extraverted and introverted functions so that you can explain this in a simple way to your clients in the coaching process. There are many opinions on this and I can only put forward my own understanding and observation. Books to study this further are in the recommended book list at the end of this manual.

In particular I can recommend The Type Trilogy Personality Puzzle which has a set of cards as part of the resource dedicated to the cognitive processes. These will almost certainly help further.

THE EIGHT JUNGIAN COGNITIVE PROCESSES

Jung believed that our minds are constantly engaged in two activities, taking information in using perceiving functions, and making a decision on that data using judging functions.

Perceiving Functions

The four ways that we gather information are:

| | |
|-----------------------|----|
| Extraverted Sensing | Se |
| Introverted Sensing | Si |
| Extraverted Intuition | Ne |
| Introverted Intuition | Ni |

We are all able to use all these functions but with a greater or lesser degree of fluency and ease depending on our type preferences.

EXTRAVERTED SENSING – EXPERIENCING


Gathering specific information from the immediate environment

Extraverted Sensing is the dominant function for ESFPs and ESTPs and the auxiliary function for ISTPs and ISFPs. The common denominator is S and P preferences. Those with this preference have an innate ability to be in the moment, connecting with what is happening in real time, observing with sharp attention to all physical qualities and sensations.

A perfect simile for this is the juggler whose senses are tuned in to the current need to observe, use physical acuity and physically move to do what is required.

INTROVERTED SENSING – RECALLING

Gathering specific information from internal memory banks

Introverted Sensing is the dominant function for ISTJ and ISFJ and auxiliary function for ESTJ and ESFJ. The common denominator is S and J preferences. Those with this preference are drawn to information that is stored in their memory. It is not just numerical data and facts it is uch richer and more colourful. Memories are stored like many movies in their minds which can be called upon when required. Please note, this information can only be recalled if it is stored; some things are not considered important enough for storage!

A perfect simile is a treasure chest of memories, literally a wealth of information and experiences from the past. Not all memories are good, there are some battered old coins in the box too, but all are stored for potential future use.

EXTRAVERTED INTUITION – BRAINSTORMING

Gathering diverse information by scanning the environment then exploring the possibilities

Extraverted Intuition is the dominant function for ENTP and ENFP and the auxiliary function for INTP and INFP. The common denominator is N and P preferences. Those with this preference see possibilities in everything, they have an innate talent for seeing things from many perspectives simultaneously, they are 'ideas factories' that keep lighting up and producing new ideas.

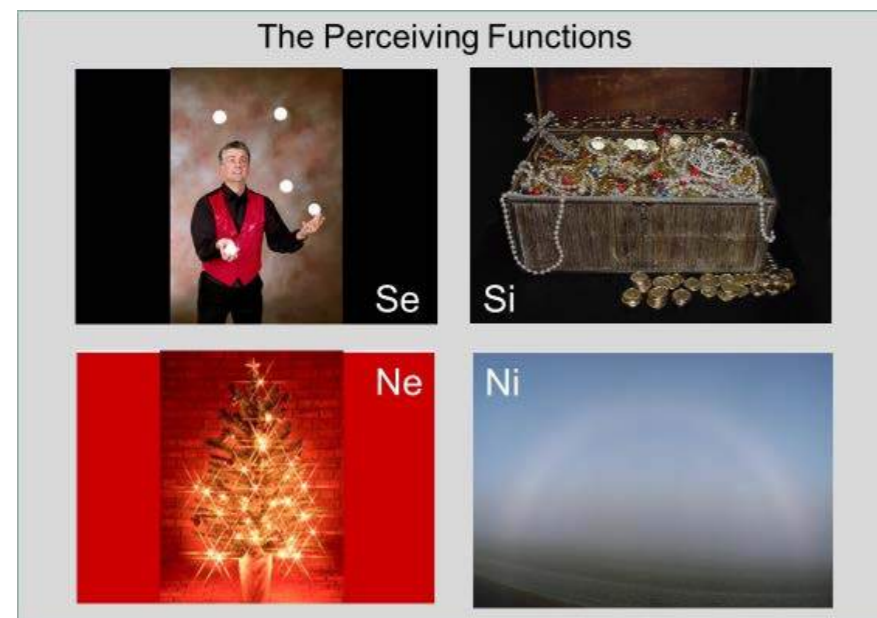
A perfect simile for this is the Christmas tree with flashing lights of many colours, constantly changing and illuminating.

INTROVERTED INTUITION – VISIONING

Combining both seen and unseen data to form an inner vision of what could be

Introverted Intuition is the dominant function for INTJ and INFJ and the auxiliary function for ENTJ and ENFJ. The common denominator is N and J preferences. Those with this preference wait for inspiration, ideas need time to incubate and form slowly, but when the process is complete the vision is crystal clear.

A perfect simile is a mist which clears to a perfect day. This cannot be hurried, it has to take its natural course. When inspiration does arrive it is often the case that it is unknown exactly how this knowledge was perceived. It just was, and its clarity can be remarkable.



As you can see, each way of perceiving has its own set of gifts.

No-one is equally gifted with all four functions; we are all able to use each one to some extent but are drawn to one of these in particular. This is our natural way of taking information in from the world around us or within us.

Judging Functions

How do we make decisions with the information we have received through our perceiving functions?

The four ways are:

| | |
|----------------------|----|
| Extraverted Thinking | Te |
| Introverted Thinking | Ti |
| Extraverted Feeling | Fe |
| Introverted Feeling | Fi |

EXTRAVERTED THINKING – SYSTEMATIZING

Implementing effective plans using key data from the environment.

Extraverted Thinking is the dominant function for ESTJ and ENTJ and the auxiliary function for INTJ and ISTJ. The common denominator is T and J preferences. Those with this preference are able to place the information in a logical structure and mentally organize and re-organise until the right solution is clear.

A perfect simile is the Sudoku puzzle, what needs to be where to make something work effectively and complete the task?

INTROVERTED THINKING – ANALYSING

Evaluating effectiveness using internally categorized knowledge.


Introverted Thinking is the dominant function for INTP and ISTP and the auxiliary function for ENTP and ESTP. The common denominator is T and P preferences. Those with this preference have a focus on asking the right question to determine the optimal process, compulsive internal problem solvers.

A perfect simile is the marble going down the marble run. The marble represents a thought as it works its way down the track. When the track shifts the thought also shifts. The goal is not merely to solve the problem but to take the right route to do so.

EXTRAVERTED FEELING – HARMONISING

Evaluating desirability by considering the feelings and emotions of those involved.

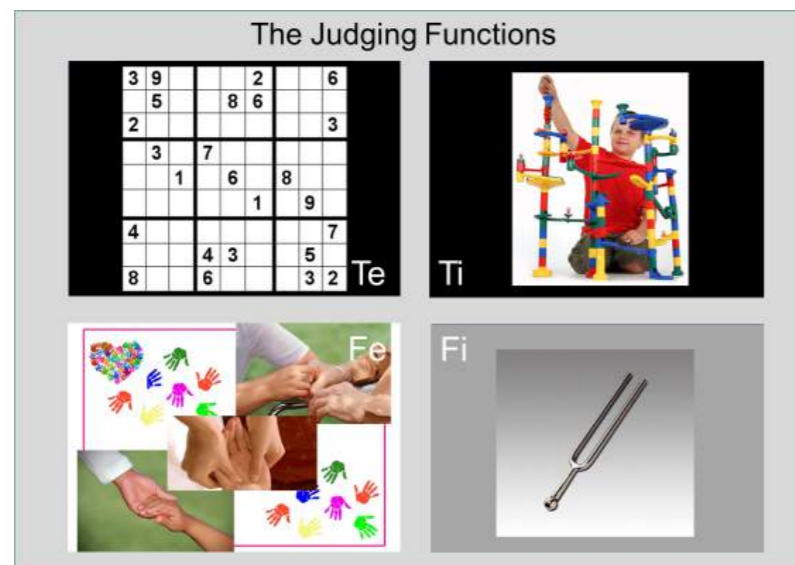
Extraverted Feeling is the dominant function for ESFJ and ENFJ and the auxiliary function for ISFJ and INFJ. The common denominator is F and J preferences. Those with this preference have a strong desire to serve others and ensure harmony is achieved.

A perfect simile is a pair of helping hands, constantly working to sooth, serve and show sensitivity 

INTROVERTED FEELING – VALUING

Evaluating desirability by using personal, firmly held, beliefs and values

Introverted Feeling is the dominant function for INFP and ISFP and the auxiliary function for ENFP and ESFP. The common denominator is F and P preferences. Those with this preference have strongly held convictions on which they are rarely willing to compromise. Being attuned to these values and beliefs is essential to their well-being. A perfect simile is the tuning fork. A question which is constantly posed in their minds is “Does this feel (or sound) right?” They will very soon know if it is out of key.



As with the perceiving functions, each way of making decisions is has its own set of gifts. No-one is equally gifted in all four functions; we are all able to use each one to some extent but are drawn to one of these in particular. This is our natural way of interpreting our perceptions and making judgments.

Using similes

I have found the use of similes to be very powerful when explaining how each of these eight functions operates. Using them to describe the functions, compare opposite functions and illuminate how it is that when two people share the same function but in different attitudes (e.g Ne and Ni) their cognitive processes are in fact very different. This enhances the type verification process has been invaluable. The combination of image and language has great results; learning becomes faster, more effective, and frequently a lot more fun.

Of course, these aren't the only similes and you may well find others that suit you better. In fact, when with clients I rarely show them the images, I just explain the idea and see where their own imaginations take them. I have run many workshops for Type practitioners where they are asked to draw their own similes or metaphors, each time I extend my learning, so far these eight images are the ones that appear to work best.

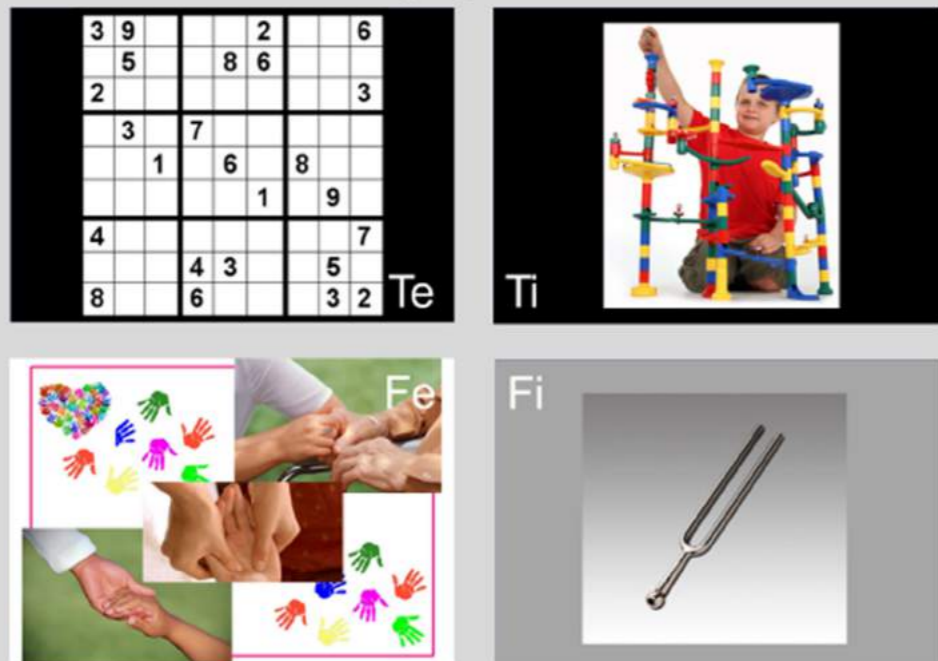
Taking a look at the images on the next page ask yourself if this works for you? My ESTJ preferences are well described with my treasure chest of memories supporting my need to be out in the world logically organizing events in a Sudoku like way. Please take a moment to try this out for yourself.

I encourage you to engage your creative minds to find more. Please feel free to share them with me, I would love to hear from you.

The Perceiving Functions



The Judging Functions



Hierarchy of functions for the eight cognitive process for each Type

| | | | |
|---|---|---|---|
| <p>ISTJ</p> <p>1. Si 5. Se 2. Te 6. Ti 3. Fi 7. Fe 4. Ne 8. Ni</p> | <p>ISFJ</p> <p>1. Si 5. Se 2. Fe 6. Fi 3. Ti 7. Te 4. Ne 8. Ni</p> | <p>INFJ</p> <p>1. Ni 5. Ne 2. Fe 6. Fi 3. Ti 7. Te 4. Se 8. Si</p> | <p>INTJ</p> <p>1. Ni 5. Ne 2. Te 6. Ti 3. Fi 7. Fe 4. Se 8. Si</p> |
| <p>ISTP</p> <p>1. Ti 5. Te 2. Se 6. Si 3. Ni 7. Ne 4. Fe 8. Fi</p> | <p>ISFP</p> <p>1. Fi 5. Fe 2. Se 6. Si 3. Ni 7. Ne 4. Te 8. Ti</p> | <p>INFP</p> <p>1. Fi 5. Fe 2. Ne 6. Ni 3. Si 7. Se 4. Te 8. Ti</p> | <p>INTP</p> <p>1. Ti 5. Te 2. Ne 6. Ni 3. Si 7. Se 4. Fe 8. Fi</p> |
| <p>ESTP</p> <p>1. Se 5. Si 2. Ti 6. Te 3. Fe 7. Fi 4. Ni 8. Ne</p> | <p>ESFP</p> <p>1. Se 5. Si 2. Fi 6. Fe 3. Te 7. Ti 4. Ni 8. Ne</p> | <p>ENFP</p> <p>1. Ne 5. Ni 2. Fi 6. Fe 3. Te 7. Ti 4. Si 8. Se</p> | <p>ENTP</p> <p>1. Ne 5. Ni 2. Ti 6. Te 3. Fe 7. Fi 4. Si 8. Se</p> |
| <p>ESTJ</p> <p>1. Te 5. Ti 2. Si 6. Se 3. Ne 7. Ni 4. Fi 8. Fe</p> | <p>ESFJ</p> <p>1. Fe 5. Fi 2. Si 6. Se 3. Ne 7. Ni 4. Ti 8. Te</p> | <p>ENFJ</p> <p>1. Fe 5. Fi 2. Ni 6. Ne 3. Se 7. Si 4. Ti 8. Te</p> | <p>ENTJ</p> <p>1. Te 5. Ti 2. Ni 6. Ne 3. Se 7. Si 4. Fi 8. Fe</p> |

These additional four functions (5, 6, 7, and 8) gives an extended cast of characters in our play. Typically these remain in our unconscious. At best they are background chatter which occasionally can give rise to an inexplicable flash of brilliance, but for the most part far less consciously available of us to use than the first four functions.

In times of stress they can be particularly troublesome and act out ways that are distinctly ineffective and negative.

These eight functions together are referred to by students of Jung as the archetypes. They too each have a role in our psyche. This is a fascinating study and again I encourage to deepen your knowledge.

Please see the recommended reading at the back of this Guidebook.

Space for your notes

CHAPTER FOUR PUTTING THE TYPE DYNAMICS TO WORK

How to use your professional awareness of type to focus your interpretations for specific types of clients.

It is often difficult to communicate, motivate and support someone whose priorities and needs are different to our own. It is equally difficult to discuss Type with someone whose preferences are different. So, the question of how to discuss Type with different Types is an interesting one.

The MBTI® professional is often at an advantage because a common practice is for the client to complete the questionnaire and the interpretation takes place when the professional knows the results. Therefore, it is possible to prepare in advance and have some expectations as to how the interpretation may develop. Bear in mind though that the reported type may be different to the client's actual type. This happens fairly frequently. So, whether you have used a questionnaire or not, it is important to remain open-minded and flex with the needs of the moment. Your own observations as well as your client's self-discovery of their preferences will come together. You will find that as your experience increases so will your ability to trust your powers of observation.

The process of type verification is challenging and rewarding. As professionals in this field we need to continually work on enhancing our skills in this area. Please also keep in mind your goals for the coaching session. This is not always to find your clients 4-letter preferences, although this of course can be a bonus. It could be to have a meaningful conversation about personal development or performance in a particular area.

In the following pages there are some guidelines which explain...

- the needs of the dominant functions for each of the types
- one of the key questions relating to type that will be important
- some ideas on how to explain type to each of these preferences
- what reactions to expect.
- how the same preference relates to the auxiliary function

Clearly, not all types will conform precisely; it is a relief that everyone has the potential to surprise us. However, it is helpful to have some suggestions to use as a starting point.

EXTRAVERTED SENSING

AS A DOMINANT FUNCTION: **ESTP** **ESFP**



Extraverted Sensing types want to spontaneously interact with the endless variety in the world, enjoying the experiences of the moment, recalling them with vivid detail.

The big 'type' question:

What is the immediate effect of understanding type and what actions can I take?

Answer this by:

- Bringing type alive with actual examples of how type has made a difference in people's lives.
- Giving evidence that understanding type is effective; results can be dramatic with a small amount of change.
- Describing how they can specifically incorporate 'type' into their lives.
- Discussing the immediate effect of using knowledge of type.
What do people experience when they first learn about type?

Expect they will:

- Talk animatedly throughout the interpretation.
- Enjoy juggling and playing around with the cards.
- Describe their own experiences in detail.
- Describe their understanding of type using 'sensing' language. i.e. what they have observed.
- Want to leave with an action plan for immediate implementation.

Extraverted Sensing as an auxiliary function: **ISTP** **ISFP**

Be aware that their focus on detail is masking the big question for the dominant function:

Which for an ISTP (dominant introverted thinking) is –

How can this information help me form an inner logical understanding of the world around me?

And for an ISFP (dominant introverted feeling) is –

How does this information respect my commitment to my inner values and honour people as individuals?

INTROVERTED SENSING

AS A DOMINANT FUNCTION: **ISTJ** **ISFJ**



Introverted sensing types want to hold a wealth of information about how things and people operate in the real world. They draw on memories of specific events and their internal thoughts and feelings about them.

The big 'type' question

What is the evidence that an in-depth understanding of type can be of practical use in my life and how can I find more information?

Answer this by:

- Explaining how type has helped in the past using actual events and people who are important to them.
- Discussing how this information can be of practical use to them.
Be specific to the client's own interest and expertise.
- Explaining that the information you give them is just 'the tip of the iceberg'.
Help them locate more information they can research in their own time.
- Making sure they know what information they will be able to take away with them
so they don't feel compelled to take detailed notes.

Expect they will:

- Want you to describe the process in detail. Enjoy a steady pace that they set.
- Want you to be thorough; they will take the information seriously.
- Often reflect on the past.
- Go through the cards sequentially and need time to read the detail.
- Ask you to repeat something they haven't completely understood.
- Want to leave with some more research opportunities plus a carefully considered plan
they can realistically put into practice.

Introverted Sensing as an auxiliary function: **ESTJ** **ESFJ**

Be aware of the importance of specific information that supports the big question of the dominant function:

Which for an ESTJ (dominant extraverted thinking) is –

How can this information help me create a successful environment where I can achieve my goals?

And for an ESFJ (dominant extraverted feeling) is –

How will this information help me to create an environment where people are valued and I can be actively involved in helping them?

EXTRAVERTED INTUITION

AS A DOMINANT FUNCTION: ENTP ENFP

Extraverted Intuitive types explore the world around them to help them create and move towards visions of the future which excite and inspire them.

The big 'type' question:

What are the exciting possibilities and opportunities available to me through understanding type?

Answer this by:

- Explaining how they can incorporate this information in creative ways to stimulate personal and professional development.
- Using inspirational examples to illustrate your point.
Create an image of situations where understanding type is helpful.
- Discussing how this insight can open new doors, where can this knowledge lead?
- Being optimistic and encouraging.

Expect they will:

- Engage quickly but be distracted often.
- Tell many of their own stories about themselves or other people in their lives.
- Ask a lot of questions and be happy if they are answered with another question to stimulate new ideas.
- Deviate from the process frequently – follow their lead but keep an eye on the time
- Use the cards as a jumping off point for further discussion, making connections with events, people and future applications of type.
- Want to leave motivated to explore new ideas on how to use this information to create positive change

Extraverted Intuition as an auxiliary function: INTP INFP

Be aware of the importance of innovation and creativity which masks the big question of the dominant function:

Which for an INFP (dominant introverted feeling) is –

How does this information respect my commitment to my inner values and honour people as individuals?

And for an INTP (dominant introverted thinking) is –

How can this information help me form an inner logical understanding of the world around me?



INTROVERTED INTUITION

AS A DOMINANT FUNCTION: INTJ INFJ

Introverted Intuitive types value their depth of understanding and insight which gives them an internal view of the shape their world should be. They seek ways to change their environment to meet this vision.

The big 'type' question:

How can I use this information to complement and enhance my inner vision for the future?

Answer this by:

- Helping them clarify their ideas on why type is important.
- Describing how understanding type can help with effective and innovative solutions in their sphere of interest.
- Discussing the effect of understanding type from many perspectives;
boss, peers, subordinates, parents, children.
- Preparing yourself to be intellectually challenged.

Expect they will:

- Be hesitant to communicate their personal visions unless invited to do so.
- Enjoy the complexity of type dynamics.
- Reflect on the information and require time to process it and formulate insightful questions.
- Give the cards serious consideration.
- Want to leave with a sense of the importance of type and a determination to learn more about how it can be used to meet personal and professional objectives.

Introverted Intuition as an auxiliary function: ENFJ ENTJ

Be aware of the importance of creative ideas and innovation that supports the big question of the dominant function:

Which for an ENFJ (dominant extraverted feeling) is –

How will this information help me to create an environment where people are valued and I can be actively involved in helping them?

And for an ENTJ (dominant extraverted thinking) is –

How can this information help me create a successful environment where I can achieve my goals?



EXTRAVERTED THINKING

AS A DOMINANT FUNCTION: ESTJ ENTJ

Extraverted thinking types like to organize and structure their environment to ensure maximum efficiency, competence and achievement of goals.

The big 'type' question:

How can I use this information to create a successful environment where I can achieve my goals?

Answer this by:

- Asking them what they want to achieve from gaining knowledge about type.
- Agreeing your goals and how to get there.
- Presenting a logical case for the benefits of understanding type. Be clear and direct. Give examples of successes.
- Comparing understanding type with learning a system which can increase effectiveness and assist with solving problems.
- Weighing up current effectiveness with the potential consequences of putting this knowledge into practice.

Expect they will:

- Want to get straight to the point.
- Ask for evidence that this system works.
- Think out loud.
- Want to leave with a clear personal goal and confidence that understanding and implementing good type practices will have positive results.

Extraverted Thinking as an auxiliary function: INTJ ISTJ

Be aware that their focus on goals is masking a need to answer the big question of their dominant function:

Which for an INTJ (dominant introverted intuition) is –

How can I use this information to complement and enhance my inner vision for the future?

And for an ISTJ (dominant introverted sensing) is –

What is the evidence that an in-depth understanding of type can be of practical use in my life and how can I find more information?



INTROVERTED THINKING

AS A DOMINANT FUNCTION: ISTP INTP

Introverted thinking types like to order and process their thoughts in a logical manner, structuring them in an adaptable framework. They reflect on new knowledge and categorize it to assist understanding of their world.

The big 'type' question:

How can this information help me form an inner logical understanding of the world around me?

Answer this by:

- Meeting their need to take in information carefully and at a pace they set for themselves.
- Highlighting the logical consequences of understanding type.
- Introducing understanding type as a strategy that can promote self-knowledge and enhance competence at many levels.

Expect they will:

- Keep their personal thoughts and judgments to themselves unless invited to express them or unless they disagree.
- Play devil's advocate.
- Need time to reflect and process their thoughts.
- Use the cards to develop an internal framework to organize the information.
- Shrewdly analyse the information, weighing up the pros and cons.
- Want to leave with a competent knowledge and a path to independently pursue further information

Introverted Thinking as an auxiliary function: ESTP ENTP

Be aware of the importance of using knowledge to increase understanding of their world that supports the big question of the dominant function:

Which for an ESTP (dominant extraverted sensing) is –

What is the immediate effect of understanding type and what actions can I take?

And for an ENTP (dominant extraverted intuition) is –

What are the exciting possibilities and opportunities available to me through understanding type?





EXTRAVERTED FEELING

AS A DOMINANT FUNCTION: **ESFJ ENFJ**

Extraverted feeling types like to be actively involved in developing strong positive relationships with everyone around them. They organize their world to help and support others.

The big 'type' question:

How will this information help me to create an environment where people are valued and I can be actively involved in helping them?

Answer this by:

- Giving examples of how people's lives have been turned around by understanding type.
- Explaining the many opportunities available to build good relationships through knowledge of type.
- Discussing their intentions for influencing the lives of others and praising them for their contribution.
- Building personal rapport and encouraging a spirit of co-operation and good will.

Expect they will:

- Enjoy the opportunity to express their concern for people in their lives.
- Be enthusiastic and optimistic about increasing their knowledge of people and relationships.
- Enjoy using the cards to explore the types of the 'significant others' in their lives.
- Want to leave with a strong desire to pass on this valuable information to others who will also benefit

Extraverted Feeling as an auxiliary function: **INFJ ISFJ**

Be aware that their focus on goals is masking a need to answer the big question of their dominant function:

Which for an INFJ (dominant introverted intuition) is –

How can I use this information to complement and enhance my inner vision for the future?

And for an ISFJ (dominant introverted sensing) is –

What is the evidence that an in-depth understanding of type can be of practical use in my life and how can I find more information?



INTROVERTED FEELING

AS A DOMINANT FUNCTION: **ISFP INFP**

Introverted Feeling types hold within them a set of deeply entrenched values which support their conviction that, to maintain emotional well-being; one's actions must always be in harmony with one's conscience.

The big 'type' question:

How does this information respect my commitment to my inner values and honour people as unique individuals?

Answer this by:

- Showing an understanding for, and commitment to, improving the quality of life for others.
- Introducing a discussion of how one's personal values can influence our treatment of others.
- Explaining the personal significance of understanding type.
- Finding common issues of concern.

Expect they will:

- Ask questions which express concern and loyalty to the people who are close to them.
- Be intensely focused on helping others.
- Have a quiet support for the concepts of type.
- Be hesitant to express their feelings – gently follow their lead if the opportunity arises.
- Want to leave with a feeling they have learned something personally valuable with which they can help others.

Introverted Feeling as an auxiliary function: **ENFP ESFP**

Be aware of the importance of their commitment to inner values which supports the big question of the dominant function:

Which for an ENFP (dominant extraverted intuition) is –

What are the exciting possibilities and opportunities available to me through understanding type?

And for an ESFP (dominant extraverted sensing) is –

What is the immediate effect of understanding type and what actions can I take?

CHAPTER FIVE USING THE PERSONALITY PUZZLE IN CAREERS GUIDANCE

Who we are, how we tick and what we prefer to do has been an essential factor in deciding career options for as long as there have been careers to decide upon. Research relating personality type to careers is ongoing and producing fascinating results. However, the question still remains as to how we can best use this information with clients to put across a complex message in a simple way. Having worked with the Myers-Briggs® framework for understanding personality for over a decade I am convinced of the value this knowledge brings in so many areas of life, no more so than in exploring career direction.

The Personality Puzzle is an ideal resource for on-on-one or small group coaching. It is used by careers practitioners all over the world. My work in New Zealand has a focus on using Type in schools and colleges and the resource is now used in over 60 educational environments.

The main point I would like to mention when using type in career direction is that when Type is used wisely it can produce amazing results, self-awareness catapults to a new level and in-depth discussion about personal growth and direction is made possible. The unwise use of this knowledge can have detrimental effects. It saddens me when I come across people who have had a negative experience which is usually because of a misinterpretation and miscommunication from someone who claims expertise but is ill-equipped and lacks knowledge and understanding.

Using Type in career guidance is an area where advice can easily go astray. Please keep in mind that just as the MBTI questionnaire, or indeed any other questionnaire, is an 'indicator' to one's best-fit type, the career suggestions made in this product and elsewhere are equally just indicators. It should be understood that all discussions should be client lead and many things influence our choice of career direction.

There is a warning on the top of each of the careers cards. It reads:

WARNING!!! –The careers information here is a guideline only. If you have an interest or passion please follow it. Finding a career you enjoy is essential to your well-being. A professional Career Practitioner is a wise investment and can help you further. Key skills, along with others, can be used in any career, anywhere, at any time!

These words were chosen carefully. It is not intended that anyone should use this list of nine possible careers as a definitive list, it is just a starting point for further discussion. Research shows that the careers listed for each of the 16 types have proven to be popular choices for that Type that have resulted in career satisfaction. It does not mean that satisfaction is guaranteed or that there are a limited number of careers that someone of this type can excel at or enjoy.

Having worked with careers practitioners for some years they report back that for many of their clients the careers listed are a good guide and prompt valuable conversation even when the direction they choose is very different.

The best use of these cards is to emphasise the 'key' skills. It is the application of these skills that is likely to produce career satisfaction and an ongoing enjoyment of their work. If someone is performing a role in any work environment that does not allow them to use their minds in a way that makes them thrive and feel good about themselves then they are likely to be dissatisfied. When we are using preferences that are not natural to us we can be very good at them, however we can tire more easily. We can also become stressed if use of our natural preferences is not available at all.

Of course, these are not the only skills that an individual possesses. Knowing Type is also not related to any measurement of skill levels, and using Type in job placement is strictly unethical. This is because someone can have a natural or trained skill that is outside what may be typical of that Type which could be well above the skill level of a person for whom that skill is more in line with their Type. For example, an attention to detail may be seen as a common skill for someone with a sensing preference but the best proof reader I know has a strong preference for intuition. Nothing is black and white, we are complex beings and there are many shades of grey.

Below is an example of one of the four careers cards. They are grouped by the function pairs ST, SF, NT and NF. Research tells us that the combination of the middle two letters of the type code has the greatest influence on career direction.



CAREERS CARD

WARNING! – The careers information here is a guideline only. If you have an interest or passion please follow it. Finding a career you enjoy is essential to your well-being. A professional Career Practitioner is a wise investment and can help you further. Key skills, along with others, can be used in any career, anywhere, at any time!

S T
Types

| | | | | | | | | | | |
|---|---|------------------------|-------------------|----------------------|--------------------|--------------|--------------------|--------------|------------------|------------------------|
| <div style="display: flex; justify-content: space-around; align-items: center;"> I S T J </div> | <p>Key skill: GATHERING INFORMATION AND ORGANISING TO PRODUCE RESULTS</p> <p>Often used in these careers or roles:</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>Finance</td> <td>Administration</td> <td>Law enforcement</td> </tr> <tr> <td>Business</td> <td>Construction</td> <td>Health and safety</td> </tr> <tr> <td>Insurance</td> <td>Real estate</td> <td>Engineer</td> </tr> </table> | Finance | Administration | Law enforcement | Business | Construction | Health and safety | Insurance | Real estate | Engineer |
| Finance | Administration | Law enforcement | | | | | | | | |
| Business | Construction | Health and safety | | | | | | | | |
| Insurance | Real estate | Engineer | | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> I S T P </div> | <p>Key skill: PRACTICAL APPLICATION OF TECHNICAL EXPERTISE</p> <p>Often used in these careers or roles:</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>Engineer</td> <td>Technical trainer</td> <td>Telecommunications</td> </tr> <tr> <td>Medical technician</td> <td>Fire fighter</td> <td>Sports coach</td> </tr> <tr> <td>Farmer</td> <td>Business</td> <td>Hands-on trades</td> </tr> </table> | Engineer | Technical trainer | Telecommunications | Medical technician | Fire fighter | Sports coach | Farmer | Business | Hands-on trades |
| Engineer | Technical trainer | Telecommunications | | | | | | | | |
| Medical technician | Fire fighter | Sports coach | | | | | | | | |
| Farmer | Business | Hands-on trades | | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> E S T J </div> | <p>Key skill: DEVISING AND IMPLEMENTING A WORKABLE PLAN</p> <p>Often used in these careers or roles:</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>Business</td> <td>Sales</td> <td>Vocational education</td> </tr> <tr> <td>Military</td> <td>Law</td> <td>Travel and tourism</td> </tr> <tr> <td>Finance</td> <td>Dentist</td> <td>Real estate</td> </tr> </table> | Business | Sales | Vocational education | Military | Law | Travel and tourism | Finance | Dentist | Real estate |
| Business | Sales | Vocational education | | | | | | | | |
| Military | Law | Travel and tourism | | | | | | | | |
| Finance | Dentist | Real estate | | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> E S T P </div> | <p>Key skill: USING PRACTICAL SKILLS TO RESPOND TO CHANGING NEEDS</p> <p>Often used in these careers or roles:</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td>Engineer</td> <td>Recreation</td> <td>Performing arts</td> </tr> <tr> <td>Transport</td> <td>Paramedic</td> <td>Hands-on trades</td> </tr> <tr> <td>Entrepreneur</td> <td>Physical fitness</td> <td>Information Technology</td> </tr> </table> | Engineer | Recreation | Performing arts | Transport | Paramedic | Hands-on trades | Entrepreneur | Physical fitness | Information Technology |
| Engineer | Recreation | Performing arts | | | | | | | | |
| Transport | Paramedic | Hands-on trades | | | | | | | | |
| Entrepreneur | Physical fitness | Information Technology | | | | | | | | |

PLEASE NOTE: The letter in larger font indicates the dominant function

USING THE PERSONALITY PUZZLE IN EDUCATION

It is my great hope that Type will be available as a framework for all educators, both in schools and colleges and also any learning and development that forms part of our continuing education. The importance of how we perceive and make decisions on our ability and motivation to learn cannot be under-estimated. And yet, certainly in my neck of the woods, there are few opportunities for educators to learn this vital information. However, when I run workshops in schools the overwhelming reaction is "How is it that I have not been given this information before?" The answer to this is of course complicated and relates mostly to a lack of time and resources.

What I have tried to do with The Personality Puzzle is create a synopsis of learning styles for each Type which is concise enough for anyone to recognize their own needs. What I hope happens from there is that the needs of the other Types are considered, options weighed and changes can be made to adapt learning to the variety of requirements that are within us all. Yet again, much more is available to read on this subject. I am currently working on a project which will look at this in more depth, for now I hope this information will be helpful.

The learning environment cards are on the back of the careers cards and are also divided into four groups by function pairs.

The note at the top of each card is important. It reads:

PLEASE NOTE!!! – The learning environment described for each type suggests the optimal situation.

It does not mean that students cannot learn in anything other than this environment. It describes the circumstance in which each type will be most energised, motivated and supported to learn.

We can all learn in many different ways, sometimes we learn more when we are challenged by a different style of learning. However if our preferred style is unavailable most of the time our learning will be limited.



LEARNING ENVIRONMENT CARD

PLEASE NOTE! – The learning environment described for each type suggests the optimal situation. It does not mean that students cannot learn in anything other than this environment. It describes the circumstance in which each type will be most energised, motivated and supported to learn. We can all learn in many different ways, sometimes we learn more when we are challenged by a different style of learning. However if our preferred style is unavailable most of the time our learning will be limited.

N T
Types

| | |
|--------------------|---|
| I N T J | <p>AS A STUDENT: I love to learn independently, at my own pace, in an environment where I am challenged. I value the teachers expertise and there is respect and order. I like to ask questions and I like answers to be reliable and thought provoking. Opportunities to be artistic and imaginative are welcome.</p> |
| I N T P | <p>AS A STUDENT: I enjoy learning that is thought provoking and challenging, where exploratory digressions are a welcome break from the routine and I can opt to extend my studies if I wish. The teachers must earn my respect by their expertise.</p> |
| E N T J | <p>AS A STUDENT: I enjoy learning when it's varied, creative, stimulating and challenging. I like structure but also want to follow my own path. I like teachers who think we are equal partners in achieving success. I may ask a lot of questions, I like answers that give me more food for thought.</p> |
| E N T P | <p>AS A STUDENT: I like to learn what I want to learn, when and how I want to learn it. This isn't often possible. I am naturally curious and have bursts of energy for things that inspire me. My best learning environment is lively, challenging, unpredictable and values discussion and debate.</p> |

PLEASE NOTE: The letter in larger font indicates the dominant function

TESTING "TYPE FOR TEENS" WITH TEENS (article)

Teenagers – exciting, exuberant, exhausting and exasperating! All of these things and, of course many more. For those of us who live and/or work with this age group we know so well the highs and lows; the expectations followed by achievement and the expectations followed by disappointment. It is indeed a tricky age. So how can we help, especially when they may appear disinterested in being helped and dismissive of our abilities as adults to understand?

As Type professionals we have a golden key that unlocks an important door, however, unless it is our profession, we can be very hesitant to use it. There's something about teenagers that can be just a tiny bit scary. My advice - please be bold. There is no better time to engage with these emerging young adults and help them on their way. One of my favourite quotes from Oscar Wilde is "I am not young enough to know everything." So true. Our young people can appear so confident and yet we know there is so much more to know. Age and experience tells us so.

Those who do spend time with teenagers are endlessly rewarded by the results. Whilst evaluating and testing the Personality Puzzle Type for Teens resource I have had some great moments and I am delighted to say that so have many others.

My good friend Nicky Gumbrell hosted an event which, for me at least, was a critical point in discovering just how much we can serve this age group. Her 15 year old daughter, Kate, created a Facebook event (I have to confess, I didn't know what that was!) and invited her class to come round to her place to find out about personality type stuff and then go to the beach. Fifteen fifteen year olds turned up. Yay! (OK, perhaps it was the beach trip that enticed them but, hey, whatever!)

I gave a very brief introduction and then let them loose on the cards in small groups to work out their preferences. They came to Nicky or I when they were done, and we gave them their whole type description card and also the careers card to see if the ideas they had suited them or to give them some ideas to kick off with. They could ask questions of either of us along the way.

It was an enjoyable and valuable morning. After an hour and a half they were all sorted. There were many light bulb moments but here are a few of my favourites.

An ISFJ worked out that her mum and sister were both ENTPs and could see clearly where things were going wrong between them. Her Dad was more like her, which was a relief, now she knew why. An ENFP had wanted to be a fire fighter. Not a bad choice really, but with a small reality check she could see that this wasn't a perfect fit. An ISTP wanted to be a psychologist (because his uncle was one and he admired him greatly) or a pilot. Both good choices. With some guiding questions he could see that his second choice may be a better fit. "Keep thinking though!" we said. Two ENTPs turned up late, within five minutes they worked out they shared the same preferences, were quite happy with that, and were ready for the beach. Why are we not surprised?!

Naturally the role of a careers advisor is far more than we were able to do justice to in such a small time frame and with so many people, however, as a helpful indicator and guide it worked a treat. (Please note that advice to receive further guidance from a careers practitioner is recommended as a wise investment on each of the careers cards.)

Here's what the teens had to say:

"Career path wise I thought it was amazingly accurate in job paths that may suit me." (ISTP)

"It has made me realise the reasons I do things and that maybe I'm not as different from everyone as I thought I was." (ENTP)

"It has made me understand how I react to different situations, what sort of careers I would suit, what types my friends are and how we get along." (ESFJ)

"It helped me understand some of the career paths I should take which were extremely accurate." (INFP)

"It's great to understand why friends and classmates are the way that they are, and how they're different from me." (ISTJ)

"I was able to discover way more about me than I knew." (ENFP)

"This will help me with identifying my strengths and improving on my weaknesses, particularly at school and figuring out what career I might want to follow." (ISTP)

"Now I feel I know myself more and I know what is suited to my personality in regards to a career." (INTP)

If you have teenagers in your world, whether personally or professionally, as Type professionals we have the ability, skills and knowledge to help them. So let's give it a try. Working with youth in any capacity is great work, whether they are thriving, striving or troubled they still need our support. The Myers-Briggs® model we all love so much needs to have a younger generation who are excited by it and are convinced that it works. If we can create opportunities for this learning to happen I believe we will be serving our families and communities well.

My thanks to Nicky, Kate and all her friends for providing this learning opportunity.



TAKING TYPE TO TEENS IN SCHOOLS (article)



It's a privilege to work with teenagers on Type. Nicky Gumbrell and I have had the great pleasure of running workshops together for youths as part of their college leadership programme and we have enjoyed every moment. It's an exhilarating experience.

Working with teens has its own special dynamic. At this age they are no longer cocooned, as are primary school kids, but they have yet to stretch their wings and truly show their colours and fly. It's definitely an emergent phase. However, as all Type enthusiasts will know, Type is innate, and to give these young people the opportunity to find out about who they are, and to know that it is OK to be that person, is an absolute privilege.

It's actually quite hard to describe how teens take to Type. Generally they are less suspicious and cynical than adult groups. Their young fresh minds are keen to learn something new, they are in student mode and therefore expect that learning is part of the deal; and yet a day all about them, rather than following the curriculum stuff, is quite a treat. They appear to have a certain resilience about them but at the same time I believe that every teenager needs a 'Handle With Care' label discretely tied to them as it's almost impossible to tell when they are having a fragile moment. If any of us could pick a time in our lives when we were at our most self absorbed I would be willing to bet it would be in our mid-teens, so what better time to put their minds to the task of self discovery?



We are lucky enough to have these groups for the whole school day. The morning is taken up with a wide range of activities to self assess their Type on all four of the MBTI scales. We keep them moving, talking, writing, drawing, thinking, laughing and learning. We decided to ditch the idea of using any technology as it's too hard to impress teenagers with anything other than amazing techno wizardry (which we didn't have) and anything that smacked of a lecture would be doomed to fail. This was a wise choice!

In batches of 40 to 50, teenagers initially take on a kind of herd mentality. Like a group of zebras on the plains, no-one wants their stripes to look outstandingly different to the next persons. However, once given the chance to make a choice about their preferences they seize upon it. Gradually the zebras start to not only see some patterns emerging that they hadn't previously spotted but also start to thrive in their type a-like groups, while recognising that if some-one is different to them it doesn't make them wrong – just different. Wow! This is all great stuff!

The afternoon sessions rate way up there as my most enjoyable professional hours spent. I can hardly believe I get paid to do this! We play the Survivor game with a Type flavour to it. After getting everyone into type-alike groups in a human type table we ask them to imagine they are on the popular TV game show, 'Survivor'. (If you haven't seen it, it's on You-Tube – the good thing is that every teenager knows about it!) The idea is that you are placed in a remote area with people you have never met and you can be voted out of the game by your tribe if they decide you are the least valuable member.

The questions and activities are as follows:

- Give yourselves a team name.
- Why would your group be voted off first?
- Why would your group make it to the final two?
- Create a motto for your team
- Draw a flag for your team

The mood of reflection, self discovery and 'aha' moments from the morning changes very rapidly to a camaraderie of unique groups who form a very special connection. They had heaps of fun doing the exercise and the feedback was astounding and outstanding.

Here are some examples:

ENFJ

Team Name: Dolphins (why the name? Because dolphins travel in packs, are smart, fun, playful, energetic, purposeful)

Motto: Enable a New Fun Journey

We'd win because: we're able to strategise; make it happen; positive; focussed; set goals

We'd get voted off because: not thinking through ideas; not stabbing people in the back (integrity); people may not like how we organise the group

ENFP

Team Name: Crazy Monkeys

Motto: Energetic Noisy Fun People

We'd win because: We have energy; we can see the big picture; we deal well with sudden change; we'd make good alliances; creative; good at winning people over; inventive; adaptable

We'd get voted off because: we're too boisterous; feelings get the better of us; acting on feeling rather than strategy

ENTP

Team Name: KA – RUBRICS (Ka = chameleons: Rubrics = complex problem solvers)

Motto: We shall overcome

We'd win because: good at developing strategies = making alliances; use imagination and insight to solve problems; flexible but we still keep the big picture in mind; leading new projects

We'd get voted off because: we take risks; we're up front leading and promoting the big picture and this would seem a threat to others

ESFJ

Team Name: ESFJ

Motto: Extra Sense for the Journey

We'd win because: Relationships developed because we work well in groups; build alliances and get more noticed as benefiting the tribe when you contribute; follow patterns from previous successful players; more respected when you involve yourself and interpret other's feelings; strategies for long term success.

We'd be voted off because: overpowering and intimidating; not considering the whole tribe's ideas; creative ideas may be more successful – new plans; may become distracted from the aim; not accepting things don't go to plan

ESFJ

Team Name: ESFJ

Motto: Extra Sense for the Journey

We'd win because: Relationships developed because we work well in groups; build alliances and get more noticed as benefiting the tribe when you contribute; follow patterns from previous successful players; more respected when you involve yourself and interpret other's feelings; strategies for long term success.

We'd be voted off because: overpowering and intimidating; not considering the whole tribe's ideas; creative ideas may be more successful – new plans; may become distracted from the aim; not accepting things don't go to plan

ESTJ

Team Name: JESTerz Team

Motto: Just do it!

We'd win because: We use logic and past experience to make decisions;

We are committed.

We'd get voted off because: Jealousy

ESFP

Team Name: Party People Team

Motto: "We're your people!"

We'd win because: We're easy going - people like us so unlikely to vote us off; hands on people; can adapt to situations and we are capable of any task.

We'd be voted off because: We may be too laid back; we may get distracted; if someone hurts us, it may hold us back; decisions may not be effective.

ESTP

Team Name: Every Single Thing's Possible Team

Motto: 'Cos we control the world

We'd win because: we have the ability to remain calm in a crisis so we are able to think things through

We'd get voted off because: we tell it like it is and our strong willed personalities can be seen as a threat

ISFJ

Team Name: Interesting Super Fantastic Just wicked

Team Motto: Quietly awesome

We'd win because: We are dependable; we can rely on each other for help; we think about our task and our ideas before we apply them; we are responsible and we honour our commitments to our team; we help others; we share responsibility of tasks

We'd get voted off because: we have a lack of communication; we avoid the spotlight and speaking for the group is more difficult; we lack an assertive motivating leader even though individually we are motivating we cannot easily delegate.

ISTJ

Team name: TBTEE (team better than everyone else)

Team motto: Steadily, structurally, practically winning since 1993/94 est 93

We'd win because: We pull our own weight; good at being hands on; we do what works well; efficient; we are strong willed and TOUGH.

We'd get voted off because: We may seem too independent and structured; think too much and controlling in all situations

ISFP

Team name: The DOVE Tribe (interestingly – all guys in this group)

Team motto: Treat others how you want to be treated

We'd win because: we wouldn't conflict much and we would get along and not give people a reason to vote us off first at least

We'd be voted off because: we would be seen as too quiet and a liability, not an asset

INFP

Team Name: Kashin- have attributes of the elephant (Kashin is the name of an elephant at Auckland Zoo)

Team Motto: Our values and beliefs lead our decisions

We'd win because: we're easy going; calm; quick thinkers; look ahead; inventive; sympathetic

We'd get voted off because: we're values driven; curious; happy to be alone; emotional; have trouble deciding

INTP

Team Name:

Team Motto: Shhh! (You won't hear us but we will win!)

We'd win because: we're strategizing; logical thinking; competitive; don't care about other teams

We'd get voted off because: we wouldn't – we're too competitive; too quiet; others would not be able to understand us

ISTP

Team Name: The unawoken

Team Motto: Think quiet, Win loud!

We'd win because: we will not be seen as a threat and will secretly come up with strategic plans to make the final two; we have many physical capabilities which are unknown.

We'd get voted off because: we don't express our ideas for the team at the start as we take time to develop critical ideas

You've just got to love them!!!

As I reflect on how much these groups learn in such a short space of time I am filled with hope that they each have a gift of understanding that they can take with them throughout their lives. I truly wish this had been given to me in my early years. It is possible that I wouldn't have had the maturity to know what to do with it, maybe that takes time. Nevertheless, it is worth the effort to give young people the opportunity to see the world from a different perspective, one which I hope will make a difference for them. Taking type to teens is truly a pleasure and a privilege.

CHAPTER SIX TRAINING

This Section Includes:

WHY IS IT IMPORTANT TO BE TRAINED?

WHERE CAN I FIND OUT ABOUT TRAINING IN MY COUNTRY?

TRAINING INFORMATION FOR:

- New Zealand
- Australia
- USA
- Great Britain
- Europe
- Worldwide

WHY IS IT IMPORTANT TO BE TRAINED?

When working in a professional capacity it is obvious to most people that training is required. When a resource becomes available which is as simple to use as The Personality Puzzle it can become tempting to bypass this requirement. I would like to urge you to be committed to completing a qualifying or certification program. There are many available around the world to choose from.

It is important for the following reasons:

- I believe that taking people through an understanding of their own personality is a responsibility that should not be taken lightly. It is a personal journey which can in many cases be life changing. It should be undertaken with care and integrity. It cannot be done with minimal knowledge and should be done by people who are committed to reaching the best outcome for their client and who are also continuing to improve and enhance their expertise.
- Qualified professionals, particularly those who are members of their local or international professional associations, are best placed to offer a high quality service.
- The standard of the qualification programs worldwide is very high. It is best to learn from the experts; those who have used this model for many years, are authors on their subject or who have served the type community well.
- It is best to avoid being too simplistic. Although the cards are easy to use they can be a springboard to the complexity that a full understanding of psychological type can offer.
- After qualifying it is best to undertake further study; become a Master Practitioner (US only), be involved in the many webinars now available internationally, join a local chapter or interest group, make the most of the books, resources, social network forums such as LinkedIn groups, and web sites. At all times make it a priority to increase your knowledge and understanding of Type.

WHERE CAN I FIND OUT ABOUT TRAINING IN MY COUNTRY?

APTi is the international association and is a good first port of call.

Please go to www.aptiinternational.org

HERE IS SOME INFORMATION ON TRAINING AROUND THE WORLD.

If you wish to add to this data please be in contact.

NEW ZEALAND

As I am writing this from our small place at the bottom of the globe I feel justified in putting NZ first on my list. We are tiny by comparison but nevertheless have a growing number of Type enthusiasts!



We are fortunate to have two qualifying options in NZ:

- CPP offer their internationally recognised certification program which is a worldwide standard. Please go to www.CPP.com
- We also have Colin Hopkirk's programme called Triple T. This 3-tiered training can take you from beginner to advanced levels. Please contact Colin at www.TripleT.co.nz
- Personal Coaching

Through my business, Personality Dynamics, I can also offer one-on-one or small group training for those who are already qualified and would like some coaching on the Myers Briggs® model and how to use The Personality Puzzle to its best advantage.

Please contact me if you would like more information. sue@personalitydynamics.co.nz NZAPT is the national association in New Zealand. www.nzapt.org.nz

AUSTRALIA

As our neighbour and ally (except when we are playing rugby!) I'll head to our friends across the 'pond' next.



- CPP Asia Pacific offer their internationally recognised certification program which is a worldwide standard. Please go to www.CPP.com
- Mary McGuiness offers a training programme using the same model with a different questionnaire called the MPTI®. For more information please go to www.itd.co.au

AusAPT is the national association in Australia. www.ausapt.org.au

UNITED STATES OF AMERICA

As Myers-Briggs has emanated from the US, it is universally recognised.

As far as training goes you are spoilt for choice!

The two main organisations which offer training programs (US spelling!) are CPP and CAPT.

These programs are available in many cities around the country throughout the year.

Please go to www.CPP.com and www.CAPT.org for details.

The Master Practitioner program is available in the US only. This qualification requires significant application and demonstration of type knowledge and expertise.

Please go to www.apinternational.org

Advanced training is available from many training specialists.

Points can be earned to go towards the Master Practitioner certificate.

Please go to www.type-resources.org, www.oka-online.com, and www.qualifying.org

In addition training is available on the Interstrengths method also known as Human Agility Mapping; an alternative and valuable perspective to explore personality type, introduced by Linda Berens.

Please go to www.lindaberens.com

Dario Nardi has also introduced a program based in his work on Neuroscience and Personality called the Neuro PQ.

Please go to www.darionardi.com

Please also look out for on-line training from a variety of sources. Subscribe to the associations and organisations mentioned above and register to receive regular updates. There are also a variety of LinkedIn groups that are very helpful. Use the keywords 'personality type' or 'MBTI' to find them.

There are many Chapters of the APTi around the US. These provide local networking and learning opportunities.

If there isn't one near you, please start one! One is a bit lonely, two is a group, three is a crowd!

Please go to www.apinternational.org for more details.

EUROPE

The main contact for training in Europe is OPP. This is a partner organisation to CPP. They offer the internationally recognised certification program translated into several European languages.

For more details contact www.OPP.com

The national associations are EAPT (European) and BAPT (British).

Please go to www.eapt.eu and www.bapt.org.uk



GREAT BRITAIN

Susan Nash is also based in the UK and is an MBTI Master Practitioner.

She is an author of many type related books and runs advanced training courses and webinars on both the Myers-Briggs and Interstrengths models.

Please go to www.em-power.com OR www.type-academy.co.uk Worldwide

To find training in the rest of the world it's best to start your research on-line. Contact APT International if you require further assistance.

Please go to www.apinternational.org.

Please note: If you would like your training programme to be included on this web site please be in contact.

For some more excellent information on the Myers-Briggs model please visit these web sites:

- www.mbtitoday.org
- www.myersbriggs.org



ACKNOWLEDGEMENTS

Thank you for your interest in The Personality Puzzle. I hope it will become a resource that you turn to again and again. I have tried to include as much information as possible that will help you to gain confidence, value and enjoyment. Please feel free to be contact of there is anything further that you feel should be added.

I would like to acknowledge many people whose work has inspired me to develop these products. In particular I would like to honour Isabel Myers, creator of the 16 MBTI® types, whose tireless efforts in her lifetime are reaping such great rewards around the world.

"I dream that long after I'm gone my work will go on helping people." Isabel Myers 1979

There are many of us who continue to try to make that dream come true.

All people named below are exceptional professionals whose knowledge and expertise have brought this amazing personality type model into the lives of so many.

| | |
|-------------------------|--|
| Isabel Myers | www.mbtitoday.org |
| Susan Nash | www.em-power.com |
| Linda Berens | www.lindaberens.com |
| Colin Hopkirk | www.TripleT.co.nz |
| Jane Kise | www.edcoaching.com |
| Gordon Lawrence | www.capt.org |
| Mary McGuinness | www.itd.net.au |
| Elizabeth Murphy | www.capt.org |
| Dario Nardi | www.darionardi.com |

RECOMMENDED READING

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- **Berens, Linda V., Nardi, Dario.** *Understanding Yourself and Others: An Introduction to the Personality Type Code* Radiance House, California: Telos, 1999.
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