



**The Majors  
Personality Type-Elements  
(Majors PT-Elements <sup>TM</sup>)**

Professional Users Manual

Mark S. Majors Ph.D.



**The Majors  
Personality Type-Elements  
(Majors PT-Elements <sup>TM</sup>)**

Professional Users Manual

Mark S. Majors Ph.D.



First published 2010  
by Handbook Press  
PO Box 79  
Norwood, MO 65717

Text copyright © Mark S. Majors 2010

All rights reserved. No portion of this publication may be reproduced, distributed, stored in a retrieval system, or transmitted in any form or by any means, including electronic, mechanical, photocopying, recording, or otherwise, unless otherwise stated within the document or without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other noncommercial uses permitted by copyright law.

MBTI, Myers-Briggs, and Myers-Briggs Type Indicator are registered trademarks or trademarks of the Myers-Briggs Type Indicator Trust in the United States and other countries.

Majors Personality Type-Elements, Majors PT-Elements is a trademark of Mark S. Majors  
Published by Handbook Press

ISBN: 978-0-9821249-9-4

PRINTED IN THE UNITED STATES OF AMERICA  
Cover/Book by Mark S. Majors

## Contents

Preface	iv
Acknowledgments	v
Chapter 1	Manual Overview and Introduction 1
Chapter 2	Jungian Psychological Type as Measured in the Majors PT-Elements 4
Chapter 3	Measurement Features of the Majors PT-Elements 7
Chapter 4	Administration and Scoring of the Majors PT-Elements 13
Chapter 5	Content and Interpretation of the Majors PT-Elements Scores 20
Chapter 6	Development and Psychometrics of the Majors PT-Elements 45
Chapter 7	Using the Majors PT-Elements Detail Report 52
Chapter 8	Using the Majors PT-Elements Professional’s Report 71
Appendix A	The Majors PT-Elements Application 77
Appendix B	The Majors/Jungian 8-Process Scores 84

## *Preface*

The Majors Personality Type - Elements™ (Majors PT-Elements™) is a departure from the standard personality type measure. It does provide the common 16-type personality code, but focuses more intently upon the dichotomies that are used to form the type code, the sub-scales that reveal individual differences within personality types, the Personality Formation™ information that helps to identify the opportunities and challenges the respondent may face in everyday life due to the perspective of his or her personality, and the Jungian eight mental processes (Majors/Jungian 8-Process Scores).

This manual is not intended to provide comprehensive background on the theory of Jungian typology, although some background is included. Instead, it shows practitioners how to use the instrument to maximum effect with clients and how to interpret the reports. It also provides the components to training that focus upon ethical instrument use.

The world of personality typology has been fixed upon the four dichotomous scales of assessments that reveal/indicate the 16-type code. Now with the release of the Majors PT-Elements, the Jungian eight mental functions can become part of the information given to clients for growth and development. The eight functions are the purest form of Jung's psychological type and give information beyond the genetic pointing of the 16 types. This begins a whole new era of type education and intervention.

## *Acknowledgements*

I want to thank the many people who helped in the development of the Majors PT-Elements and the writing of this manual. Writing is challenging for me and I want to thank the publishers for their patience with me as I struggled along; my wife Mary who often patted me on the head and told me it would soon be done; my students who are always excited to take another one of my assessments (hope it was not for grade exchange); and friends and family who give me support by reading my stuff and smiling. I'm thankful for all who have gone before me in this endeavor who were also trying to reveal the Jungian eight mental functions to the world. And to the Creator of all types who loves individual differences.





## Chapter 1 Manual Overview and Introduction

### ***Purpose of this Manual***

This manual provides the professional user with the relevant information for the ethical use of the Majors Personality Type - Elements™ (Majors PT-Elements™). This measure of psychological characteristics has been developed and published for the enhancement of personal growth and knowledge, as well as for professional or organizational utility. Access to this measure requires that the professional user be properly trained in the use of psychological instruments, and administrators must be accredited to use the Majors PT-Elements to access the instrument. This training includes knowledge of the underlying theory, intended use and psychometric properties of the instrument. The information presented assumes the professional has completed proper psychometric training. Further, this manual may be considered as an element to be incorporated in any psychometric training process. Reading the manual is not intended to represent adequate training (in and of itself) for ethical use of psychological instruments (Majors PT-Elements or any others), and thus may only be used as a part of a comprehensive training program. This manual should, however, be read and understood to ensure the ethical use of the Majors PT-Elements.

### ***Organization and Content of the Manual***

Within this manual, Chapters 1 to 4 contain an introduction to the content of the Majors PT-Elements and a brief discussion of development history, theoretical foundations and ethical administration of the instrument. Chapters 5 and 6 contain structural and psychometric information on the indexes, scales and scores of the Majors PT-Elements. Chapters 7 and 8 present samples of the reports and information on interpretation and application. The appendices provide application examples and information on the structure and utility of the new Majors Jungian 8-Process scores.

## Introduction to the Majors PT-Elements

The Majors PT-Elements represents a new extension into the application of Jungian psychological types. It provides extensive information regarding an individual's type, individual differences within type, strengths and challenges to type expression, and the development and use of the eight Jungian mental functions (Majors/Jungian 8-Process scores). Psychometrically, the instrument is an extension of the work that started with the Majors Personality Type Inventory™ (Majors PTI™) and contains the same measurement advances. This includes the use of a non-forced-choice format and respondent-based weighting methods. These measurement techniques have resulted in instruments that more accurately determine Jungian type (Myers' four-letter code) and individual differences within type.

### *The Majors PT-Elements*

An extensive dive into Jungian type theory, the Majors PT-Elements is an accurate, concise assessment tool that provides information on complex elements of human personality. The instrument is based on the theory of psychological types described by Carl Gustav Jung (Jung, 1971) and is shaped by the measurement theories of the author Mark S. Majors. Jung believed that people could be grouped or typed based on innate psychological characteristics that are expressed as the individual's preference for certain overt or covert (mental) behaviors. Measurement of any theory is a **process** that is not part of the theory but at the **service** of it. This distinction is important in understanding any measure of personality type. The Majors PT-Elements inventories measure some important type-relevant behaviors and attitudes by assessing the individual's self-reported levels of similarity among various phrases or words.

*Measurement of any theory is a process that is not part of the theory but at the service of it.*

The Majors PT-Elements contains three main parts that are used to operationalize Jung's theory of psychological types. It produces the four-letter personality code using the innovations found in the Majors PTI; it identifies the different ways that individuals adapt to or compensate for circumstances; and it provides scores for the level of development, access and usability for the eight Jungian mental functions.

These different ways indicate levels of personality development (formation). The PT-Elements is an online assessment containing 127 items that provide results in both a client Detail Report and a Professional's Report.

After administration of the assessment, the client-centered Detail Report and Professional's Report are made available electronically to the professional. The email notification is sent to the professional when the client has completed the assessment and the reports are ready.

### *The Majors PT-Elements Detail Report*

The Majors PT-Elements Detail Report is a 15-page presentation of type information in language accessible to non-professionals. The report includes a description of the individual's reported dichotomy choices and personality type (4-letter code). This provides information about how respondents direct their energy, take in information, make decisions and orient themselves to their environment. The report also provides the Elements of Type subscale results and definitions, which indicate the level of similarity the respondent reports on each of the 32 elements (16 subscales). Further, it gives seven growth-oriented statements from the Elements of Personality Formation™ results. These statements are intended to help clients gain understanding

into how they persevere in the face of challenges and adapt to interpersonal interactions. At the end of the report is a brief description of all 16 personality types to promote the self-exploration process. The report also contains information to facilitate further growth and development of the respondent's understanding of best-fit type.

This report is intended to supply respondents with detailed, personalized information about their responses, while avoiding the confusion of numerical data. The Detail Report should never be provided to the client without ethical feedback and interpretation support. The report is intended for use with individuals in counselling, coaching and/or business applications. A sample report with discussion and application examples is contained in Chapter 7.

### ***The Majors PT-Elements Professional's Report***

The Professional's Report contains information labels and numeric results, giving scores for the 8 preferences (4 dichotomies), 32 elements (16 subscales), the 17 Personality Formation™

statements (3 main dimensions / 7 dichotomous sub-categories) and information on the 8 mental functions.

The Professional's Report is for the professional and generally should not be shared with the respondent. Only with extensive education in Jungian type to eliminate the likelihood of confusion or misattribution should a respondent receive the Professional's Report. The Detail Report contains all reported scores in graphical and verbal presentation intended to minimize confusion for the respondent.

The Professional's Report also contains information that helps the professional link the results with other personality theoretical orientations, including temperament and type dynamics represented by the Majors/Jungian 8-Process scores. These scores give insights into the client's level of development and access to the Jungian mental functions. Use of these results requires extensive knowledge of the specific theories that they represent. A brief introduction into the Jungian mental functions can be found in Chapter 5 and Appendix B.



## Chapter 2 *Jungian Psychological Type as Measured in the Majors PT-Elements*

The Majors PT-Elements inventories an individual's behavioral and attitudinal responses to indicate information based upon Jung's theory of psychological types. The theory is extremely complex and derives from Jung's clinical experience. This assessment measures elements of that theory that can be readily applied to aid the growth and development of the individual.

### ***Jungian Type and the 4-Letter Code***

In 1921, Jung presented his theory of psychological types that describes innate psychological characteristics which are expressed in everyday thoughts and actions. Jung postulated that variation in human behavior derives from basic and observable differences in mental preferences for gathering and processing information.

Jung (1971) identified four functions that present in two basic attitudes towards objects, extraverted and introverted, yielding eight function-attitudes in all.

*'The idiosyncrasy of an individual is not to be understood as any strangeness in his substance or in his components, but rather as a unique combination, or gradual differentiation, of functions and faculties which in themselves are universal. Every human face has a nose, two eyes, etc., but these universal factors are variable, and it is this variability, which makes individual peculiarities possible. Individuation, therefore, can only mean a process of psychological development that fulfils the individual qualities given; in other words, it is a process by which a man becomes the definite, unique being that he in fact is.'* (Jung, 1966, p. 174)

Isabel Briggs Myers began working to develop an assessment tool that could identify Jung's described personality types in 1942. Myers' mother, Katharine Briggs, had inspired her passionate interest in personality type after she discovered that Jung's theory of typology fit well with her own observations of people around her. In reading Jung's theory, Briggs and Myers created their assessment tool, the *Myers-Briggs Type Indicator*, based on four dichotomous psychological dimensions:

*Attitude (Energizing)* is the focus of attention and the direction of the source of psychological energy. The two directions of focus and energy are Extraversion and Introversion.

*Perception (Attending)* is the function by which one takes in or becomes aware of information about physical surroundings and mental concepts. The two forms of perception are Sensing and iNtuiting.

*Judgment (Deciding)* is the function of forming decisions about the perceived information that is gathered. The two forms of judgment are Thinking and Feeling.

*Orientation (Living)* is the preferred mental function or lifestyle orientation adopted for dealing with the outside world. The two methods of orientation correspond to the mental functions of Judgment and Perception. (Note: While the preference for orientation is implied in Jung's work, Myers added the J/P scale in order to determine which mental process is extraverted and which is introverted.)

Jung believed that people tend to develop one preference on the dichotomy at the expense of the other (e.g., Extraversion over Introversion). To Myers and Briggs this meant that there was a need to construct a measure that could identify

which end of each of the four dichotomous dimensions any given individual prefers.

Most tests of psychological attributes measure how much of something a person has. Often this causes confusion for those who are new to psychological type. Psychological type is a categorical position, *not* a continuous dimension. Myers chose to call her measure an *indicator* to differentiate it from other psychological tests, to ensure that individuals self-selected into the categories and to reduce the likelihood that it would be seen as a measure of traits.

Therefore, the standard outcome of a Jungian personality type assessment is a four-letter code based on the respondent's preference for one end of each of the four dichotomous scales. It is not a series of numbers that represent how much of a given characteristic is possessed by the individual. The four-letter code method provides 16 possible combinations of dichotomous results, each of which represents a whole-type pattern (see the table above). The Majors PT-Elements identifies these same 16 Jungian psychological types, but it accomplishes this differently compared to other type instruments.

### ***Jungian Type in the Majors PT-Elements***

During the development of the Majors Type Instruments (Majors PTI and PT-Elements), a choice was made to return to the foundation of the preference dichotomies. Jung spoke of the psychological tension that exists when deciding which end of a dichotomy will be used to serve the need of the individual in a given moment. The tension is produced by an innate pull to favor one end of the dichotomy over the other. While everyone is able to use either end of all four dichotomous preference dimensions, one end is always experienced as more comfortable (at least slightly so) than the other. Further, only one mental functional preference end can be used at a time. It is this pull and tension that represents the genetic predisposition to a particular psychological type.

While there is much more to Jungian psychological type theory, the measurement of type is rooted in accurately establishing which

**The 16 Types**

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

end of the dichotomy the individual innately prefers. All Elements of Type flow from the tension of the psychological opposites.

### ***Jungian Adaptability and the Elements of Type Subscales***

Jungian psychological type posits that there are many circumstances in the life of an individual that result in developing adaptation. No two people are the same and each may choose to respond differently to situations even if they are the same type (have the same 16-type code). These individual differences within type preferences give a deeper understanding of how a person functions. The Majors PT-Elements includes information about the individual's unique expression of preferences (subscales), as well as the effects of experience on the individual's use of his or her type functions (Personality Formation information).

The Elements of Type subscales that were developed for the Majors PT-Elements give practical meaning to Jung's belief that there are many different expressions of a preferred type. The 32 elements (16 subscales) give more detail about how the various mental functions are expressed and used by the individual.

### ***Jungian Compensatory Reactions***

When an individual's responses cover opposite ends of a preference dichotomy, scores on both ends of that dichotomy's subscale pairs will be seen. This indicates either an adaptive or a compensatory stance by the respondent. If adaptive, the respondent is adapting to life circumstances that dictate the use of a non-preferred process. If compensatory, the

respondent is compensating because his or her preferred process has been suppressed by life circumstances.

Jung refers to a less adaptive way of dealing with challenges in life as a compensation reaction. If perception (Sensing or iNtuiting) is distorted, or judgment (Thinking or Feeling) is inaccurate, then a maladaptive compensatory reaction can be formed that can hinder the individual's success. A compensatory reaction occurs because events have blocked the natural expression of a person's psychological type. This is often found when a child is forced to make decisions about their life while struggling to see their personality accurately. They compensate for disliking or rejecting part of their personality type by making a decision that is incongruent with their innate type. (It may have been made to make those around them happy.) Those decisions become the challenges seen in adulthood when repression of the natural type expression makes their life miserable.

In order to determine whether the use of an opposite or less preferred Element of Type is adaptive or compensatory, the Personality Formation scores in the Professional's Report can be examined. When the General Perseverance Style and Level of Adaptation scores are low, it is an indication that the individual's behaviors may be a result of blocking of what their personality would naturally express. This is discussed further in Chapters 5 and 8, as well as Appendix A.

### ***Jung Today***

There is little argument today as to whether or not Jung's theory is accurate. Decades of research attest to the validity of the dichotomies and the 16 personality types. However, some elements of Jung's theory have not been readily available. These elements, which constitute an extended expression of Jung's theory, make up the basis of the Majors PT-Elements subscales, Personality Formation information and Majors/Jungian 8-Process Scores, which allow for a deeper understanding of Jung's theory of personality.



## Chapter 3 Measurement Features of the Majors PT-Elements

The Majors PT-Elements instrument consists of three basic measurement sections: measured dichotomies leading to type and type dynamics; measured Elements of Type subscales; and assessed indications of Personality Formation (the Majors/Jungian 8-Process scores are for research and exploration). Each section of the instrument is scored independently and presented separately in the Detail and Professional's Reports.

### ***Four Dichotomies Measurement Features***

The preference scoring of the Majors PTI and PT-Elements is the same. (For a more complete discussion, see the *Majors PTI Professional Users Manual*.) The individual is the only truly accurate assessor of his or her personality and no personality measure should ever be used to tell respondents 'what they are'. As a result of this belief, a number of decisions about measurement techniques were developed. The items used on the Majors PT-Elements were selected based on responses from individuals with known best-fit type as a primary selection method. Then, statistical item analysis to reduce the number of items and strengthen the psychometric integrity of the scale was incorporated.

### ***The Majors PT-Elements Reality-Based Accuracy Assessment***

The measurement of Jungian personality type is a challenging task. The questions selected need to work equally well across a wide range of populations and need to correlate well with the theoretical work of Jung. The Majors PT-Elements uses a process developed on the Majors

PTI referred to as Reality-Based Accuracy Assessment (RBAA). The use of the RBAA standard in the development of preference scales means that the instrument was constructed by selecting only those items that were successful in yielding responses that match what the individuals in the item development sample believed were their best-fit types (their reality). Thus, the Majors PT-Elements ability to assess psychological type is based on its accuracy in matching best-fit type.

For an individual to be considered as accurately knowing his or her best-fit type, the individual has to select a type after having had sufficient time and education in psychological type to be certain that he or she knows his or her own type. Even though certainty about one's type may occur during an initial feedback session, it is common to need more time to understand the complexities of type.

This means that all of the items subjected to statistical analysis were known to be strongly related to best-fit type. Even though statistical correlations with other measures of type were performed, the results were not used for item selection.

It is important that the items on a scale be related to each other if the scale is to represent one meaningful dimension. But this element of classical measurement methods does not tell the test developer what the items relate to with respect to the individual. This problem of the classical methodologies is compounded as the measure is revised repeatedly over time when the

***Reality-Based Accuracy Assessment: RBAA is the process of establishing the accuracy of the items (questions) and scales of an assessment tool by comparing the tabulated results to what the individual believes is real about himself or herself; statistical evaluation is secondary to personal reality.***

only relationship that newly selected items have is with themselves or previous item sets, which have been developed through the same method. Thus, what is being measured may drift slightly off target over repeated revision. It is possible that after only a couple of revision cycles, the instrument may fail to accurately indicate what it is intended to indicate, but it will have good statistics that prove the items are strongly related to each other.

Using RBAA in the development of a psychological instrument allows for any and all statistical methodologies to be employed to reduce the number of items after they are selected. In the case of the Majors PTI, the final evaluation of the selected and refined items was accomplished by testing the accuracy of the scored results (four-letter type) in matching the best-fit type known by individuals. Some of the individuals participating in this process had verified their best-fit type codes prior to testing. For others, it was the first contact with psychological type and they developed a best-fit type understanding after interpretation and sufficient time to self-explore. Such testing with type-aware and type-naïve groups is an important standard. Without such rigorous standards for accuracy, it is possible to develop a highly reliable instrument that fails to provide information about psychological type. The RBAA cornerstone of the Majors PTI and PT-Elements development ensures that the results are accurate.

### ***No Forced Choice for Item Responses***

Given the premise that determining preferences between two opposite sides of dichotomies can

assess type, one would expect to use a forced-choice format to reflect the theory. However, when an individual is responding to an instrument that uses a forced-choice format, there are many reasons why an accurate choice between two or more response options may not be made. It could be an indication that there is no preference (or equal preference) for either option. Of similar concern is the production of a false result when one option is chosen because it is the only one known, while the alternative is unknown. This does not indicate a preference; it only forces the respondent to choose a response that is 'known'. In both of the above instances, the result is measurement noise.

Furthermore, Jungian theory postulates the existence of type development: while we have preferences for one side of a dichotomy, we tend to develop access to the other side. Research on type development theory has confirmed this (Majors & Moody, 2011). Forced choice tends to deny the possibility of type development. To be accurate, forced-choice responses require that the decision process be based upon knowingly choosing between two or more known options; thus, forced-choice instruments do not allow the possibility that we may choose each side at different stages of life.

The Majors PT-Elements allows for a neutral response when no decision for a preference can be made. In the normal process of type development an individual may choose the neutral response due to newly gaining access to the other end of a dichotomy. This does not indicate a change in personality type or natural preference, but an adaptation to a learning experience. The option of

### ***Best-fit Type, True Type and Reported Type***

*In Jungian theory there is an underlying **true type** that is innate in every individual. Measures of psychological type and workshops that educate participants in Jungian theory are all attempts to help the individual discover his or her **true type**. Instrument results that provide an **indication** of type are considered to be an approximation of type by measurement. This measured approximation is known as **reported type**. How close the **reported type** gets to the underlying **true type** is a function of the measurement tool's accuracy. When the **reported type** is verified or confirmed by education and personal understanding, then the approximation is called **best-fit type**. It is as close to **true type** as can be practically obtained.*

a neutral response entirely eliminates the problem of omitted responses and the measurement noise from forced-choice format.

Using a response format other than forced choice does not conflict with Jung's theoretical position about psychological opposites. The choice an individual makes can only express innate psychological type when the word or phrase pairs that are used are perfectly psychologically opposite for that person at that moment. All other responses produce only noise in the measurement of type.

By using graduated response scales ('Somewhat like me', 'Very like me'), not only do we have information about a choice decision (direction), we also have knowledge of the level of similarity between the person and the response (intensity). In other words, graduated response scales help gather information on how natural the chosen response is. This new form of scoring is called **Differential Intensity Weighting (DIW)**.

The addition of levels in the response format (and the corresponding DIW scoring) of the Majors PT-Elements adds new information that improves the precision of identifying the individual's preference. For example, if an individual reports an equal number of responses in both the Extraversion and Introversion direction, yet all the responses for Introversion are 'Somewhat like me' and all responses for Extraversion are 'Very like me', they will be seen as Extraverted (moderately clear) by the DIW scoring method. In forced-choice methods, if the extra information of intensity (level of similarity) were not present, a tie-breaking method based on sampling distributions may have assigned Introversion as this individual's preference.

### ***Type Precision Module™***

The Majors PT-Elements has a special feature that improves the *indication* of psychological

### ***The Psychological Opposites of Jung***

*The Majors PTI, like most measures of psychological type, assesses behavioral preferences in an effort to uncover the psychological type. The neutral response is not measured; it serves as a collecting point for measurement error. If it were an established fact of type measurement that all forced responses were the result of an unconscious type preference, then forced choice would be the preferred method. In fact, the assumption that the unconscious expresses itself through forced choice has not been substantiated.*

type, the **Type Precision Module™**. This is a clarification step that is implemented in the scoring of the preferences. It ensures the accuracy

of the instrument and helps the respondent achieve an understanding of his or her best-fit type. The items in the Type Precision Module bring clarity for individuals on the

four Elements of Type (see the table below). The module provides five additional items for each dichotomy beyond the original 51 items included in the Majors PTI.

The end result of the different methodologies (RBAA and DIW) used on the Majors PT-Elements is a more precise measurement of psychological type than has previously been available.

### **Majors PT-Elements Dichotomous Scales**

Extraversion (E)	or	( I ) Introversion
Sensing (S)	or	( N ) iNtuiting
Thinking (T)	or	( F ) Feeling
Judgment (J)	or	( P ) Perception

## Elements of Type Subscales Measurement Features

The preference scales are dimensions that contain various behaviors and attitudes. Some of those behaviors and attitudes can be grouped to form narrower dimensions within the preferences called Elements of Type or preference subscales.

On the Majors PT-Elements each of the four type dimensions has four Elements of Type associated with it. Each of these 16 Elements of Type subscales contains two elements (32 elements). It would be a misnomer to state that the four dichotomy scales or dimensions are made up of the subscales. It is more accurate to view these subscales as common elements associated with a given dimension of type. In truth there may be a staggering number of elements or subscales that could be constructed and associated with the four type dimensions. The Elements of Type subscales accessible in the Majors PT-Elements represent some of the more common, yet important aspects of the four dichotomous dimensions of psychological type.

### ***Measurement Features***

The Elements of Type subscales are based upon 104 phrases (52 dichotomous items) that solicit the individual's self-reported similarity with descriptions of behaviors and attitudes. The two phrases or words presented for each of the subscale items represent two individual elements of assessment. Consider, for example, the item 'Be found meeting people' versus 'Be found reading a book'. A person indicating that he or she is very much like the phrase 'Be found

meeting people' is actually simultaneously stating that he or she is typically ***less likely*** to 'Be found reading a book'. There are individuals who would be comfortable endorsing either phrase to some extent, but the choosing of one phrase over the other indicates a preference that is stronger (the differential). Assigning a zero or no score to the less preferred side is a valid score that does not make assumptions about how natural that side is. This method of scale construction allows for independent scoring and weighting of all 104 phrases and words that comprise the Majors PT-

***Assigning a zero or no score to the less preferred side is a valid score that does not make assumptions about how natural that side is.***

Elements subscales. This unique form of DIW provides increased individual expression of similarity across all 32 elements.

On the following page is a list of the preference dichotomy groupings and names of the 32 elements. In-depth descriptions and technical psychometric information is presented in Chapters 5 and 6. In the Detail Report, subscale results are presented in graph form for both elements of each of the 16 Elements of Type subscales (see Chapter 7). The Professional's Report gives the numeric reported scores for the 32 elements (see Chapter 8).

Providing results for each element of an Element of Type dichotomy allows the individual to discover how he or she is expressing that particular preference dichotomy dimension in his or her own individual way. It gives a true indication of individual differences within the dichotomy dimension of which that element is a member.

### Elements of Type Subscales

#### Extraversion and Introversion (E/I) subscales

Starting Action	Observing Action
Tendency for Group Settings	Tendency for One-on-One Settings
Socially Expressive	Socially Reflective
Energizing Effect	Calming Effect

#### Sensing and iNtuiting (S/N) subscales

Drawn to Facts	Drawn to Ideas
Choose the Standard	Try the New
Preference for Observable	Preference for Concept
Oriented to the Principles	Oriented to the Possibilities

#### Thinking and Feeling (T/F) subscales

Focus on Logic	Focus on Ideals
Decisive Reasoning	Supportive Decisions
Criterion-Based Choices	Values-Based Choices
Outcome Focus	Process Focus

#### Judgment and Perception (J/P) subscales

Produce by Organized Preparation	Produce by Emergent Methods
Systematic Priorities	Process-Oriented Completion
Scheduling for the Goal	Motivated by the Goal
Motivated by Structure	Motivated by Flexibility

## Elements of Personality Formation Measurement Features

The Elements of Personality Formation statements and scores provide information about some of the complex ways that individuals have learned to respond to situations and interact with others. These statements (Detail Report) and scores (Professional's Report) are **not** based on innate psychological type, like the four dichotomous indexes and individualized expression of type as in the 32 elements on the Majors PT-Elements. Rather, these results are directly from the client's responses to 42 phrases or words, which indicate their ***developed beliefs and attitudes*** towards various situations and interactions. They represent simple weighted tallies of responses to phrases or words that have face validity. In other words, the statement has a clear, direct and valid connection with the range of content being reported. The scores are not based on single dimensions, but are collections of interrelated dimensions that indicate trends in personality expression. Because they are developed beliefs and attitudes, they are changeable. Therefore, it is normal to see changes in these statements and scores across administrations of the instrument.

There are 17 different scores that are presented in the Personality Formation section of the Professional's Report. Each of the scores represents sums of similarity weights that result from the DIW found throughout the Majors PT-Elements. The scores are not scales in the sense of the other dimensions measured on the assessment. They represent a collection of diverse behaviors and attitudes that point to ways of responding in life. There are three main dimensions and seven sub-categories (2 elements each) that make up the numeric results for the Personality Formation information. As with the Elements of Type subscales, no assumptions are made in the scoring process. A neutral response or response for the other end of a sub-category is considered a zero score for the end being measured. As with the other scores on the Majors PT-Elements, the respondent indicates what is similar to them. A natural weight, based upon their response to 'Somewhat like me' or 'Very like me', is applied to their decision. The three main dimensions and sub-categories for the Personality Formation information are presented below (see Chapters 5 and 8 and Appendix A for additional information).

### Personality Formation Dimensions and Sub-Categories

#### General Perseverance Style

<i>Response to Pressure:</i>	Stop and Avoid vs Drive and Thrive
<i>Emotional Style:</i>	Low and Cautious vs High and Adventurous
<i>Orientation towards Problems:</i>	Pull Back vs Overcome

#### Level of Adaptation

<i>Orientation to Interactions:</i>	Guarding Self-Interest vs Trusting of Others
<i>Communication Interpretation:</i>	Suspicious of Motives vs Accepting at Face Value
<i>Change Orientation:</i>	Rigid vs Open to Change
<i>Relationship Beliefs:</i>	Negative Voice vs Optimistic Voice

#### Believed Ability to Succeed (no sub-categories)



## Chapter 4 Administration and Scoring of the Majors PT-Elements

### *Ethical Use*

Information about the structure of one's personality is a private matter. The ethical principles promoted by the national organizations concerned with psychological measurement and counselling/consulting standards insist that results are confidential and must be protected from unrestricted access. To use the Majors PT-Elements ethically, the results and item responses must never be provided to, or made accessible to, anyone other than the respondent without the respondent's permission. Further, a qualified administrator should never give the results provided by the Majors PT-Elements apart from a person-to-person interpretation (which may take many forms). The numeric results found in the Professional's Report are for the professional user. Correctly understanding the implications of the numeric results requires specific training in the instrument's use and application.

The measurement of human personality and behavior provide important pieces of information that can have a profound impact on an individual's life. The impact of the information from the Majors PT-Element's results should always be constructive rather than destructive. Jung (1971) sought to use typological information to promote happiness that was real and meaningful to the individual. It was not to be used to rate or degrade any group or 'Type' of person. Unfortunately, there are individuals and organizations who will use the results of a personality measure, like the Majors PT-Elements, to exclude and reject. Qualified users of personality assessment instruments should always be mindful of the need to protect respondents from harm.

*Qualified users of personality assessment instruments should always be mindful of the need to protect respondents from harm.*

### *Qualifications for Administration and Interpretation*

There are specific qualification requirements for anyone wishing to purchase and use the Majors PT-Elements. The requirement guidelines are not arbitrary and intend to protect the individuals taking the instrument. The ethical guidelines for test use established by the American

Psychological Association place the responsibility of restricting access to personality and psychological measures in the hands of the publisher.

The Majors PT-Elements is classified as a restricted instrument to prevent potential misuse of result information. Therefore, the following criteria have been established by the author and publisher for purchasing the Majors PT-Elements.

### *Eligibility Criteria*

Any one of the following two options will satisfy the eligibility requirements to purchase the Majors PT-Elements:

1. Registration in Australia as a psychologist.
2. Satisfactory completion of a Majors PTI qualifying program or a MBTI qualifying program; and an additional Majors PT-Elements qualifying program.

### *How to Apply for Eligibility*

Go to the ACER online qualifications form found at: <<https://shop.acer.edu.au/acer-shop/QualificationsFormPage.page>>.

You will be instructed to indicate the provider, date, and place where you completed the program. If you have not completed the program, contact ACER Customer Service on [online@acer.edu.au](mailto:online@acer.edu.au) or 1800 338 402 (toll-free) or + 61 3 9277 5447 for details of approved training providers.

Meeting the above qualifying criteria does not ensure competence in the use of the Majors PT-Elements. Appropriate use of the Majors PT-Elements, or any other measure of type, requires that the individual have a good working knowledge of type theory and alternative theories

used with Majors PT-Elements. Good theories will stress the philosophy that measures like the Majors PT-Elements are tools to facilitate the growth and development of the individual or organization.

## Administration

### *Setting and Consent*

It is important to ensure that the respondent feels safe to respond according to his or her true type preferences (that which is most natural) and does not feel coerced by the situation. This is especially important in a work setting where there are sometimes subtle biases towards certain ways of thinking. The administration instructions for the Majors PT-Elements are in the box below.

The process of responding to each item in the Majors PT-Elements involves two components

and provides two pieces of information for the DIW scoring: which choice is most natural and how natural is it? Simply giving the instructions to the client with a brief explanation of how the Majors PT-Elements is used is not sufficient. It is important that the ethical administrator ensures the individual knows clearly what the Majors PT-Elements *is* and *is not* intended to do. Further, issues of confidentiality of the responses and results must be clearly explained.

### Administration Instructions

The Majors Personality Type - Elements (PT-Elements) is an instrument designed to help you learn valuable information about how you direct your energy, take in information, make decisions and how you orient to your environment.

Personality type theory can help you to understand why some situations are enjoyable and energizing, while others are uncomfortable and draining. Because the results are based upon your personal preference, there are no 'right' or 'wrong' answers.

For the results to accurately reflect your preferences:

- Put yourself in a relaxed state of mind.
- Respond as you would under ordinary circumstances – your 'shoes off, feet up' self.
- Read the directions carefully.
- Make your choice based upon your preference for one option over the other, no matter how slight that preference is.

Avoid spending too much time on any one question. Use the 'Neutral' response only if you are sure that you have no preference (no matter how slight) for one side or the other.

The test is not timed. There are 127 questions in this test.

No one should feel forced to take any measure of personality. By providing sufficient information, the potential respondent can make a clear choice of whether or not to proceed with taking the inventory. The box below shows a sample checklist of information for those considering taking the Majors PT-Elements. The instructions and this checklist are not exhaustive. They can and should be applied to both face-to-face and distance (voice/online) administration.

A good Majors PT-Elements administrator will be attentive to potential discomfort and questions about the inventory, its purpose and confidentiality. For example, in workshops, the sharing of type information is common practice. It is important to discuss this at the outset to provide an opportunity for concerns to be voiced and explanations to be provided. The choice to take any assessment should always rest with an

informed person who knows enough about the instrument and theory that the only surprise will be how much valuable information is learned.

### ***Who can take the Majors PT-Elements?***

The Majors PT-Elements was not designed to be used with populations below 16 years, although with caution it could be used with younger ages. Even though it may be administered to individuals with a reading level of 14 years or higher, many of the items require a mature understanding of work and life. It is important to remember that personality is a developmental process and even though the underlying innate preferences may be present at birth, presentation of all aspects of the personality may not occur until the mid-20s. The current scoring routine is based solely upon adult populations. Using the Majors PT-Elements with secondary school

### **Client Information Checklist**

The administrator should provide the following information to the client:

1. The Majors PT-Elements doesn't tell the client who or what they are. It is simply a measurement tool that provides a data point in the process of discovering some of the underlying structure of their personality.
2. There are no 'right' or 'wrong' answers and only the client can know which selection is their most natural preference. They are to respond to the questions on their own and answer based on their own understanding.
3. Their responses are private. The ethical administrator must disclose the full extent of potential violations of privacy and confidentiality. Who will have access to responses? How will the information be stored and/or destroyed? The decision to share results and information is personal and should only be done if it is their wish to do so.
4. The reason for taking the Majors PT-Elements. It is the responsibility of the administrator to ensure that the reason that the Majors PT-Elements is being taken is clear in the mind of the respondent.
5. The client needs to read the instructions carefully and after doing so, if they have any questions, respond to them.
6. When responding to the items, the client should think of themselves as they truly are, not how they want to be or how they think they should be. Think of how they are when they are most natural, not in a specific role at work or at home.

populations can give good results (as good as or better than other type measures), but this age group may undergo numerous developmental changes before acquiring the self-understanding to recognize best-fit type.

The Majors PT-Elements was designed for individuals who have a solid proficiency in the English language. However, the use of a neutral (un-scored) response and the absence of forced-choice format allows it to give reasonably accurate type information for individuals with lower English proficiency. During such administrations, respondents must be instructed to make sure they are choosing between two *known* responses.

### ***General Procedures***

The Majors PT-Elements can only be administered online. Respondents take an average of 15 minutes (typical range from 10 to 20 minutes) to complete the 127-item instrument. The setting for administration should be a quiet, comfortable location free from distractions. Tell the respondents to be sure to set aside a time free from distractions, when they can think of themselves naturally in many settings, not just work.

Going over the instructions with the respondent can ensure that there are no erroneous assumptions about the instrument or procedure. The administrator should remain available for questions that may arise (in person, on the phone or via email). If respondents indicate uncertainty about the meaning of an item on the instrument, do not disclose the meaning of the word or phrase, but rather encourage them to make choices based on their understanding. Remind them that they are to choose between two *known* responses. If they do not understand an item, the Neutral response is appropriate. If respondents do not complete the assessment during the initial setting, they can return and finish at any time. Partial results are saved after each page is completed.

### ***Majors PT-Elements Reports***

The results (Detail Report) should never be given without a competent explanation of personality typology and interpretation of results. The Majors PT-Elements is scored automatically online. The professional is notified by email after the client has finished the instrument and results are available to the professional, who is then responsible for the proper interpretation of the results (Detail and Professional's Reports), and their communication or transmission to the client.

The **Detail Report** is a 15-page report that gives graphic results and narrative descriptions. No numeric information is provided in this report. Report results are not considered a stand-alone form of feedback for clients (a detailed discussion of interpretation is presented in Chapter 7).

The results for the four preference dichotomies and the Elements of Type subscales are presented in graphic form. Brief explanations of the preference results, whole type (four-letter code) and subscale descriptions give a basic understanding of the reported results. After a presentation of type information and self-selection, an overview of the Detail Report is given. Then the respondent is instructed to read the results in sequential order with an opportunity for questions, should they arise. The report provides a careful guide to complement the self-discovery process and development of best-fit type knowledge.

The Personality Formation information is simple, containing non-threatening informative statements. The professional has the responsibility to understand the Personality Formation dimensions and give feedback beyond the written information as is appropriate and applicable for the use and setting (see Chapters 5, 7 and 8 and Appendix A).

The last page of the Detail Report contains a brief description of all the 16 personality types for use in the process of establishing best-fit type.

The **Professional's Report** is a two-page report designed for the professional user that contains numeric scores and labels. It is *not* intended for the respondent. Detailed information on these numeric results is presented in Chapter 8 and Appendix A.

### ***Weighted Intensity Scores***

The individual results provided in the Professional's Report contain numerical information presented for each scale, dimension and category. The numeric results are the Weighted Intensity Scores (WIS) based upon the sums of the individual item weights for that particular element of the instrument. Providing numerical information to clients may result in confusion about the meaning of the data. The professional must explain numerical results as they are made known to the respondent. The numbers are an artefact of the scoring process and do not signify anything about the individual's character or value. Occasionally (less than eight per cent of the time), the results for a preference dichotomy (reported result) may not match the individual's natural preference (best-fit type). The bar graph (Detail Report) and numerical results will indicate that the individual's responses resulted in a close result. In this case, the administrator should consider an alternative to the personality type code indicated on the report. Further, the administrator should initiate a discussion of learned experiences that influence the expression of personality. The scores found on the Professional's Report can inform the administrator as to the proper questions to use in the exploration (see Chapter 8 and Appendix A). For close results that do not match self-discovery results, the subscale results will give important information about the respondent's use of both ends of the preference dichotomy.

### ***When Are Results Invalid?***

The DIW scoring allows for neutral responses that are not scored. This leads to the question: at what point should the results of the Majors PT-Elements be considered invalid? Because the results should never be handed to a respondent prior to an educational and self-assessment

process, the results can never be considered valid on their own. The Majors PT-Elements results are always to be validated by the respondent.

On the Professional's Report, the administrator may establish the amount of neutral responses by evaluating the WIS. The lower the sum of the two scores, the more likely the client responded neutral. A summed score of *less than six* will indicate many neutral responses. Yet, this is not necessarily a suspect result. All results are starting points for self-discovery and results from only one or two responses (< 5 total DIW points) is a starting place.

### ***Clarity Indications***

What is result clarity? Is the use of a clarity index helpful? An instrument measuring psychological type cannot determine whether or not an individual is clear about his or her preferences. All statements about clarity on the Majors PT-Elements signify only the level of clarity with which the instrument has measured the individual's preferences, not the level of clarity the individual has about his or her personality type. More will be said about measurement clarity below in interpretation discussions.

The Detail Report provides a clarity indication statement above the bar chart for the four preference dichotomies, for example, Very Clear. For the subscales, the clarity indication is given at the top of the graph and a strength of difference indication at the right of the graph for each of the Elements subscales. Again, the clarity statements do not indicate the clarity of the respondent but are statements about the measurement's clarity. The statements at the top of the bar charts indicate the measured clarity on each of the scales. The statements at the right end of the subscale bar charts are intended as a guide for how strongly results can be considered to point to one subscale element as favored over the other.

The respondents need to know that statements about clarity do not represent any quality statements about them or their ability to know themselves. These guidelines are an important part of the ethical use of the Majors PT-Elements.

### ***Making Sense of Clarity***

The use of clarity scales, indexes or statements is intended to help the professional provide effective and accurate feedback. If the result is ***unclear*** then caution should be exercised. If the proper self-exploratory work has been performed prior to the feedback session, this will not be an issue.

The ***slight*** results are generally accurate, but exploration of best-fit type should be encouraged without instrument results constraining or interfering with the process. Very few results that are listed as ***clear*** or ***strong difference*** are in error (< 1 per cent), but administrators should always allow the respondent to confirm the result as accurate. Statistical information on the accuracy rate of the Majors PT-Elements preference

dichotomy results may be found in the psychometric section of this manual (see Chapter 6). The instrument has an overall psychological type accuracy rate of over 92 per cent. There is a decrease in accuracy as the results become unclear. However, with proper exploration and feedback, this should not be an issue.

### ***Summary***

Using any instrument as the sole source of information for discovering psychological type is inappropriate. The information in this chapter only provides a framework for using the Majors PT-Elements and must be used in conjunction with a program of theoretical education in personality and psychological type.

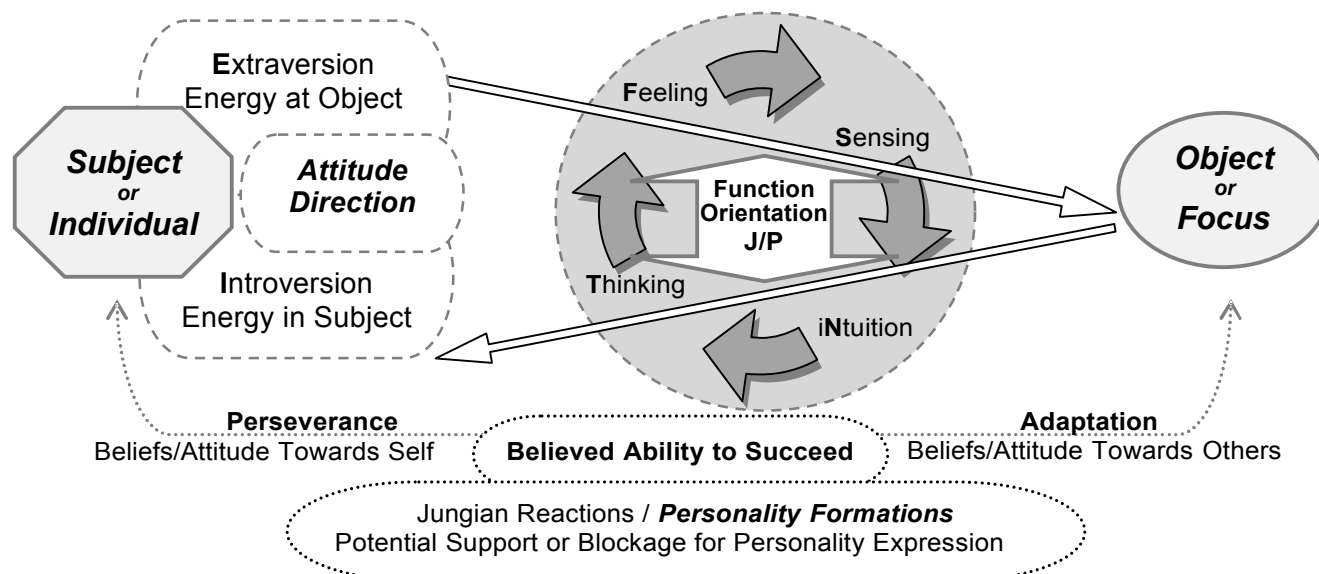
The Majors PT-Elements contains 57 individually measured components of Jungian psychological type. These can be broken down into three major divisions: the four preference dichotomies (8 scales), the 16 Elements of Type subscales (32 elements), and the 17 Personality Formation scores. A fourth division, the Majors/Jungian 8-Process Scores – currently for research – is an overlapping area that is found in the Appendix B. All three divisions of the assessment are interrelated in the psychological structure of the individual. Therefore, it is important to know and understand the content, as well as develop knowledge concerning the integrated use of the divisions. Below is a figure depicting the complex interaction of Jungian psychological type.

directions of Extraversion and Introversion. The circular arrows indicate that all mental functions are active in the individual and manifest in either attitude direction. The attitude orientation of the functions is a combination of the E/I attitude direction and the J/P function orientation. Complete discussions of these relationships occur throughout this chapter. The effect of Personality Formation upon the expression of type can take place in all areas of the individual's personality. Return periodically to this figure to develop a full appreciation of the complexity of type. The Elements of Type subscales and the Personality Formation sub-categories serve to provide more detail information about the expression of psychological type. Content information of all 57 scales follows in this chapter.

In this figure, the expression of the Jungian mental functions occurs in the two attitude

### ***Jungian Psychological Types and the Majors PT-Elements***

#### *Four Mental Functions in Two Attitude Orientations*



## The Four Dichotomous Preference Scales

The four dichotomous preference scales found in the Majors PT-Elements indicate the reported psychological type of an individual. Jung clearly articulates the dimensions that each of these scales is intending to measure. In the introduction of *Psychological Types*, Jung (1971) notes the difficulty in sorting through the complexity of human personality. His clinical practice led him to investigate the ‘typical differences’ found in his patients that emerged over time. The most pronounced of those differences is the dichotomous preference of Extraversion and Introversion. In addition, Jung found two common categories of mental (psychological) functions, perception and making judgments (judgments about the perceptual information). Each mental function contains a dichotomous pair of types: Sensing and iNtuition (perception) and Thinking and Feeling (judgment). Jung tells us, ‘Each of these types may moreover be either introverted or extraverted, depending on its relation to the object’ (Jung, 1971, p. 6). The fourth dichotomous dimension that Jung describes is which of the two mental function categories (Perception or Judgment) is most preferred for interacting with the outside world. This outside orientation or lifestyle orientation points to attitude (Extraversion or Introversion) used in expressing the mental function.

### *Interpretation Considerations*

It is natural and healthy for everyone to use all elements of their personality type structure. This truth results in the wonderful diversity of presentation of innate natural personality. At the same time, it points to the need to know and understand a number of important facts before interpreting the score results found on the Professional’s Report.

1. **Type is not limiting.** The information of Jungian psychological types does not indicate what a person is and the scores’ results for the Majors PT-Elements do not place restrictions on a person’s behavior or life.

2. **Type is descriptive.** Type describes common characteristics that group individuals into meaningful clusters.
3. **Type is explanatory.** Learning information about psychological type explains patterns of behavior and interactions that are common.
4. **Type is dichotomous.** The information of psychological type is about dichotomous opposites. These opposites are different ways of being and doing that are naturally in opposition to each other, yet mutually functional and beneficial to the individual.
5. **Reported type results are indications of personal truth.** The scores on the Majors PT-Elements are what respondents indicate based on their understanding of the instrument’s items and instructions. Assumptions apart from the respondent’s confirmation may be invalid.
6. **Psychological type has many layers of understanding.** The results given on the Majors PT-Elements have a wide range of usage. This includes, but is not limited to: dichotomies or preference results; mental function categories (Perception and Judgment); the four mental functions; the eight functions; the 16 types; and other temperament and cognitive style perspectives.
7. **Even though psychological type is dichotomous, the access and use of personality elements is continuous.** Jung makes it clear that a type is a category condition, yet describes the infinite variability in the use of the attitudes and functions (personality elements).
8. **The Majors PT-Elements uses continuous scores to indicate dichotomous type.** All measures of Jungian psychological type today use a scoring method that gives a continuous score for each preference. That score along with various formulas provides the categorical result or dichotomous type.

These eight facts are important, but do not represent all of the knowledge necessary to use this instrument. A detailed discussion of each of these dimensions and more interpretation considerations follow in this chapter.

## Attitude Types: Extraversion and Introversion

**Psychological attitude** is an abstract term. To have an attitude about something or someone is a little easier to comprehend. Jung referred to Extraversion and Introversion as attitudes, indicating the direction of energy or interaction that occurs between an individual (subject) and things in the outside world (object). The arrows in the figure below indicate the **direction of the subject's attitude regarding the object**. The extraverted attitude moves towards the object, expending and receiving energy through engagement with the object. The introverted attitude takes the object into subjective thought and thus expends and receives energy through reflective thought concerning the object. Everyone extraverts and introverts, but it is not possible to do both at the same time. Further, one attitude will emerge during personality type development as most natural and become the pattern for life. However, the other attitude will always remain functioning to some degree. Using the most natural attitude is typically an energizing and attractive experience. When circumstances force the persistent use of the less natural attitude, then a feeling of mental frustration and fatigue often results. More about the effects of constraining or restricting the natural expression of type is in Personality Formation information and scores (see pages 38–44 and Appendix A).

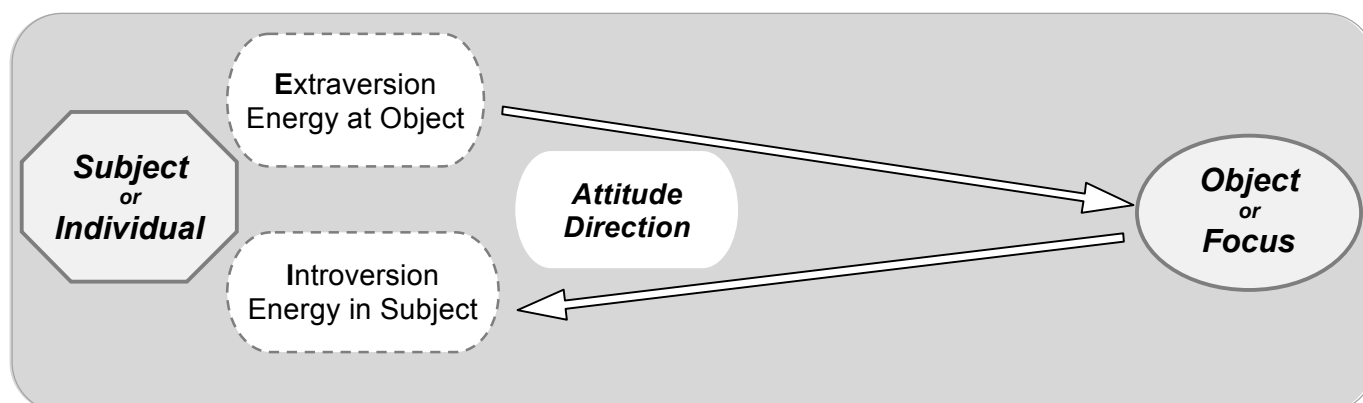
### Interpretation Considerations

The Majors PT-Elements measures Extraversion and Introversion and presents scores for them on

the Professional's Report. The attitude that results in the higher score is the reported attitude type for that individual. The term 'reported attitude type' is a measured approximation of the individual's innate or most natural attitude type. Descriptions of individuals and their common behaviors involving the attitudes of Extraversion and Introversion as measured by the Majors PT-Elements are in the text boxes on page 23.

Jung notes we have a natural or innate tendency for one side of the attitude dichotomy over the other, 'One mechanism will naturally predominate, and if this condition becomes in any way chronic a **type** will be produced; that is, an habitual attitude in which one mechanism predominates permanently'. Further, he goes on to state, 'although the other can never be completely suppressed since it is an integral part of the psychic economy' (Jung, 1971, p. 6). In other words, a 'type' is the natural or innate establishment of one attitude direction as the more consistently operating. The other attitude direction is still there, but is less developed and not as active.

How individuals respond to psychological measures varies for a host of reasons. A pattern of responding is a part of a response style. Careful evaluation of the professional results includes attention to potential response styles. For example, consider the following results from the Professional's Report:



## The Two Attitude Types

**Extraversion Type:** Individuals who have a preference towards the extraversion side of this dichotomy will receive energy from and direct energy to the outer world. External energy will be most commonly expressed by action and interaction. They will tend to process their lives through verbal statements and discussion. They enjoy going and doing, often seeking out action and activities that involve conversation and connecting. Although comfortable thinking quietly and reflecting, these non-external tasks will tend to be accomplished in shorter bursts, interspersed by the motivation to participate in the external environment.

**Introversion Type:** Those who have a preference for introversion will choose to restrict or moderate their connection with the external environment in order to facilitate the reflective contemplation that provides the source of their psychological energy. While no less appreciative of human interaction than their external opposites, they may display the preference for more quiet and less crowded interpersonal experiences, which leave adequate pause for contemplative thought to facilitate and engage in the interaction. With the internal preference, the stimulation from the external world is manifested in the energizing reflective thought of or about the experiences of life.

**Note:** It is important to remember these are descriptions of common behaviors, not people. Too often descriptions for results of psychological instruments place a rigid structure on individuals. These descriptions are not exhaustive nor universally applicable to everyone.

Extraversion	0
Introversion	10

It is not appropriate to assume that the respondent has little or no Extraversion accessible in their life. It could indicate that the individual responded to all E/I items 'Somewhat like me' giving them the score of 10 on Introversion. Yet, upon discussion, they may reveal that they connected with both sides of the items, but consistently choose the Introversion item as more natural. This indicates an accurate measure of the innate attitude type, not any lacking in the other attitude of Extraversion. Discussion of the numeric result from the Professional's Report can reveal a lot of useful information about type expression, but assumptions about the dichotomy scores themselves is not wise.

The other interpretation issue that can commonly arise is the belief that having an innate preference for one attitude type over the other indicates the

exclusion of the other attitude direction. Jung postulates that healthy functioning includes the expression of less natural preferences as needed or desired (see text box on the following page). This does not mean that the individual's type has changed. Jung saw it as a healthy balance of psychological functioning.

Both attitude mechanisms of Extraversion and Introversion are important. Having a sense of healthy value for the outside object and being able to think about that same object objectively is important. When one-sided processing exists, then problems can occur.

Use of both forms of attitude direction serves to meet the internal subjective needs of the individual and give proper value to the objects that are in focus. Professionals should recognize the need to help clients develop and maintain an awareness of their own personal balance.

### Attitude Types at the Exclusive Extremes

It is best to think of the full range of differences in using the attitude direction preferences as typically being a healthy expression. There are, however, certain conditions of attitude type that result in persistent issues for the individual.

**Exclusive Extraversion:** Jung explains extraversion as the person (subject) moving towards the object. This object can represent any person, activity or thing with which an individual chooses to become involved. Problems arise if the person's internal subjective thinking about that object has no place, value or consideration, then the object can consume the person. Another way of seeing this is that the subject becomes totally assimilated into the person, activity or thing. For a while, it appears that they cease to exist and they place all energy into the object. This of course leaves the other needs of the individual unmet and places them at risk for serious physical problems that occur when in complete self-denial. Other individuals or activities in their life are sidelined as all focus is on this object. This exclusive extreme extraversion is void of the balance that Jung indicates as normal and healthy.

**Exclusive Introversion:** The description that Jung gives to Introversion is the attitude direction that subjectively thinks and reflects about the object (drawing the object within). The object is used to fuel the reflective furnace and gives off energy as it is pondered. The problems arise when the individual is void of true involvement in the external object. It is as if they consider their subjective thoughts about the object to be more valuable than the reality of the object. The object becomes assimilated within the subject's mind and little or no importance is given to the object. This position becomes painful for others in their lives who cannot achieve the expectations of the extreme subjective. As long as the subject's perspective regarding the situation is ok, then all is ok. Other perspectives are simply flawed. The healthy use of the other attitude must be available when needed.

### *Jungian Mental Function Types: The Categories of Perception and Judgments*

Jung tells us that within those who express an extraverted type or an introverted type there are vast differences. The differences are a product of the four basic **Mental Functions (psychological processes)** (Jung, 1990). The category groupings of perception and judgment each contain a dichotomous pair of functions. We perceive and make judgments about the perception. This is the basic notion of a Mental Function. When one function is consistently more prominent than the others are, a Function Type has developed. The four mental functions are pairs of psychological opposites (dichotomous pairs). When a function type is consistently expressed (dominates), the opposite function is underdeveloped (under expressed; inferior). Presented below are the two categories of mental functions.

#### ***The Perceptual Function***

We all have perceptual experiences. We see, hear, taste, smell and touch. Further, we have memories about perceived information from the past, and thoughts about what we will perceive in the future. Perception occurs from both without and within. The perceptual function type describes the process applied to the sensory or experiential information. The two types of the Perception function are Sensation and iNtuition.

The Sensing and iNtuitive types have vastly different processes for evaluating information. Sensing is conditioned by or dependent upon the

***Jung (1971) referred to the perceptual processes as irrational mental functions. By the term irrational, he was indicating that the function was experiential and separate from rational judgments (perception simply occurs). The intensity of the perceptual experience is important; judgments about perception are after the fact and not connected to the perception experience itself.***

object and objective stimuli. Only information or stimuli that is strong enough is processed. Therefore, a particular intensity must be met before it becomes sensory experiential. This makes sense as we continuously experience tremendous amounts of sensory (internal, as well as external) information and would not want total perceptive knowledge of all of it. Intuition develops perceptual images of the relations between things (inner and outer perceptual objects and information). A world of endless possibilities flows from the perceived information. Even though it is normal to engage in both function processes, they never occur simultaneously.

#### ***Interpretation Considerations***

There is a tendency to use one of the perceptual functions more consistently and naturally over the other. This tendency, when persistent or habitual, is the individual's perception type. This natural tendency does not mean that the other end of the



dichotomy is not used. In fact, life can be challenging if only one of the perceptual functions is used.

For example, a purely Sensing type would not be able to develop possibilities (describe what may be) or realize what it all means. Only the facts contribute to the information collected and perceived. On the other hand, without facts, a purely iNtuitive type will develop possibilities that are not associated with reality in any practical way. This can give the notion of meaningless conjecture.

Having a balance in usability and accessibility of the two perceptual mental functions is the norm. The numeric results given on the Professional's Report require careful evaluation and interpretation. Results that are similar (within a few points) may indicate many things, including a balance in accessibility and usability. They may also indicate that some items did not resonate well

with the respondent. Checking with the respondent is the only way to determine what the results truly indicate. Keeping these factors in mind, when a score is zero for one of the perceptual preferences, it is not correct to assume no accessibility or usability of that preference.

Both of the perceptive functions are important to everyday life. Balance occurs when the individual is free from constraints or blockages to use these functions as needed. If one of the perceptual types is the dominant type (most commonly used of all four functions), then the other (opposite) perceptual type is less developed and becomes the inferior function. Proper, unrestricted use of a mental function results in healthy personality development. Natural genetic processes (wiring) push the function into use. Only one function operates at a time. Therefore, the individual has use of all functions, but the less natural function is underdeveloped.

### The Two Perceptual Types

**Sensing Type:** Sensing is preferred when the focus of the perceptive process is a pragmatic and factual experience. Those with this preference believe that the facts do speak for themselves and there is seldom a need to go beyond them. They will typically find comfort in viewing the tried and true methods of accomplishing tasks as a sufficient, if not necessary, course of action. Past experiences can provide concrete foundations for answers to the questions that arise when information is perceived. This preference may lead the sensing-preferring individual into fact-finding forays to answer the questions of 'how, what, when or where?' They have a realistic perspective that is anchored in the comfortable foundation of pragmatism and facts.

**iNtuiting Type:** Those who prefer iNtuiting have a perceptual preference to look for the possibilities and relationships among the facts and their corresponding ideas. This preference is expressed in their desire for theoretical overviews that allow for flexibility in interpretation and application of information. The processing of factual information tends to occur only to the extent that those facts possess utility for innovation and change. Factual details are merely elements of the connections that form in this perception experience, and may be overlooked or set aside during the processing. The 'what may be' focus of these individuals will tend to keep them engaged in future-oriented thinking.

### ***The Judgment Function***

The perceptual experience is universal, and Judgments about those perceptual experiences are equally universal. The Judgment functions are ‘decisively influenced by reflection. They function most perfectly when they are in the fullest possible accord with the laws of reason’ (Jung, 1971, p. 459). Judgment functions may focus upon the outside object or subjective beliefs about an object. They are decisions and decision processes based upon the rules associated with its two forms, Thinking and Feeling.

**Jung (1971) considered the judgment processes as rational mental functions. By the term rational, he was indicating that it was based upon reason. This involves a reflective component or thinking through based upon some criteria. The criteria are not directly connected with the perceptual information.**

The moment that we have a perceptual experience, we have a thought about that information. The two forms of Judging are different, yet serve the need to organize information into structures. For Thinking types

information is ordered by concepts and for Feeling types it is ordered according to its value (Jung, 1971). All judgments are based upon one of these two criteria (Jung, 1971). When one of the Judgment forms is more consistently or habitually expressed than the other, we refer to it as a type (consistent with the attitude types and perceptual types). Both forms of judging are present in everyone, but only one operates at a time (decisions may involve a back and forth use of both) and only one becomes a type.

### ***Interpretation Considerations***

Scores for the two judging types appear separately on the Professional’s Report. Consistent with all scores on this measure, interpretation requires the respondent’s confirmation. Because the response set (DIW) is different from other type measures, the scores may give an indication of a Judgment function’s accessibility or usability for the individual. To discern this requires a professional with a deeper understanding of psychometrics and extensive experience with the measure.

High scores on one Judgment function (> 9) with a zero score on the other function may indicate challenges in accessing the less-favored function.

## **The Two Judging Types**

**Thinking Type:** The preference for making judgments through the process of logical thinking involves a need for logical clarity. This clarity occurs when perceptual information is objectively evaluated based upon strict logical criteria. In general, this decision-making process will follow a consistent logical pattern of ‘if this is true, and/or this is true, then this is the best choice’. The ‘right’ thing to do is making the choice with the best outcome. Feelings or emotional interactions with the decision, while they always occur, are seldom viewed as necessary. This is because the deciding action is a process with rules that simply weigh the pros and cons to the service (support) of the outcome.

**Feeling Type:** Individuals with a preference for Feeling judgments and decisions make choices based on beliefs, values and ideals they believe will lead to greater inner and external resonance in the overall situation. They are keenly attuned to the effect of decisions on others and seek to implement decisions that enhance relationships. They often have a need to process the emotional and interpersonal consequences of decisions. Those with a preference for Feeling judgments view the consensus forming process as integral to the judgments that are being made.

The respondent is typically able to confirm quickly the measured (reported) suspicion. Similarly, if the scores for both functions are reasonably equivalent (within 4 points) the individual may be indicating that they have utility access to both functions and use them consciously as needed. This does not deny the presence of an innate Judgment type. It may indicate healthy development and individuation, or simple learned accessibility. As with all scores, what they indicate with respect to development (by their responses) is only confirmed by the respondents. The boxed text on page 27 includes general descriptions of the common behaviors and attitudes observed for the two Judgment functions.

When one of the Judgment functions is the dominant function, the opposite function is not well developed and said to be the inferior function. Only one is used at a time and the use of a function results in development (if unhindered by outside forces). The dominating use of one must, therefore, result in the less developed use of the other.

### ***The Four Functions in Operation***

The four Jungian mental functions of Sensing, iNtuition, Thinking and Feeling only operate in the context of the two Attitude Types of Extraversion and Introversion. This provides eight possible forms of mental function.

The underlying attitude types of Extraversion or Introversion indicate not only the direction (towards the object or into the subject), but the

form or character of the function (see Appendix B for detailed descriptions of the eight mental function forms).

The Jungian perspective on the mental functions has the following simple rules:

1. There is a dominant mental function (one used more than others are, or more accessible).
2. The dominant mental function's expression is in the individual's attitude type. This means that if the person's attitude type is Introversion, then the dominant function occurs in the introverted form.
3. Use of the functions can be conscious (under volition) or unconscious (automatic).
4. The dominant mental function, and by default the inferior function, is indicated (clearly seen) virtually all of the time.
5. Because the dominant mental function occurs in the attitude type (Extraversion or Introversion), then the inferior mental function's expression is in the less used attitude (e.g. Ne dominant and Si inferior).
6. We interact with the world through the mental function category (Perception or Judgment) that is Extraverted or moves towards the object (apparent to observers).
7. The Introverted mental functions are hidden from direct view (internal or subjective object evaluation) and are not directly apparent to observers.
8. Predicting the order of access or use of the eight mental functions beyond the dominant (by default the inferior) is challenged by the variability of life experiences and human adaptability.

### ***The Eight Jungian Mental Function Forms***

***Extraverted: Sensing, Se; iNtuition, Ne; Thinking, Te; and Feeling, Fe.***

***Introverted: Sensing, Si; iNtuition, Ni; Thinking, Ti; and Feeling, Fi.***

## The Orientation to the Outside World (Lifestyle)

Jung notes the two attitude types and four function types combine to produce eight function types. 'In practice these four types [Sensing, iNtuition, Thinking and Feeling] are always combined with the attitude-type, that is, with extraversion or introversion, so that the functions appear in an extraverted or introverted variation. This produces a set of eight demonstrable function-types' (Jung, 1971, p. 554).

The fourth dichotomous dimension that Jung describes was an implied dimension that focuses upon which of the two mental function categories (Perception or Judgment) is most preferred for interacting with the outside world in life (Jung, 1971). This dimension is not a 'Type'; rather, it is an expression of a function type used in a given attitude type.

The Majors PT-Elements contains the dichotomous scale of Lifestyle Orientation that reveals which of the two mental function categories, Perception or Judgment, is used in an extraverted attitude. This is an important aspect of Jung's psychological types.

This dichotomous dimension does not have a similar tension of opposites found in the attitude types and function types. Rather, it is an indication of function type usage in the external world. Because both category types (perception functions and judgment functions) can be developed and accessible to the individual (only one will dominate), the question is which one is in the external attitude (outside world or object orientation).

### **Isabel Myers' Metric Decision**

*Isabel Myers pioneered the use of a fourth measured dimension to establish the mental function attitude or object energy directionality. The measure of E/I established the attitude type that dominates. The J/P measured dimension points to the function category (most preferred function of that category) that is external.*

## The Two Lifestyle Orientations

**Perception:** The preference for living life through the process of perception is indicated when the experience of life is the desired process of life. Individuals who prefer the perceiving end of this dichotomy will tend to set the events of life in a flexible and open-ended style. For these individuals, deadlines are met but the process to achieve goals may be expressed or unfold over time. Unscheduled interruptions are viewed as a natural part of living with little stress or concern over the resulting diversions. Changes in plans or decisions regarding processes are viewed as simply elements of the emergent style of life. They can become bored or irritated with the restrictions of rigid schedules or guidelines.

**Judging:** Individuals with a preference for living life through judgments and decisions enjoy planning and processing daily experiences. Comfort is experienced through the methodical organization of tasks and activities. Satisfaction is achieved as each of the day's set goals is completed. When those who prefer Judging are aware of the plans for events and activities, then they experience an assurance that the necessary tasks and goals will be finished in the allotted time. Interruptions in the plan or method can create frustration and distract these individuals. The preference to decide, act and have closure on the events of life is naturally pleasing to them. Getting an early start on an activity or task promotes a sense of wellbeing and peace.



## Brief Descriptions of the 16 Types

	Thinking	SENSING	Feeling	Feeling	INTUITING	Thinking
Judging  INTROVERSION  Perceiving  Perceiving  EXTRAVERSION  Judging	<b>ISTJ</b> Dependable, responsible with a desire to know/experience the facts without embellishment. Handles things with attention to detail and little or no prompting. Will keep reactions to themselves (internal reactions may be strong). Observing of the details and facts, follows procedures and wants things done right. The expectation that others must be logical and analytical creates problems.	<b>ISFJ</b> Devoted to practical actions that help others, while displaying a warm, caring style. Have strong reactions to violations of common sense that have negative consequences for others. Values structure and hard work that bring projects to completion. Very responsible for decisions and seldom chooses impulsively. Lack of structure causes retreat to the self-absorption of inner thought and emotional reactions.	<b>INFJ</b> Stimulated by problems requiring innovation and new concepts. Provide insight into challenges involving people. Resolves issues using complex and abstract methods. Needs harmony and values helping and seeing others grow and develop. Conceptualises independently but seeks approval from others. Coming up with new methods can put them in conflict with the real goal and the agendas of others.		<b>INTJ</b> Focus on thoughts that are formed from the symbolic nature of perceived experience. Drawn to know all that can be known about the current area of involvement. Connects others with the plan by education and inspiration. Displays ability when pushed and challenged in projects/problems. Becomes single-mindedly focused upon 'the goal' to the exclusion of input from others.	
	<b>ISTP</b> Seek the underlying principles that explain how things work and function in the external world. Use their logic for producing efficient spontaneous problem solving. Organise information and facts internally and externally when pressured by the need to succeed. Understand the facts of situations by observational skills. They may ignore contributions of others in favour of their logical decision making.	<b>ISFP</b> Have the characteristic of actively demonstrating warmth and caring for others. Will exert extra effort to help complete valued projects. Loyalty to values makes them steadfast in relationships and organisations. Display flexibility and accommodation to others. Prefer variety/variability on tasks and projects. May view themselves as inadequate even with positive feedback.	<b>INFP</b> Hold a strong idealised set of beliefs, which leads to faithfulness in duties and obligations. Will be cautious in developing relationships. Tend to facilitate the potential in others. Motivated by the value/meaning behind important projects. Convictions are seldom ever expressed openly. When unable to contribute to meaningful activities they may see themselves negatively and may lose confidence.		<b>INTP</b> Respond to current experiences through the principles or concepts from their thoughts about the situation. Enjoy the discussion and debating of ideas with similar friends. Process problems and situations in terms of logical cause and effect. Drawn to precise language and descriptions with no ambiguity. Disconnect from the outside world may lead to nonproductive behaviour.	
	<b>ESTP</b> Contributes to tasks and events through friendly and adaptable actions. Consolidates the facts about a situation to find a solution. Seeks physical experiences and is curious about sensory information. Pragmatists that prefer to confront the actual problem directly, with no need for alternative possibilities. Abstract ideas may result in backing away from problems until concrete proof is offered.	<b>ESFP</b> Focuses on experiencing and accepting life as it is, while contributing to the well-being of others. Has a good command of applied facts and data. Problem-solves through using existing tools and processes in new ways. Learns through direct contact with actual conditions, not in abstract or classroom testing. Need for excitement and change can produce boredom during sedentary tasks.	<b>ENFP</b> Drawn to the outer world of new ideas and possibilities involving work and play. Too many possible projects and aspects to situations can make it difficult to act. Will brainstorm new approaches that are the most efficient solutions. Skilled concerning the issues of others and attempts to get things back on track. Pushing too much detail into their conceptualisation process causes glaze over.		<b>ENTP</b> Energies are focused on the possibilities and promotion of innovation that completes projects. Objectively solves issues with people and is self-critical when in error. Sees data and information as conceptual frameworks that help others to comprehend. Use logic to solve complex issues in projects/problems. Becomes frustrated with the monotony of things after the problems are solved.	
	<b>ESTJ</b> Have a strong need to bring about/establish logical order in the world. Objectively organise projects to assure that nothing is overlooked. Desire to be responsible and expect responsibility from others. Communicate directly and quickly get to the bottom line. May come to decisions too quickly without adequate information or concern for others' input.	<b>ESFJ</b> Concerned with fellowship and harmony in everyday contacts and relationships. Look for the positive in others and value their opinions. View situations and problems with a pragmatic goal orientation. Plan/organise based on concrete knowledge and their concept of right and wrong. The desire for harmony may not allow them to be truthful regarding problems.	<b>ENFJ</b> Actively care for the concerns of others. Bring harmony to relationships and situations. Help others reach their maximum potential. Believe in being conscientious and orderly while working on projects, expecting the same from others. Will identify the possibilities that emerge from others' opinions. May jump to conclusions regarding individuals/situations and create problems.		<b>ENTJ</b> Prefer to live and work by organising, making certain that achievements and success are realised. Complete projects by establishing order using procedures and systematic structures. Operate with clear standards of right and wrong. Interested in the possibilities that are not obvious or presently known. Snap decisions may not be sound, if the input from others is ignored.	

There is a complexity in human personality that goes far beyond the eight forms of mental functions and the commonly used 16-Type code. The Majors PT-Elements contains the Elements of Type subscales and Personality Formation information. The result is an unprecedented amount of possible combinations. This is yet a

fraction of variability that can be introduced from genetic and experiential interactions. The basis of the 16-Type formulations is the attempt to indicate the attitude type, the dominant function and the auxiliary function (second most dominant).

## 32 Elements of Type

There are tremendous differences across individuals who share the same 4-letter type code. This is an important part of the richness of personality type. The Majors PT-Elements subscales provide descriptive information about *individual differences within the four dichotomies*.

The descriptions of the 16 dichotomous subscales (32 elements) indicate the reported level of preference for differing methods of performing tasks, activities and mental processing across the four dichotomous

dimensions. Even though the innate pull of the underlying dichotomous preferences (E/I, S/N, T/F and J/P) contributes to the choices seen in the responses to these subscales, other influences (development, experiences, choices, relationships and others) result in variation within types that are seen. There are four subscales for each of the four dichotomous dimensions.

### ***Interpretation Considerations***

The Majors PT-Elements subscales are based upon 164 words and phrases (82 dichotomous subscales) that solicit the individual's self-reported similarity with descriptions, behaviors and attitudes (individual scale information is provided in Chapter 5). The two phrases or words that are presented for each of the subscale items are treated as two individual points of assessment. For example, the item 'Be found meeting people' versus 'Be found reading a book' represents two separate points of self-reported similarity. A person indicating that they are very much like the phrase 'Be found meeting people' is actually simultaneously stating that they are typically less likely to 'Be found reading a book'. There are individuals who would be comfortable endorsing either phrase to some extent. It is important to remember that choosing one phrase over the other indicates a preference. It does not necessarily mean that the other phrase is not preferred or not like them at all. For the side that is not chosen, a score of zero (no value) is assigned. This method of scale construction allows for independent

scoring and weighting of all 164 words and phrases that comprise the Majors PT-Elements subscales.

Even though the number of items per scale differs across the 16 dichotomous subscales, all numeric

and graphical results are based on a range of 0 to 6.

When adding up the numerical results for both sides of a dichotomous scale, the total cannot be greater than 6. Total scores of 6 will indicate that the individual

answered 'Very like me' to all of the items on that dichotomous scale. Any score less than 6 will indicate the use of 'Somewhat like me' and/or the 'Neutral' response. Only the client can give the reason for the responses behind the scores. When a graph or numeric score indicates all responses are chosen on only one side of the dichotomous scale, it is not safe to assume that it indicates no access or no activity on the other end of the subscale. As with all results from a personality measure, only the respondent can clarify their true meaning.

The alphas (internal consistency measure, Chapter 6) for all of the subscales indicate that the scales are well constructed. This and the uniformity of scale scoring (ranging from 0 to 6) allow for cross-scale discussions with caution. However, it is not meaningful when comparing scale scores across individuals because of response style differences that are inherent while responding to all measures of personality. Scores on the subscales that are greater than 3 are considered to be high. The scores that are less than 2 are considered to be low. The terms high and low do not, however, indicate any positive or negative connotation towards the individual. The terms only represent interpretation labels that set boundaries and limits for the descriptions on the following page. When the scores are low for both of the elements on a particular dichotomy pair, this indicates that the individual has chosen 'Neutral' responses and/or 'Somewhat like me' for most of the items on those scales. This may

*It is important to remember that choosing one phrase over the other indicates a preference. It does not necessarily mean that the other phrase is not preferred or not like them at all.*

occur for a number of reasons, the most likely is that the phrases or words were not that meaningful or known for the individual, or a choice could not be made between the two options.

The Majors PT-Elements uses the term Individualized Response Pattern™ (IRP) to indicate when the result for a subscale is not consistent with the type dichotomy pattern. This IRP result can never be considered an error. It represents an element of the individual's

***Individualized Response Pattern (IRP)*** is the influence of the non-innate aspects of personality upon the responses.

personality that is an expression of his or her individual differences. Professionals must be ready to explain that the subscales are rarely consistent throughout an individual's report. An IRP result is as healthy and valid as one that is consistent. It provides understanding to the elements of their personality that they have already known and experienced in life. It is the influence of the non-innate aspects of personality upon the responses.

The descriptions and interpretation guidelines of subscales are presented on the following page. Score results can only be confirmed by the client who took the measure. It is important to listen to and check with the individual the accuracy of the reported results. All personality instruments are simply starting places for discussion and discovery.

### Extraversion and Introversion Subscales (E/I)

**E / Starting Action:** a preference for direct involvement in the initiation or starting of projects and activities. High scores indicate an eagerness to directly make things happen. Individuals with low scores tend to be reluctant to be the one to get things started.

**I / Observing Action:** a preference for involvement in projects and activities through observing the starting process and, at times, being included in the action after it gets going. Those with high scores actively observe and reflect upon the action that is being initiated. Low scores indicate limited contemplation of the activities beginning in the environment.

**When both scores are high,** this may indicate a situation-specific attitude, where the nature of the activity itself will influence the choice of External or Internal responding.

**E / Tendency for Group Settings:** the attraction to the exchange of energy in group interactions. High scores represent those who are drawn to group and social activities involving a lot of external engagement. Low scores indicate little expressed interest in the noise and excitement of group interactions.

**I / Tendency for One-on-one Settings:** the attraction to one-on-one interactions with others. Individuals with high scores seek out solitary and/or one-on-one opportunities that facilitate contemplative thought and reflection. Low scores indicate slight or no reported similarity with the private or one-on-one social experience.

**When both scores are high,** this may indicate an individual who commonly prefers to function in a wide range of multi-social to intimate settings.

**E / Socially Expressive:** the preference for expression through speech and action in social situations. High scoring individuals have a strong desire for verbal interaction and communication (and are sometimes seen as noisy). Low scores reveal a preference for nonverbal forms of interaction.

**I / Socially Reflective:** the preference for thought and reflection in social situations. High scores indicate the preference for socially passive (reduced overt activity) interactions with limited amounts of intentional verbal communication. Low scores indicate a disinterest in quiet reflective social experiences.

**When both scores are high,** this may indicate a developed pattern of verbal interaction based upon the personal specifics of chosen social environments.

**E / Energizing Effect:** the presentation of an overt, robust exchange that has an energizing effect on others. Individuals with high scores on this element are indicating an almost electric effect on others in social environments. They are commonly seen as motivating. Low scores point to individuals who are hesitant or reluctant to act or speak.

**I / Calming Effect:** the presentation of a more tranquil measured interaction that has a calming influence on others. High scores are found with individuals whose presence brings a sense of peace in their environments. Low scores are common for those who stir things up.

**When both scores are high,** these individuals are seen as peaceable yet able to stir others when motivated to do so (a wide range of effect across situations).

### Sensing and iNtuiting Subscales (S/N)

**S/ Drawn to Facts:** a preference to focus attention on the factual content of information based on experience. High scores are found in individuals who prefer to only function concretely in the here and now. Low scores indicate non-attention to most of the elements of practicality.

**N/ Drawn to Ideas:** a preference to focus attention on the ideas that are formed by information based on experience. High scores are common with individuals that are frequently looking for new possibilities. Low scores indicate little desire or need for speculation.

**When both scores are high,** individuals may cycle through the perceptive process of forming ideas and then establishing their plausibility based on known facts.

**S/ Choose the Standard:** an attraction to proceed with the usual and known methods or information that have been proven. When these scores are high, the individual will want to always proceed with detailed execution of the approved processes. Low scores indicate that these individuals are not attracted to known procedures.

**N/ Try the New:** an attraction to use different methods or information that have not as yet been proven. High scores indicate a desire to seek the innovative approaches. Low scores are common with individuals who do not relate well to experimentation in their perceptual processes.

**When both scores are high,** this indicates individuals who will follow traditional processes but at certain times are open to innovation when reasonable.

**S/ Preference for Observable:** oriented towards what is concretely observed and known to exist. High scores are indicative of those who prefer to think and function based on what is observable. Low scores are found with individuals that see what is seen or known as neutral in their perceptive process.

**N/ Preference for Concept:** oriented towards how information fits together to form or construct what is known. High scores are found with individuals that tend to function in complex, symbolic perception. Low scoring individuals prefer not to process their perceptions symbolically.

**When both scores are high,** this reveals an individual who understands and at times will use both what is known and/or what may be conceived of based on what is known.

**S/ Oriented to the Principles:** a preference to embrace the foundations of, or reasons for, the existence of a piece of information or what is perceived. High scores indicate individuals who insist upon knowing why clearly prior to beginning. Low scores are found in those with little need for reasons why.

**N/ Oriented to the Possibilities:** a preference to move perceptual information to a constructed world of what might possibly be. High scores indicate individuals who are focused upon and interested in the uniqueness of the plausible. Low scores are found with individuals who prefer not to entertain possibilities.

**When both scores are high,** this represents a pattern of moving from the freedom to follow the established, to the freedom to be excited when the novel arises.

### Thinking and Feeling Subscales (T/F)

**T/ Focus on Logic:** a preference for making decisions based upon data that is subjected to logical analysis to obtain the best results. High scores are found with individuals who believe true wisdom is found only in principles that are logically derived. Low scores indicate those who make decisions apart from logical constraints.

**F/ Focus on Ideals:** a preference for making decisions founded upon principles and ideals that are held in value. High scores indicate individuals who are concerned with making only value-oriented choices and interactions. Low scores are found with individuals who do not see the need to connect relational issues or idealism with decision making.

**When both scores are high,** it tends to indicate an individual who has learned when to apply the proper logic and values to many of their decisions.

**T/ Decisive Reasoning:** represents decisions arrived through impartial observation of clearly understood objectives. High scores indicate a compelling respect for objectivity when making decisions. Low scores are found with individuals who see little value in objectivity while making judgments.

**F/ Supportive Decisions:** the preference for making judgments to achieve objectives through evaluating the impact they will have on a participating individual's performance. High scores indicate individuals who are drawn to the emotional implications that their decisions bring to the others and are often constrained by those implications. Individuals with low scores tend to not base judgments upon personal impact.

**When both scores are high,** this may represent individuals that are seeing the importance of involving both reasoning and support in the judgments that are made. This can occur either alternately as deemed necessary or collectively to minimize problems.

**T/ Criterion-Based Choices:** the preference for making decisions and judgments founded on specific criteria or standards that lead to the prescribed outcomes. Those with high scores find that impartiality and clarity must prevail in the judgment process. Low scores do not focus decision-making on any specific criteria.

**F/ Values-Based Choices:** the preference for decisions and judgments that have an anchor in important personal beliefs. High scores on this scale indicate a strong pull to make judgments that are considerate and thoughtful of relational beliefs. Those with low scores do not see the need to involve their values when making decisions.

**When both scores are high,** the individual may be indicating that the desire for a specific outcome is tempered with their personal beliefs and values. This can cause inner conflict during stressful personal situations.

**T/ Outcome Focus:** represents the form of decision making that keeps the desired goal as the foundation for the judgments that are made. Those with high scores will focus only on the outcome and may appear tenacious. Individuals with low scores are not overly driven by outcome.

**F/ Process Focus:** is the type of decision making that values the process employed in making the judgments that serve to reach the goals. High scores indicate a drive to reach the goal with a peaceful interpersonal process. Those with low scores do not focus upon the process in decisions.

**When both scores are high,** the outcome and process are given weight and value in decisions concerning the tasks or function under consideration.

### Judgment and Perception Subscales (J/P)

**J/ Produce by Organized Preparation:** the preference to be productive in life by making judgments intended to organize activities before beginning. Individuals with high scores have a strong desire to be productive through structures and methodologies (the absence of structure may be upsetting). Those with low scores have little interest organizing everyday life.

**P/ Produce by Emergent Methods:** the preference to be productive in life by beginning activities and developing methodologies as things progress. Those with high scores produce through developing processes as needed. Low scoring individuals are not focused upon developing processes.

**When both scores are high,** individuals can display an ability to interrupt the structured process for emergent changes that facilitate the end goal.

**J/ Systematic Priorities:** the orientation to prioritize life in a way that relies upon preparation and advanced knowledge to ensure completion. Individuals with high scores deliberately use thought-out systematic approaches to tasks and functions. Individuals scoring low have little desire for knowing ahead of time.

**P/ Process-Oriented Completion:** an orientation for life that places a priority on experiencing the process that leads to finishing the work. Those with high scores have a strong concern for the process itself to meet goals. Those scoring low have no concern for the process for reaching goals.

**When both scores are high,** the individual will choose a form of completing that fits the task. For example: systematic methods for tasks that are known and the process method for developing tasks.

**J/ Scheduling for the Goal:** the preference to work towards the goal employing the comfort of timetables and measured points. Individuals with high scores insist upon knowing the plan and process prior to initiation (not scheduling is not an option). Low scores indicate individuals with little to no desire to work by a schedule.

**P/ Motivated by the Goal:** the preferred method of achieving goals by allowing the motivation of the goal itself to drive the work. Individuals with high scores find excitement and motivation in the need to complete projects. Low scoring individuals find the pressure of the goal uncomfortable.

**When both scores are high,** the individual knows when to be comfortable with which form of goal orientation (driving or being pushed into action).

**J/ Motivated by Structure:** the inspiration of the judgments and decisions that are needed to form the structure in which work and activities occur. Individuals with high scores enjoy structured preparation and lists to check off as completed. Low scoring individuals are uneasy with the boundaries of structure.

**P/ Motivated by Flexibility:** the preference for the enjoyment of adapting to changes and the unexpected in work tasks and life in general. Those with high scores are comfortable with the flexibility of resolving decisions as things progress. Those with low scores tend to avoid the uncertainty of flexibility.

**When both scores are high,** there has been learned adaptation to both forms of motivation and to when each can be applied.

## Elements of Personality Formation

Elements of Personality Formation score results provide a basis for understanding some of the complex ways individuals respond to situations and interact with others. This formation information intertwines with the Perception and Judgment mental functions. At anytime during the formation of personality, distortions can develop. We can distort what we Perceive and/or distort Judgments that we make about the perceived. Formation information can identify the presence of some important distortions.

Formation information also connects with the basic personality attitudes of Extraversion and Introversion. The distortions can manifest themselves internally (reflective thought regarding objects or self) or externally (actions towards objects). Further, the content of the distortions has a general directional focus of either towards the self or towards others. The following sections expand upon specific Formation areas of the Majors PT-Elements and distortions.

### *Interpretation Considerations*

The Formation scores **are not based upon scales** like the four dichotomous indexes and 32 elements, which are designed to capture a single unified dimension. Rather the scores represent simple standardized tallies of responses to 42 phrases. Each score is a collection of developed beliefs and attitudes towards various situations and interactions. Because they are developed beliefs and attitudes, they are changeable. Therefore, it is normal to see changes in the statements and scores across administrations of the instrument. In fact, properly implemented interventions developed because of Formation scores should result in changes in Formation results on subsequent administrations of the Majors PT-Elements.

Life experiences that support the innate development of personality preferences tend to

**Note:** *The raw information found on the Professional's Report should never be given to an individual apart from the guidance and explanation of the professional user. The ethics of restricted instrument usage require that the professional act to reduce the potential for confusion, misinterpretation and harm to the client. Simply handing a client a page of numeric information can result in misattribution and confusion.*

result in healthy, undistorted choices and beliefs; conversely, when something occurs in the environment that the individual experiences as rejecting their natural personality, they are forced to compensate with natural protection and defensive responses. Jung believed that the formation of these compensation reactions occurs in everyone to some extent. They are natural responses that may become problematic if they needlessly block the natural expression of personality. When the reaction becomes entrenched in the personality, it distorts Perception and Judgment.

The numeric score results for the Personality Formation section of the Professional's Report can help the professional make suggestions that facilitate growth and development for their clients. It is the confirmed information provided by the client as they respond to the professional's questions that facilitates growth and understanding.

The Detail Report contains seven simple growth statements that reflect the responses of the individual. These statements, with professional feedback, can inform and direct the client regarding personality expression. Below are descriptions and interpretation guidelines for the three main and seven sub-categories of the Elements Personality Formation scores.

## Personality Formation: Perseverance

Often, everyday life does not go as expected. Individuals face situations and challenges that disrupt and interfere with plans and their preferred way of doing things. The choices that an individual makes when facing obstacles to goals and desires reveal important Elements of Personality Formation including Perseverance.

The **General Perseverance Style** score indicates the reported level of typical perseverance when encountering obstacles. This dimension of Personality Formation concerns beliefs about the self. Distortions in self-perception and self-judgment can result in challenges regarding obstacles encountered in life. Having an accurate belief of Perseverance Style does not necessarily indicate high perseverance in the face of challenges, rather, a potential absence of distortion.

**Interpretation guide:** The General Perseverance Style score ranges from –20 to 20. The low end of this score (below –7) represents an individual who may choose to face obstacles by not facing them. They may attempt to ignore the issues in hopes that they will simply go away. In the mid-range (0 to 5) they can, in limited situations, overcome obstacles, yet find it uncomfortable. At the higher scores (above 10), most individuals attack obstacles with little or no hesitation. The scores in between low/mid-range and mid-range/high are transition ranges that will possess different combinations of meaning and will need to be investigated for clarity. Discussing with the client his or her reactions to obstacles will confirm the meaningfulness of the numeric results. Interpretation judgments can only be made with confirming information from the client.

The Majors PT-Elements assess the overall style of Perseverance, as well as the three sub-categories of Responses to Pressure, Emotional Preferences and Orientation Towards Problems.

### *Perseverance Sub-Categories*

The **Responses to Pressure** sub-category contains the developed responses of *Stop and Avoid* and *Drive and Thrive*. These elements describe how the individual will choose to respond in pressure situations. The development of a method of responding to pressure begins early in life. If we are rejected for our innate choices while under pressure, we may distort our beliefs about our self and avoid pressure situations that lead to these strong negative experiences (*Stop and Avoid*). When we are accepted and rewarded for using what is innate, then we face pressure with little concern or negative connotation (*Drive and Thrive*).

**Interpretation guide:** When *Stop and Avoid* is above 3 and *Drive and Thrive* is 0, there is an avoidance pattern to pressure situations. There can be mixtures of the two responses (where both are above 0) that can be discussed and explored with clients. It is important to help them put their own meaning to the results. When the *Stop and Avoid* result is 0 and *Drive and Thrive* is above 3, there is a resolute stance towards pressure situations. Ask the client to describe their approach to pressure in their own words.

The **Emotional Preferences** sub-category descriptors are *Low and Cautious* and *High and Adventurous*, which describes the emotional expression used when facing obstacles. Both forms of this sub-category can have potentially positive or negative implications for the individual.

**Note:** All Personality Formation sub-category scores have the same range 0 to 10. The sum of scores for both ends of any one sub-category can total only 10.

**Example:**

**Stop and Avoid = 3    Drive and Thrive = 7**

$$3 + 7 = 10$$

**Interpretation guide:** This sub-category requires careful understanding of the conditions of the emotional expression. For example, when the Response to Pressure and Orientation Towards Problems sub-categories of Perseverance are represented by high levels of *Stop and Avoid* (> 4) along with high levels of *Pull Back* (> 4) and the Emotional Preferences is for *High and Adventurous*, then the individual may greet obstacles with strong, overt, expressive negative emotions (potentially an outburst involving screaming and yelling). Yet, when the Response to Pressure and Orientation Towards Problems sub-categories of Perseverance are represented by *Drive and Thrive* along with *Overcome*, and the Emotional Preferences is *High and Adventurous*, then obstacles are met with an emotional force intended to remove the obstacles and/or rally the troops to attack. Conversely, *Low and Cautious* emotional responses to obstacles can be viewed as a calm and steady attitude or a disconnected response to problems and pressures. The scores help form questions that facilitate the individual's exploration of how the use of strong emotion or lack of emotional expression helps or hinders in dealing with obstacles.

The **Orientation Towards Problems** sub-category of Perseverance is represented by two

ends of ***Pull Back*** and/or ***Overcome***. These elements describe how the individual will choose to respond to problems that occur. The two responses tend to be formed by experiences early in life, yet any life situation can continue to shape the responses.

**Interpretation guide:** If we are overwhelmed with problems and are unable to resolve them, we can learn to withdraw from the situation and even blame others (distort) for our inabilities (*Pull Back* score is greater than 3 and *Overcome* score is 0). If we receive sufficient help and encouragement when young, we develop the attitude that all problems can be overcome with perseverance (*Pull Back* score is 0 and *Overcome* score is greater than 3). This sub-category is sensitive to situational experiences. For example, moving into a new employment position can bring new challenges that stress an individual's knowledge and, for a time, result in a *Pull Back* response while new knowledge is being acquired (a normal healthy undistorted process). Exploring the results with clients can be revealing (always avoid making assumptions in all of the Personality Formation information without sufficient investigation).

## Personality Formation: Adaptation

Existence requires interactions with others and the tone of those interactions is based upon developed forms of Adaptation. Experience teaches an individual what they can expect from others and how to view themselves in relation to others. Powerful experiences, at any point in life, contribute to the potential of distortions. The distortions of the Perception and Judgments concerning others' actions and intent create unnecessary challenges. The choices that an individual makes in understanding and identifying their relationship with the world around them represent their adaptive style, and it reveals important Elements of their Personality Formation.

The **Level of Adaptation** score represents the reported extent to which there is accuracy in interpreting experiences with others. The Majors PT-Elements assesses the overall Level of Adaptation, as well as four sub-categories: Interaction Orientation, Communication Interpretation, Belief Orientation and Relationship Interpretation.

**Interpretation guide:** The Level of Adaptation score is given in a range from -20 to 20. The low end of this score (below -7) indicates an individual who may choose to reject any responsibility in relationships and circumstances. This style of Adaptation stems from discomfort in relationships. It will often result in placing all of the blame and ascribing situational control to others. This low Level of Adaptation involves a high level of distortion in Perception and Judgments concerning others' attitudes and intentions. It negatively colors the beliefs concerning most interactions with others. In the mid-range (0 to 5) individuals find that being cautious with others and maintaining a reserved response style is a marginally effective form of Adaptation to their experiences. At the higher scores (above 8) most individuals hold a clear recognition of boundaries of their responsibility and are accurately discerning of the actions and contributions of others. As with the General Perseverance Style scores, those in between

low/middle and middle/high boundaries require investigation with the client to establish meaning.

The purpose of all chosen methods of Adaptation is to facilitate comfort with the self concerning interactions with others. Some methods of Adaptation are maladaptive, in that comfort with the self occurs at the expense of positive interactions and relationships with others. All methods that are maladaptive waste time and energy in the pursuit of projecting and protecting the individual's personality.

### *Adaptation Sub-Categories*

The **Interaction Orientation** sub-category contains the developed responses of ***Guarding Self-Interest*** and ***Trusting Others***. These two Elements of Adaptation range in form from responding from learned fear and being protective to freely interacting by giving information and resource knowledge to others. Healthy interaction with others needs accurate beliefs about the implications of free expression of thoughts, ideas and feelings. The distortions in Perception and Judgments concerning others and their potential impact upon the individual will make it challenging to be transparent when necessary.

**Interpretation guide:** Even though the more fearful *Guarding Self-Interest* form tends to be maladaptive in adulthood, it may have kept the individual safe and secure when younger (it gives a sense of power to the insecure individual). The more natural (unaltered by environmental stress) response to interactions is *Trusting Others* and being open, unless experiences have taught the individual otherwise. When *Guarding Self-Interest* is greater than 3 and *Trusting Others* is 0, then the form of Interaction Orientation is protective. The results for both above 0 represent varying amounts of learned trust and protection. Only investigating with the client can clearly map out the individual's particular form of interaction. When *Guarding Self-Interest* is 0 and *Trusting Others* is above 3, then there is a pattern of interaction that will tend to be open and will be restricted only when current situations clearly

require. Having a high score (> 5) in both *Trusting Others* and *Guarding Self-Interest* can indicate a problem where distortions in Feeling Judgments do not allow the individual to protect himself or herself. All scores should be confirmed by the client.

The **Communication Interpretation** sub-category of Adaptation has the forms of ***Suspicious of Motives*** and ***Accepting at Face Value***. The learned beliefs about the motivations of others are demonstrated in the attitude that an individual displays when interpreting communications (verbal and non-verbal messages) from others. If the experiences during personality formation teach that others commonly have universalized motives that do not support the individual, then there will be a *Suspicious of Motives* form of

Adaptation. If the experience was that there is usually congruence between communication and motivation, then the form of Adaptation is *Accepting at Face Value*.

**Interpretation guide:** If *Suspicious of Motives* is greater than 3 and *Accepting at Face Value* is 0, then the form of attitude is a belief that communication from others is typically incongruent with their motives. When both sub-categories are greater than 0, then a range of responses to communications needs to be explored with the client. Having *Suspicious of Motives* equal to 0 and *Accepting at Face Value* greater than 3 indicates a belief that communication and motivation are consistent. As with many of the Personality Formation elements, at varying times and under situational circumstances, either form of Communication Interpretation can be adaptive or maladaptive. Accepting a communication at face value when the other's motivation is to do you harm may not be adaptive. Conversely, in the same situation being *Suspicious of Motives* may not indicate a maladaptive response. In either instance above, the distortions of Perception and Judgment are active in interpretation of communications with others.

*As with many of the Personality Formation elements, at varying times and under situational circumstances, either form of Communication Interpretation can be adaptive or maladaptive.*

The **Belief Orientation** sub-category contains the learned responses of ***Rigid*** and ***Open to Change***. This element of Adaptation focuses upon the belief of the need to re-evaluate one's decisions, processes and procedures. A *Rigid* belief attempts to avoid such re-evaluations and interprets the change efforts as a waste of time, undesirable or irresponsible. Those developing an *Open to Change* belief view the re-evaluative suggestion as a normal component of everyday functioning.

**Interpretation guide:** When *Rigid* is greater than 3 and *Open to Change* is 0, then discomfort occurs when circumstances result in re-

evaluations or self-questioning. Others will experience this response as negative, rejecting and potentially condescending. Scores above 0 for both reveal the individualized

learned pattern of self and other questioning. It is important to explore this area with clients to understand the story behind what they have learned to believe about the value of others' input. A *Rigid* score of 0 and an *Open to Change* result greater than 3 indicates a positive response to situations that prompt re-evaluation and change. The level of flexibility reflected in the Belief Orientation is important for understanding the responses that will occur in various situations and settings. The Belief Orientation that is modelled to us when we are developing will greatly influence our approach to this Adaptation issue.

The **Relationship Interpretation** sub-category has the Adaptation beliefs of a ***Negative Voice*** and ***Optimistic Voice***. The overall developed pattern of belief regarding the interpretation of relationship experiences comes from the impact that the expectations for the relationship have on the believed success of the relationship.

**Interpretation guide:** If the expectation that a relationship should always be accommodating to the individual is the underlying belief, then when it is not always or perfectly accommodating, the result is that the Relationship Interpretation is

*Negative Voice* or believed to be failing. When *Negative Voice* is greater than 3 and *Optimistic Voice* is 0, then the interpretations of the relationships will tend to sound negative and victim like. Results for both over 0 demonstrates that experience has been mixed and only listening to the client's interpretation of relationship events will shed light on their belief

*Negative Voice* is 0 and *Optimistic Voice* is above 3, they have developed a realistic expectation pattern that is free from self-oriented distortions. The information that the professional learns about the individual's expectations will allow them to help the client develop more adaptive beliefs about relationships. If the structure.

## Personality Formation: The Believed Ability to Succeed

The **Believed Ability to Succeed** reveals the reported impact of belief upon success. The Majors PT-Elements assesses the overall Believed Ability to Succeed (there are no sub-categories). What individuals believe about their abilities will affect their decisions regarding their course of action in life. The Personality Formation area of Believed Ability to Succeed is formed by summing together the two main dimensional scores of General Perseverance Style and Level of Adaptation. The combined result gives insights into the general accuracy regarding personal ability.

**Interpretation guide:** Believed Ability to Succeed is reported from –40 to 40. The scores for Believed Ability to Succeed need to be interpreted very carefully. This Element of Personality Formation refers more to individual success than group ability. Strong negative scores (below –10) indicate a serious doubt in Believed Ability to Succeed. These individuals will find more comfort in working for others in secure positions. They may believe in their ability to perform their job well enough, but would never go into business for themselves. High results on this Element (above 10) tend to indicate a strong belief that it can be done and they will do it. The mixed results where the score is greater than –10 and less than 10 must be evaluated with the General Perseverance Style and Level of Adaptation scores. A high-reported score on one in combination with a low score on the other will give a mixed score. Low General Perseverance

Style scores with high Levels of Adaptation can indicate that they believe that with others they can be successful. Conversely, higher levels of General Perseverance Style and low Levels of Adaptation may indicate a genuine effort to succeed, but do not necessarily indicate success. The lack of adaptation can result in failure to succeed, even with the strongest of effort. Very low scores (less than –14) on this dimension indicate persistent distortions in Perception and Judgment that restrict natural personality expression.

**Further study:** The professional is encouraged to read the Introduction and Chapter 10 from Jung's text *Psychological Types* (1971). Personality typology is extremely complex. Most clients want to learn enough to help with the situation at hand. Some, in coaching situations, are along for the journey and desire to continuously grow in self and other understanding. This chapter has just brushed the surface concerning deep material. Take time to read the example profiles provided later in this text (Chapters 7 and 8 and Appendices A and B). All Personality information requires the client's response for confirmation. The results from the Majors PT-Elements do not tell the professional what the person is or indicate limitations upon the individual. The results are merely starting points for discussion and exploration. The Majors/Jungian 8-Process Scores are presented in Appendix B. Currently considered research scales, they provide insights into the information found in this chapter.



## Chapter 6 *Development and Psychometrics of the Majors PT-Elements*

The Majors PT-Elements has its history in part with the Majors PTI. The two measures of Jungian psychological type share items, response format and scoring features for arriving at the reported type four-letter code. The Majors PTI Professional Users Manual (Majors, 2010) provides information about the developmental history and psychometrics of the Majors PTI and the four dichotomous scales. This chapter focuses upon the features unique to the Majors PT-Elements development and psychometrics.

### ***Development and Construction History of the Majors PT-Elements***

Two main goals underlay the development of the Majors PT-Elements: producing a measure of individual differences within reported type (32 elements) to accompany the four dichotomous type indexes identified in the Majors PTI; and developing a method to assess obstacles or blockages to type expression (Personality Formation scores). Both goals result in an assessment that gives a much deeper understanding of personality. An additional, more practical goal of the development process was to provide an advanced instrument that was relatively brief, yet contains a more complete expression of Jung's theory of psychological types.

There were two specific goals for the development of the subscales. First, providing individual differences within type must require that the subscales accurately fit into the four dimensions of type that each represent (see the confirmatory factor analysis on page 49). Second, presenting each side of the resulting dichotomous subscales as an independent scale in itself allows the expression of individual differences in more detail. The second goal was accomplished through the chosen measurement methods and the DIW weighting used on the measure.

Specific goals for the Personality Formation scores included capturing distortions of the self and others, and connecting the distortions to the Jungian mental functions of Perception and Judgment.

The Majors PT-Elements' developmental path involved an iterative three-phase process over a two-year period. The initial step included item development and selection, followed by item and scale evaluation, then further item development and best-fit/validity evaluation and, finally, scoring development and evaluation. Portions of the process were repeated until the final 127-item version was constructed.

Including the development items from the Majors PTI, there were over 300 items written to develop all components of this measure. Many of the items overlap by serving on multiple dimensions and scales with the final 127-item total, so scale independence is not maintained.

The testing of different scoring processes and weighting systems on the Majors PTI led to the development of the DIW method, which has provided the most accurate reporting of type. The decision to retain this DIW-response style for all of the Majors PT-Elements scales was due to its ability to collect information regarding perceived similarity with the respondent.

The sample used in the development of the Majors PT-Elements came from consultants' clients and organizations throughout the United States, Canada and Australia. The total sample is  $N = 890$ . Breakdowns of the relevant sub-samples are reported for on throughout this chapter. A balance by type (randomly drawing from each of the 16 types to produce a balanced number of each type) sample was used where possible to avoid skewing results by type.

## Psychometrics

This manual contains only the reliability of the four dichotomous type indexes based upon the total Majors PT-Elements data. This chapter focuses on the psychometric information for the Elements of Type subscales and the Personality Formation scores development information.

### *The Four Dichotomous Type Indexes*

Internal consistency analysis using Cronbach's coefficient Alpha was performed on the total manual sample. The results (see the table below) indicate that the internal consistency found in the development of the Majors PTI was not adversely affected by the increase in overall instrument length for the Majors PT-Elements. All internal consistency results are very high given the length (number of items) of the four scales.

<b><i>Majors PT- Elements Type Scale</i></b>	<b><i>Alpha Total Sample</i></b>	<b><i>No. Items per Scale</i></b>
<b>E/I</b>	.90	10
<b>S/N</b>	.92	13
<b>T/F</b>	.92	13
<b>J/P</b>	.93	15

Note: N = 890.

### *Elements of Type Subscales*

The 16 Elements of Type subscales (32 dichotomous elements) derive their structure from the responses to 164 words and phrases (82 opposing pair choices). Scoring for each side of the dichotomous scales occurs independently of the other side, ensuring the 32 elements are independent. In the evaluation of the reliability of the 32 elements, because the items are the same for each pair, only 16 reliability analyses were performed. The same is true for the confirmatory factor analysis performed for establishing construct validity.

The presentation for the subscale psychometrics begins with estimates of reliability then validity. The reliability estimates include internal consistency and test-retest reliability. These statistical analyses provide information regarding the scales' internal structural cohesiveness and consistency of performance over time. Validity estimates will focus on construct and assessed accuracy of reported information (level of results fit with the individual).

### *Reliability*

The results of the Cronbach's coefficient Alpha internal consistency analysis for the 16 dichotomous subscales are presented in the table on page 49. The number of items per scale is important in considering the level of internal consistency because the Cronbach statistic is influenced by the number of items. There is a tendency for the Alpha statistic to go up as the number of items increases per scale. The number of items per scale in the subscales ranges from 4 to 7. These are short scales and should tend to have lower alphas, yet the alphas are very strong given the scale length. Average alpha is .825, and the range is .72 to .93, indicating that the scales are internally consistent. The analyses were performed on a sample balanced by type and gender. The process of balancing by type and gender prevents the result from being slanted by an over represented type or gender.

The test-retest statistic is Pearson's product moment correlation ( $r$ ). It estimates how consistently the questions provide the same information over time. All of the correlation results are consistent with good reliability over time.

**Elements Subscale Reliability**

**Name and Group** **No. items** **Alpha** **Pearson's *r***

**Extraversion and Introversion (E/I)**

E / Starting Action			
I / Observing Action	4	0.72	0.70
E / Tendency for Group Settings			
I / Tendency for One-on-One Settings	6	0.92	0.90
E / Socially Expressive			
I / Socially Reflective	6	0.93	0.91
E / Energizing Effect			
I / Calming Effect	4	0.78	0.77

**Sensing and Intuition (S/N)**

S / Drawn to Facts			
N / Drawn to Ideas	5	0.81	0.81
S / Choose the Standard			
N / Try the New	5	0.83	0.80
S / Preference for Observable			
N / Preference for Concept	4	0.75	0.71
S / Oriented to the Principles			
N / Oriented to the Possibilities	6	0.78	0.75

**Thinking and Feeling (T/F)**

T / Focus on Logic			
F / Focus on Ideals	5	0.85	0.84
T / Decisive Reasoning			
F / Supportive Decisions	5	0.82	0.80
T / Criterion-Based Choices			
F / Values-Based Choices	4	0.82	0.79
T / Outcome Focus			
F / Process Focus	5	0.78	0.75

**Judgment and Perception (J/P)**

J / Produce by Organized Preparation			
P / Produce by Emergent Methods	5	0.85	0.84
J / Systematic Priorities			
P / Process-Oriented Completion	5	0.85	0.85
J / Scheduling for the Goal			
P / Motivated by the Goal	7	0.92	0.91
J / Motivated by Structure			
P / Motivated by Flexibility	6	0.87	0.85

**Note:** Internal consistency based on balanced by type and gender sample  $N = 363$ .  
Test-retest sample  $N = 104$ .

An important consideration concerning the subscales involves the potential for the responses to these subscales to change over time. The four dichotomous indexes are based upon innate type and are not expected to change. The subscales, while greatly influenced by those innate characteristics, focus upon behaviors that may

have environmental or learning influences. Therefore, they may show some variation over time. This further makes test-retest a difficult evaluation. The length of time in between the administrations for the test retest statistic was over 60 days. Given these facts, the test-retest results indicate a stable measure over time.

### *Validity*

The validity of any instrument is the principal indicator of its integrity. Does the measure do what it is supposed to do? The assessing of validity occurs in many different ways. The two methods chosen for this instrument are construct and concurrent validity. Construct validity examines the extent that the assessment conforms to the theory. In other words, do the Majors PT-Elements subscales provide individual differences within type? Concurrent validity uses an external evaluation of the specific construct under investigation to assess the accuracy of the scales of an instrument. In this case, the individuals in the research sample reported the extent that the measure's results accurately represented their ways of being. These two forms of validity gave a clear indication of the Majors PT-Elements subscales' adherence to theory and practice.

The construct validity of the Majors PT-Elements subscales was assessed by confirmatory factor analysis. This statistical method answers the question, 'do the elements of the assessment fit the theoretical structural qualities that are intended?' For the subscales, this requires that the intended structural qualities, which indicate the assessment of individual differences within type, must be confirmed. The hypothesis tested specifically examined how well the subscales would group into patterns that represented the four dichotomous scales or measure of type.

A factor analysis using SPSS Maximum Likelihood extraction (eigenvalues > 1) was conducted on publisher data to confirm the existence of the structure predicted by Jungian Psychological Type Model. The model tested was based upon the hypothesis that the 'Elements of Type subscales' represent four distinct dimensions that fit the construct pattern of the four dichotomous type indexes. The data was a randomly extracted sample  $N = 139$  to balance for gender and type (males = 72, females = 68; up to 10 cases per four-letter type, based on availability, extracted randomly). Goodness of Fit Chi-Sq statistic indicated the null hypothesis, that there is no difference between observed and expected (in SPSS factor, the expected is for similarity or uni-dimensionality) was not true. Rather, there are indeed multiple dimensions in the data (Chi-Sq = 137.069;  $df = 62$ ;  $p < 0.000$ ). Four factors emerged from the Varimax Rotation method.

The results show there are four distinct dimensions that have emerged from the data. The continuous scores of the Majors PT-Elements subscales loaded precisely onto four factors that indicate the existence of the Jungian-based type construct. Only one scale (Oriented to the Principles / Oriented to the Possibilities) was found to meaningfully ( $> 0.4$ ) load on more than one dimension (S/N and J/P).

**Majors PT-Elements Subscale Factor Loadings (Construct Validity)**

Subscale	Factor / Dimension			
	1 J/P	2 T/F	3 E/I	4 S/N
Starting Action / Observing Action			0.741	
Tendency for Group Settings / Tendency for One-on-One Settings			0.897	
Socially Expressive / Socially Reflective			0.949	
Energizing Effect / Calming Effect			0.694	
Drawn to Facts / Drawn to Ideas				0.786
Choose the Standard / Try the New				0.808
Preference for Observable / Preference for Concept				0.787
Oriented to the Principles / Oriented to the Possibilities	0.482			0.722
Focus on Logic / Focus on Ideals		0.899		
Decisive Reasoning / Supportive Decisions		0.874		
Criterion-Based Choices / Values-Based Choices		0.892		
Outcome Focus / Process Focus		0.820		
Produce by Organized Preparation / Produce by Emergent Methods	0.881			
Systematic Priorities / Process-Oriented Completion	0.770			
Scheduling for the Goal / Motivated by the Goal	0.879			
Motivated by Structure / Motivated by Flexibility	0.743			

**Note:** Relationships less than 0.4 are not presented for the sake of simplicity of viewing.

Examination of the total variance explained (see the table opposite) indicates that the model accounts for most of the variance observed. In addition, the four dimensions that emerged contribute relatively evenly to the overall model hypothesized by the theory. The results of the confirmatory factor analysis indicate that the constructs measured by the Majors PT-Elements subscales are valid and in line with type theory.

**Total Variance Explained**

Factor	Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %
1 <b>J/P</b>	3.196	19.974	19.974
2 <b>T/F</b>	3.129	19.555	39.528
3 <b>E/I</b>	2.842	17.763	57.291
4 <b>S/N</b>	2.789	17.433	74.724

Extraction Method: Maximum Likelihood

The concurrent validity of the Majors PT-Elements subscales was assessed by collecting information from respondents as to the accuracy of the reported graphical information in the Detail Report. A survey was administered in a post-feedback session to 82 individuals who completed the instrument as part of a series of personal growth and coaching workshops. As with the development of the Majors PTI four dichotomous type indexes, the most accurate assessment of validity of the subscales would be found in the respondents' agreement with their reported type.

The survey required the individual to report the extent to which the graphical result of the subscale accurately represented their beliefs about themselves. The response format, a 10-point Likert scale, ranged from 1 = 'Not at all like me' to 10 = 'Exactly like me'. The 10-point response scale represented a per cent of agreement based on increments of 10. The responses to the survey represent the concurrent external validation of the intended subscale content.

The table opposite provides the results of the concurrent validity of the Majors PT-Elements subscale accuracy survey. The statistic given is the average reported response per subscale, based upon the percentages of agreement the individual had with the graphical presentation found in the Detail Report. The results indicate the average agreement found with all 16 of the subscales is above 84% (range 84% to 94%). These results indicate that the subscales are clearly representing the intended content. This is not surprising given the high validity of the four dichotomous type indexes and the indication of construct validity reported previously.

The results of the analysis performed to establish the validity of the Majors PT-Elements' subscales demonstrate that the scales have strong validity. The proposed content structure and agreement with respondents indicate that the subscale portion of the instrument is assessing the intended constructs accurately.

### Subscale Concurrent Validity

<b>Subscale</b>	<b>% of Agreement</b>
E / Starting Action	
I / Observing Action	85
E / Tendency for Group Settings	
I / Tendency for One-on-One Settings	93
E / Socially Expressive	
I / Socially Reflective	90
E / Energizing Effect	
I / Calming Effect	89
S / Drawn to Facts	
N / Drawn to Ideas	89
S / Choose the Standard	
N / Try the New	85
S / Preference for Observable	
N / Preference for Concept	91
S / Oriented to the Principles	
N / Oriented to the Possibilities	88
T / Focus on Logic	
F / Focus on Ideals	91
T / Decisive Reasoning	
F / Supportive Decisions	87
T / Criterion-Based Choices	
F / Values-Based Choices	84
T / Outcome Focus	
F / Process Focus	85
J / Produce by Organized Preparation	
P / Produce by Emergent Methods	86
J / Systematic Priorities	
P / Process-Oriented Completion	88
J / Scheduling for the Goal	
P / Motivated by the Goal	94
J / Motivated by Structure	
P / Motivated by Flexibility	90

### *In Summary*

The psychometric analyses presented in this chapter indicate that the Majors PT-Elements subscales are reliable and valid. These results, in addition to the information presented on the four dichotomous indexes in the Majors PTI Professional Users Manual, paint a picture of a well-constructed and accurately functioning measure of psychological type and the individual differences within type.

The Personality Formation scores have no statistical analysis that fits into a psychometric chapter. These scores derive their meaning and utility from face valid questions. For example,

consider the following questions: Do you at certain times hold a bowling ball? Do you sometimes throw large spherical objects at bowling pins? If an individual answers 'Very like me' to both questions, it is reasonable to assume that he or she goes bowling sometimes.

Confirmation of the measured result is established by asking the question 'Do you bowl?' This is important in respect to the Personality Formation scores. The meaning of the scores can only be confirmed by asking the direct questions and discovering the specific meaning for the individual.



## *Chapter 7* *Using the Majors PT-Elements* *Detail Report*

The Detail Report is intended to expand upon the presentation of the 16 personality types to further positive personal growth and development. The 15-page Detail Report focuses upon providing non-threatening information that promotes self-exploration and self-identification. It can be used in counselling, psychotherapy, career choice and development, coaching, professional development, team building or any setting that is concerned with individual differences (social groups, businesses or organizations and families).

Because of the extensive information given in this report, it was decided that no numeric results would be provided in order to avoid overwhelming the respondent with potentially confusing information. This chapter presents a complete sample report, a discussion of its features, practical limitations of the results and general feedback information.





**MAJORS™**  
**PT-ELEMENTS**

MAJORS PERSONALITY TYPE - ELEMENTS™

**Detail Report**

**Jan Sample**

**14 October, 2011**

---

Copyright © 2011, Mark Majors. All Rights Reserved.





## Introduction

This report is based upon your responses to the Majors PT-Elements™. It contains valuable information regarding your personal and work-related experiences that are a result of your individual personality differences. These unique Elements of your personality are continuously shaping your life at work and at home. Adaptive personal growth and development is based upon accurate understanding of what makes us tick. A careful study of this report will help you to learn why you have certain experiences and provide the basis for effective changes that improve your satisfaction and adaptation in many areas of life.

The Majors PT-Elements™ is based upon personality typology. In this paradigm there are four core dimensions that are innate features of your personality. Each of the four dimensions contains two opposite ways of psychologically functioning. The two ways are seen as psychological opposite ways of being. Everyone has the capacity to function on both sides of each of these dimensions, although we can only function on one side at a time and we will have an operational preference for one way over the other. The four dimensions are:

**Energy acquisition and distribution:** the focus of attention and the direction of the source of psychological energy. The two directions of focus and energy are Extraversion (external) and Introversion (internal).

**Perceiving or attending to information:** the mental process by which one takes in or attends to information about physical surroundings and concepts. The two forms of perception are Sensing and iNtuiting.

**Deciding or making judgments:** the mental process of forming decisions about the perceived information that is gathered. The two forms of judgment are Thinking and Feeling.

**Orientation to living:** the mental process used or lifestyle favoured for interaction with the outside world. The two methods of orientation correspond to the mental functions of Judging and Perceiving.

Personality typology helps us identify our typical way of approaching life. Each approach has benefits and potential challenges that we can learn to utilise to enrich our effectiveness. Details or elements of each of these four dimensions will be presented, along with factors that impact the expression or use of your individual personality.

## Report Contents

Introduction.....	2
Your Four Type Dimension Results .....	3
Your Whole Type Results .....	7
Your Elements of Type or Subscale Results .....	8
Elements of Your Personality Formation.....	13
In Closing.....	14
Brief Descriptions of the 16 Types .....	15



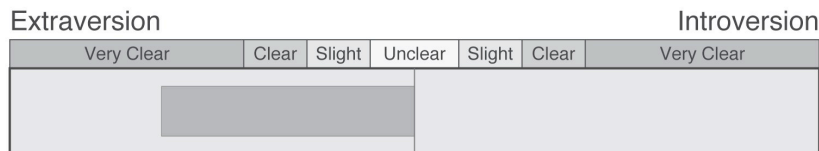
## Your Four Type Dimension Results

### ***E/I: Energy Acquisition and Distribution*** Extraversion $\longleftrightarrow$ Introversion

The first dichotomy to be described contains the polar opposites of Extraversion and Introversion. These terms represent the preference for the external or internal acquisition and distribution of psychological energy.

*What is psychological energy?* We all have activities that we prefer to engage in. Some of these preferred activities will stimulate increases in the experiences (thoughts and feelings) of excitement, pleasure and well-being. Conversely, there are activities that reduce or deplete our experience of excitement, pleasure and well-being. These non-preferred activities may result in a sense of frustration, boredom and irritation. This refers to everyday work and leisure activities like reading, speaking to groups, being physically active or mentally busy. For example, being indoors reading a book or quietly doing a craft on a rainy day may give great joy and peace to those preferring internal energy acquisition and distribution. Yet, this may (after a short time) leave those preferring external energy sources experiencing the need to go somewhere to interact more directly and physically with individuals or the environment (for example, the mall or a gym). When psychological energy is getting low, the experience is the same for both those preferring Extraversion and Introversion; lower mood, agitation, irritability and frustration are common. A lively company meeting may increase the psychological energy of those preferring external acquisition and distribution of energy, but may result in a need to be quiet and/or alone for the individuals preferring internal acquisition.

Your responses to the Majors PT-Elements™ indicate a Very Clear preference for: Extraversion



#### **Extraversion:**

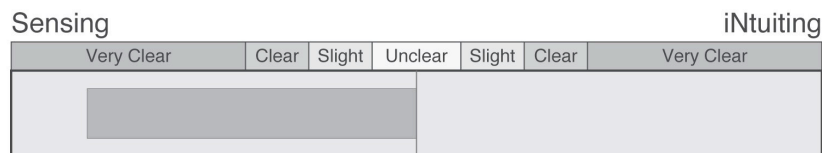
Individuals who have a preference towards the Extraversion end of this dichotomy will receive energy from and direct energy to the outer world. External energy will be most commonly expressed by action and interaction. They will tend to process their lives through verbal statements and discussion. They enjoy going and doing, often seeking out action and activities that involve conversation and connecting. Although comfortable thinking quietly and reflecting, these non-external tasks will tend to be accomplished in shorter bursts, interspersed by the motivation to participate in the external environment. The frequent desire to interact with others that is held by those who prefer Extraversion may be experienced as irritating and intrusive to individuals preferring Introversion; particularly when they are trying to collect their thoughts and reflect (charge their psychological energy battery).



***S/N: Perceiving or Attending to Information***    **Sensing**  $\longleftrightarrow$  **iNtuiting**

The dimension of perception contains the dichotomous preferences of Sensing and iNtuiting. These preferences underlie the functional processes that occur when we attend to sensory information (current or from memory) originating from the surrounding physical world. We all take in information from our environment through the five natural senses. We see, hear, smell, taste and touch the surrounding world and have memories of those sensory experiences. What we see is the same for all of us until it enters this perception processing function. There is a tendency to process the experienced information in two basic ways.

Your responses to the Majors PT-Elements™ indicate a Very Clear preference for: Sensing



**Sensing:**

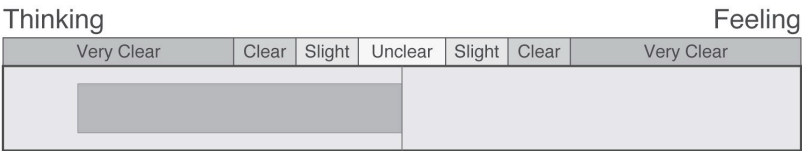
Sensing is the preference that is expressed when the focus of the perceptive process is a pragmatic and factual experience. Those with this preference believe that the facts do speak for themselves and there is seldom a need to go beyond them. They will typically find comfort in viewing the tried and true methods of accomplishing tasks as a sufficient, if not necessary, course of action. Past experiences can provide concrete foundations for answers to the questions that arise when information is perceived. This preference may lead the sensing preferring individual into fact-finding forays to answer the questions of 'how, what, when or where?' They have a realistic perspective that is anchored in the comfortable foundation of pragmatism and facts. Those who prefer the iNtuiting end of this dichotomy may find it difficult to retain or present enough concrete, detailed information to satisfy the fact-hungry inquisitive individuals who prefer the Sensing process.



**T/F: Deciding or Making Judgments**      **Thinking** ←————→ **Feeling**

The personality dichotomy of making judgments or decisions includes the preferences for using either logical thinking processes or relationship-and-value motivated thoughts in making choices. Everyone thinks and everyone has feelings about thoughts and experiences. Further, we all need to frequently make judgments and decisions about our lives and our perceptual experiences. Some decisions may focus upon yielding the best outcome, while others may seek to produce what works best for all involved. These two dichotomously different ways of making judgments and decisions are equally valuable for a balanced work and home life. The accuracy of the decisions that we make is important. This dichotomy represents the two different ways of establishing what accuracy is.

Your responses to the Majors PT-Elements™ indicate a Very Clear preference for: Thinking



**Thinking:**

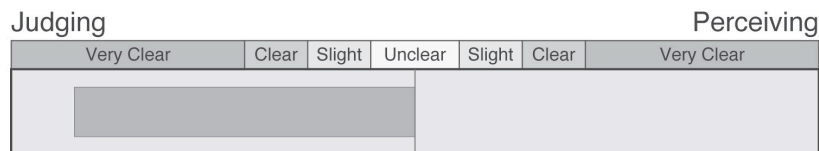
The preference for making judgments through the process of logical thinking involves a need for logical clarity. This clarity occurs when perceptual information is objectively evaluated based upon strict logical criteria. In general this decision-making process will follow a consistent logical pattern of ‘if this is true, and/or this is true, then this is the best choice’. The ‘right’ thing to do is making the choice with the best outcome. Feelings or emotional interactions with the decision, while they always occur, are seldom viewed as necessary. This is because the deciding action is a process with rules that simply weigh the pros and cons to the service (support) of the outcome. Logically based values and morals are included in the decision-making process and will sometimes dramatically alter the decisions that are made. The influence of strongly held morals and values may result in firm black and white judgments that seem unusually intense from these rather matter-of-fact individuals. The expression of emotions will rise when the joy or aggravation of the decision’s accuracy is revealed. Those holding to the opposite relational feeling end of the dichotomy may view the matter-of-fact pronouncement, flowing from the decisions or judgments made by those with this logical thinking preference, as cold and heartless.



### *J/P: Method for Life Interaction/Orientation*      Judging ←————→ Perceiving

This dichotomy contains the two methods that are preferred for interacting with or orienting to life and living. It involves the opposite preferences of life by making decisions and judgments as opposed to life through perceptual experience. These two polar preferences represent what we see as we experience through interaction with or observation of one another during the process of our daily lives. This dichotomy is in essence an innate expression of the individual's mental style of living; we will prefer to 'choose or experience' life. We are all able to learn to do elements of both sides of this dichotomy, but there is one that will be preferred the most.

Your responses to the Majors PT-Elements™ indicate a Very Clear preference for: Judging



#### **Judging:**

Individuals with a preference for living life through judgments and decisions enjoy planning and processing daily experiences. Comfort is experienced through the methodical organisation of tasks and activities. Satisfaction is achieved as each of the day's set goals is completed. When those who prefer Judging are aware of the plans for events and activities, then they experience an assurance that the necessary tasks and goals will be finished in the allotted time. Interruptions in the plan or method can create frustration and distract these individuals. The preference to decide, act and have closure on the events of life is naturally pleasing to them. Getting an early start on an activity or task promotes a sense of well-being and peace. Frequently, the need to know the plan and steps that will occur is viewed as an indication of demanding and controlling behaviour by those who hold the opposite preference of life by Perceiving.



## Your Whole Type Results

The results of your responses to the four-type dichotomous dimensions can be summed up in the common four-letter code of psychological type. Your reported result for one side of each of the dichotomies (E/I, S/N, T/F and J/P) is presented as **ESTJ**. This indicates your preferences for *Extraversion*, *Sensing*, *Thinking* and *Judging* as presented in the four-type dimension results previously.

### ESTJ

#### Common Features of ESTJ

- Have a strong need to bring about or establish logical order to the world around them.
- Will objectively organise projects before completing the work/task, to ensure that nothing is overlooked.
- Demonstrate a desire to be responsible and expect responsibility from those with whom they interact.
- Do not beat around the bush in communication, but will quickly get to the bottom line.
- At times they may come to decisions too quickly without adequate information or concern for others' input.
- When experiencing stress their typically well-managed emotional state may progress into hypercritical expressions and intense emotion.

#### Work and Activity Style

Your preference is to step in and seize the reins on projects and tasks where forward motion has slowed or ceased. You give consistent guidance to keep the individuals who are participating moving steadily along to successful completion of the project.

#### *Confirming Your Type*

Only you can determine which of the 16 types your best fit is. Sometimes the process takes time and study to gain a complete enough understanding to recognise your fit. When you have read through the remainder of the report, you are encouraged to go to page 15 and read the Brief Descriptions of the 16 Types. It is perfectly normal for it to take time to come to a clear decision.



## Your Elements of Type Subscale Results

This section of the report presents the results from your responses that provide information about elements of your four basic type dimensions. Individual differences will occur for all of us who hold a preference for the same side of a dichotomy. For example, two individuals who have the same preference for extraverted or external energy may express themselves differently in social settings; one gregarious and the other more reserved in verbal interaction. We see them differently and in that particular social setting may believe one to be external and one to be internal. The subscales of your type elements that are presented on the following pages provide an explanation for some of the individual differences within a type dichotomy that you may experience in your life.

Making sense of your results requires that you understand some information about what these element scales represent.

- The scales are sums of your responses to questions on the Majors PT-Elements™.
- No result is right or wrong; it is a healthy and natural expression of you.
- Your score levels are more an indication of your style of responding to questions and do not mean how much of something you have or do not have.
- It is not correct or meaningful to compare your results with others, as they are an expression of you.

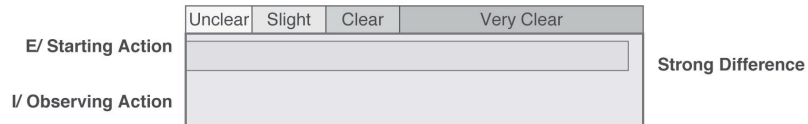
You are encouraged to spend time reviewing your results noticing when there are large differences between the subscale dichotomies (strong difference) and when you have responded in such a way as to indicate little or no difference between a scale's dichotomies (unclear difference). At times your results will be in the opposite direction of the four-type dichotomy result that you found in the first section of this report. This Individualised Response Pattern™ (IRP) is not an error. It represents an element of your psychological type personality that is an expression of your individual differences.

There is a lot of information in the 32 elements (16 subscales) to digest and understand. An effort has been made to keep this report free of jargon to make it easy to connect your results with your understanding of your personality. The results are presented by four-type dichotomy dimensions.



### *Elements Subscales: Energy Acquisition and Distribution – E/I*

The four graphs below present the results from your responses on the Majors PT-Elements™ subscales from the type dimension of energy acquisition and distribution. Each graph indicates scores from an element of Extraversion and Introversion (E/I).



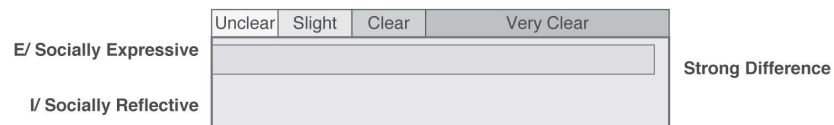
**Starting Action** – a preference for energy exchange by direct involvement in the initiation or starting of projects and activities.

**Observing Action** – a preference for energy exchange by involvement in projects and activities through observing the starting process and, at times, being included in the action after it gets going.



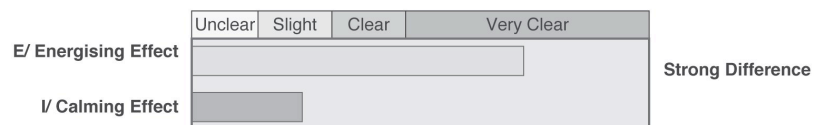
**Tendency for Group Settings** – the attraction to the exchange of energy available in the activity of group interactions.

**Tendency for One-on-One Settings** – the attraction to the exchange of energy available in one-on-one interactions with others.



**Socially Expressive** – the preference for expression through voice and action to exchange energy in social situations.

**Socially Reflective** – the preference for thought and reflection as an energy exchange modality in social situations.



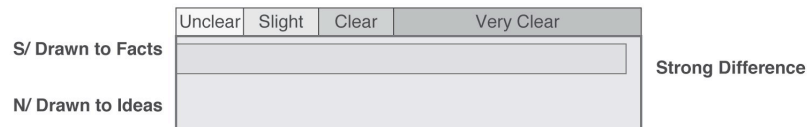
**Energising Effect** – the presentation of an overt robust exchange of energy that results in an energising effect on others.

**Calming Effect** – the presentation of a more tranquil measured interaction that results in a calming influence on others.



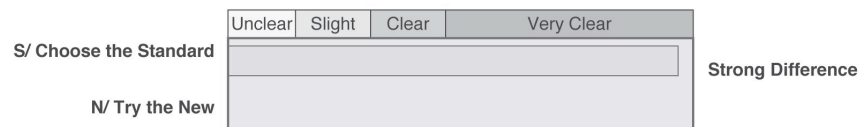
### *Elements Subscales: Perceiving or Attending to Information – S/N*

The four graphs below present the results from your responses on the Majors PT-Elements™ subscales from the type dimension of perceiving and attending to information. Each graph indicates scores from an element of Sensing and iNtuiting (S/N).



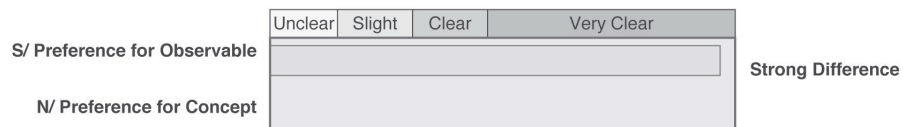
**Drawn to Facts** – a preference to focus attention on the factual content of information that is experienced.

**Drawn to Ideas** – a preference to focus attention on the ideas that are formed by the information that is experienced.



**Choose the Standard** – an attraction to proceed with the usual and known methods or information that have been proven.

**Try the New** – an attraction to use different methods or information that have not as yet been proven.



**Preference for Observable** – perception oriented towards what is concretely observed and known to exist.

**Preference for Concept** – perception oriented towards how information fits together to form or construct what is known.



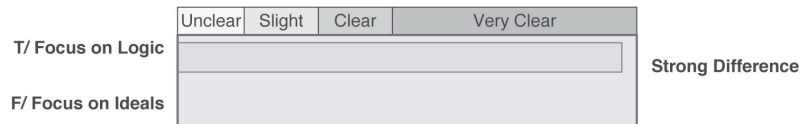
**Oriented to the Principles** – a preference to embrace the foundations of, or reasons for, the existence of a piece of information or what is perceived.

**Oriented to the Possibilities** – a preference to move perceptual information to a constructed world of what might possibly be.



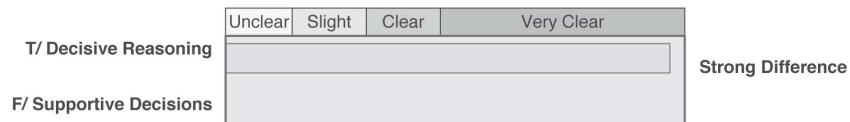
### Elements Subscales: Deciding or Making Judgments – T/F

The four graphs below present the results from your responses on the Majors PT-Elements™ subscales from the type dimension of deciding or making judgments. Each graph indicates scores from an element of Thinking and Feeling (T/F).



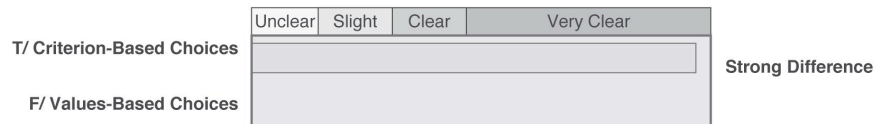
**Focus on Logic** – a preference for making decisions based upon data that is subjected to logical analysis to obtain the best results.

**Focus on Ideals** – a preference for making decisions founded upon believed principles and ideals that are held in value.



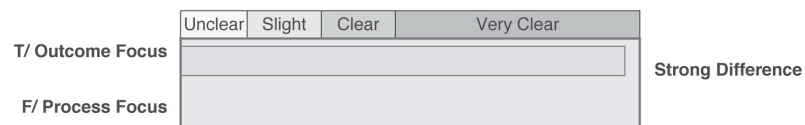
**Decisive Reasoning** – represents decisions arrived through impartial observation of clearly understood objectives.

**Supportive Decisions** – the preference for making judgments to achieve objectives through evaluating the impact they will have on participating individual's performance.



**Criterion-Based Choices** – the preference for making decisions and judgments founded on specific criteria or standards that lead to the prescribed outcomes.

**Values-Based Choices** – the preference for decisions and judgments that have an anchor in important personal beliefs.



**Outcome Focus** – represents the form of decision making that keeps the desired goal as the foundation for the judgments that are made.

**Process Focus** – is the type of decision making that values the process employed in making the judgments that serve to reach the goals.



### *Elements Subscales: Method for Life Interaction/Orientation – J/P*

The four graphs below present the results from your responses on the Majors PT-Elements™ subscales from the type dimension of orientation to living. Each graph indicates scores from an element of Judging and Perceiving (J/P).



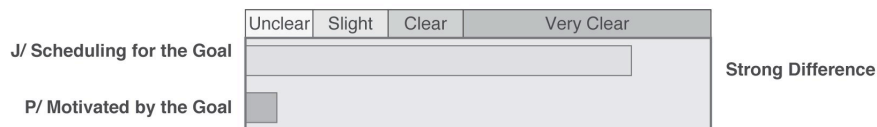
**Produce by Organised Preparation** – the preference to be productive in life by making judgments intended to organise activities before beginning.

**Produce by Emergent Methods** – the preference to be productive in life by beginning activities and developing methodologies as important features emerge.



**Systematic Priorities** – the orientation to prioritise life in a way that relies upon preparation and advanced knowledge to assure completion.

**Process-Oriented Completion** – an orientation for life that places a priority on experiencing the process that leads to finishing the work.



**Scheduling for the Goal** – the preference to work towards the goal employing the comfort of timetables and measured points.

**Motivated by the Goal** – the preferred method of achieving goals by allowing the motivation of the goal itself to drive the work.



**Motivated by Structure** – the inspiration of the judgments and decisions that are needed to form the structure in which work and activities occur.

**Motivated by Flexibility** – the preference for the enjoyment of adapting to changes and the unexpected in work tasks and life in general.



## Elements of Your Personality Formation

This section of the report presents the results from your responses that give information about various elements of your Personality Formation™. Unlike the other information that is presented in this report, your Personality Formation is part of your developmental process (not genetic). Therefore, the information that you learn from the statements below are intended to help you understand some of the complex ways in which you interact with others and respond to situations. It represents aspects of you that are changeable and if considered with the psychological type information (Personality Type and Elements of Type) presented thus far, you can begin to develop ways of changing common experiences that challenge you.

Your responses to environmental situations and individuals:

- Your Response to Pressure: Pressure situations are one of your strong points even though the tension of the moment may be a little uncomfortable.
- Your Emotional Style: You are drawn to the excitement of activities and find that you frequently operate with emotional intensity.
- Your Orientation towards Problems: You find that problems and interruptions are typically difficult to deal with, yet you sometimes manage all right.
- Your Orientation to Interactions: You have learned that being open with others about your intentions works best because you prefer to be humble and to avoid hurtful situations.
- Your Communication Interpretation: You find that most people mean well and they can be taken at face value for what they say.
- Your Change Orientation: You do not like it when there is a change mid-stream in a project, therefore, you avoid it unless it is absolutely necessary.
- Your Relationship Beliefs: You experience satisfaction in relationships because others are typically responsible and open to your contributions.



## In Closing

This completes your Majors PT-Elements™ Detail Report. This report provides an important point along your path of continued positive growth and self-understanding. You are encouraged to return frequently to the information presented here and allow yourself the chance to integrate the elements of your personality into your choice of actions in your daily life. The more we know about the complexity of our personalities, the more freedom we have in choosing a wider variety of behaviours and possibilities in our lives. The information frees us to act without blindly following the constraints that come from our innate personality preferences that push and tug at our decisions and actions.

### *Further Reading*

- Brownsword, AW (1987). *It Takes All Types*. San Anselmo, CA: Baytree Publishing.
- Kroeger, O & Thuesen, J (1992). *Type Talk at Work*. New York: Dell Publishing.
- Majors, MS (2009). *Dichotomies for Dyads: A handbook for recognizing and resolving personality conflicts in relationships*. Branford, FL: Handbook Press.
- Pearman, R (1999). *I'm Not Crazy, I'm Just Not You*. Gainesville, FL: CAPT.
- McGuinness, M (2004). *You've Got Personality*. Epping, NSW: MaryMac Books.
- Tieger, P & Barron-Tieger, B (2000). *Just Your Type*. New York: Little, Brown and Company.

The Majors PT-Elements™ is published by ACER Press, an imprint of the Australian Council for Educational Research.



## Brief Descriptions of the 16 Types

	Thinking	SENSING	Feeling	Feeling	INTUITING	Thinking
Judging  INTROVERSION  Perceiving  Perceiving  EXTRAVERSION  Judging	<b>ISTJ</b> Dependable, responsible with a desire to know /experience the facts without embellishment. Handles things with attention to detail and little or no prompting. Will keep reactions to themselves (internal reactions may be strong). Observing of the details and facts, follows procedures and wants things done right. The expectation that others must be logical and analytical creates problems.	<b>ISFJ</b> Devoted to practical actions that help others, while displaying a warm, caring style. Have strong reactions to violations of common sense that have negative consequences for others. Values structure and hard work that bring projects to completion. Very responsible for decisions and seldom chooses impulsively. Lack of structure causes retreat to the self-absorption of inner thought and emotional reactions.	<b>INFJ</b> Stimulated by problems requiring innovation and new concepts. Provide insight into challenges involving people. Resolves issues using complex and abstract methods. Needs harmony and values helping and seeing others grow and develop. Conceptualises independently but seeks approval from others. Coming up with new methods can put them in conflict with the real goal and the agendas of others.	<b>INTJ</b> Focus on thoughts that are formed from the symbolic nature of perceived experience. Drawn to know all that can be known about the current area of involvement. Connects others with the plan by education and inspiration. Displays ability when pushed and challenged in projects/problems. Becomes single-mindedly focused upon 'the goal' to the exclusion of input from others.		
	<b>ISTP</b> Seek the underlying principles that explain how things work and function in the external world. Use their logic for producing efficient spontaneous problem solving. Organise information and facts internally and externally when pressured by the need to succeed. Understand the facts of situations by observational skills. They may ignore contributions of others in favour of their logical decision making.	<b>ISFP</b> Have the characteristic of actively demonstrating warmth and caring for others. Will exert extra effort to help complete valued projects. Loyalty to values makes them steadfast in relationships and organisations. Display flexibility and accommodation to others. Prefer variety/variability on tasks and projects. May view themselves as inadequate even with positive feedback.	<b>INFP</b> Hold a strong idealised set of beliefs, which leads to faithfulness in duties and obligations. Will be cautious in developing relationships. Tend to facilitate the potential in others. Motivated by the value/meaning behind important projects. Convictions are seldom ever expressed openly. When unable to contribute to meaningful activities they may see themselves negatively and may lose confidence.	<b>INTP</b> Respond to current experiences through the principles or concepts from their thoughts about the situation. Enjoy the discussion and debating of ideas with similar friends. Process problems and situations in terms of logical cause and effect. Drawn to precise language and descriptions with no ambiguity. Disconnect from the outside world may lead to nonproductive behaviour.		
	<b>ESTP</b> Contributes to tasks and events through friendly and adaptable actions. Consolidates the facts about a situation to find a solution. Seeks physical experiences and is curious about sensory information. Pragmatists that prefer to confront the actual problem directly, with no need for alternative possibilities. Abstract ideas may result in backing away from problems until concrete proof is offered.	<b>ESFP</b> Focuses on experiencing and accepting life as it is, while contributing to the well-being of others. Has a good command of applied facts and data. Problem-solves through using existing tools and processes in new ways. Learns through direct contact with actual conditions, not in abstract or classroom testing. Need for excitement and change can produce boredom during sedentary tasks.	<b>ENFP</b> Drawn to the outer world of new ideas and possibilities involving work and play. Too many possible projects and aspects to situations can make it difficult to act. Will brainstorm new approaches that are the most efficient solutions. Skilled concerning the issues of others and attempts to get things back on track. Pushing too much detail into their conceptualisation process causes glaze over.	<b>ENTP</b> Energies are focused on the possibilities and promotion of innovation that completes projects. Objectively solves issues with people and is self-critical when in error. Sees data and information as conceptual frameworks that help others to comprehend. Use logic to solve complex issues in projects/problems. Becomes frustrated with the monotony of things after the problems are solved.		
	<b>ESTJ</b> Have a strong need to bring about/establish logical order in the world. Objectively organise projects to assure that nothing is overlooked. Desire to be responsible and expect responsibility from others. Communicate directly and quickly get to the bottom line. May come to decisions too quickly without adequate information or concern for others' input.	<b>ESFJ</b> Concerned with fellowship and harmony in everyday contacts and relationships. Look for the positive in others and value their opinions. View situations and problems with a pragmatic goal orientation. Plan/organise based on concrete knowledge and their concept of right and wrong. The desire for harmony may not allow them to be truthful regarding problems.	<b>ENFJ</b> Actively care for the concerns of others. Bring harmony to relationships and situations. Help others reach their maximum potential. Believe in being conscientious and orderly while working on projects, expecting the same from others. Will identify the possibilities that emerge from others' opinions. May jump to conclusions regarding individuals/situations and create problems.	<b>ENTJ</b> Prefer to live and work by organising, making certain that achievements and success are realised. Complete projects by establishing order using procedures and systematic structures. Operate with clear standards of right and wrong. Interested in the possibilities that are not obvious or presently known. Snap decisions may not be sound, if the input from others is ignored.		

## Discussion of the Majors PT-Elements Detail Report

The Detail Report was developed to provide a complete overview of reported personality type information while avoiding confusion for the client. It should never be considered the last word in an individual's self-understanding. The Detail Report is divided into four general areas: type dimension results, the whole type results, the Elements of Type subscale results and Personality Formation information. This report should be considered a starting point in the process of self-exploration for the individual.

### ***Introduction***

The introduction provides an overview of the purpose and limitations of the Detail Report. It also provides a general overview of psychological type, including brief descriptions of the four dichotomous dimensions to give a general context for the report. Important points that should be stressed by the professional during feedback sessions are:

#### ***What the results can do:***

- ✓ Increase understanding of life experiences
- ✓ Explain certain behaviors and attitudes
- ✓ Start the self-exploration process

#### ***What the results do not do:***

- ✗ Restrict or confine personality of the individual
- ✗ Indicate what or who someone is
- ✗ State an absolute truth about a person

The Detail Report is based upon the individual's responses and is limited by the instrument's ability to accurately portray the personality information of the individual. All the descriptions throughout the report were produced to be free of jargon. It is important that the professional uses the information contained in the Professional's Report to clarify and reinforce the Detail Report as a starting point in the self-understanding and self-exploration process. Even though the instrument has a high degree of accuracy, only the individual can establish the truth of the type information found in the report.

### ***Your Four Type Dimension Results***

The presentation of the reported type dichotomy results begins on page 3 of the Detail Report. There is a description of each of the four dichotomous dimensions. During the feedback session, it is imperative that the professional makes certain the respondents have read and understood the descriptions before discussing the graphical results.

The bar chart gives a visual indication of the direction and clarity of the respondent's reported preference. No numbers are given in the Detail Report to avoid overwhelming the respondent. The numerical information in the Professional's Report can be used to guide the interpretation of the bar charts. The following points must be kept in mind when giving feedback on the graphical results.

- There is no qualitative meaning behind the designations unclear, slight, clear and very clear that are listed above the chart.
- There is no connection between a reported result and an individual's character. The results only indicate clarity of choices in responding to questions. They are an indication of the presentation of a responding pattern.
- All results are correct. If the direction of the bar indicated from a client's responses is not that individual's self-discovery best fit, then the questions were not able to elicit correct information from that individual. In other words, the items failed to fit the individual's preferences.
- Bar length or clarity should not be compared across individuals. These comparisons are never meaningful and should be discouraged.
- There is no direct relationship between the indication of clarity and a person's self-knowledge of a dichotomy. Individuals who have a clear or very clear result on a dichotomy may nonetheless

have confusion and those who have an unclear or slightly clear result may be certain of their dichotomy preference. Examining the results with the respondent can help identify the genuine level of clarity held by the individual.

Below each of the bar charts is a detailed description of the dichotomy end that was indicated by the individual's responses.

### ***Whole-Type Results***

An overview of the typical behaviors and attitudes of the reported four-letter type is prefaced by an introduction to how the type code is formed by the reported dichotomy results. The need for confirmation and verification is discussed following the description.

The whole-type results are presented in bullet-point form as common features of that particular four-letter code. There is no description of other advanced theories. These topics may be discussed at the discretion of the professional in conjunction with the advanced theory data reported on the Professional's Report.

### ***Work and Activity Information***

A brief introduction of the style of work and activity common to the whole type reported by the individual is given directly below the common features. This information is based upon known patterns of attitude and behaviors commonly found within a given type. A brief introduction of confirming your best-fit type is presented at the end of the whole-type results page. It is important that this information be stressed as just one element of the process of clearly establishing one's best-fit type.

### ***Elements of Type Subscale Results***

On page 8, the topic of subscale results begins with a brief introduction of the intent and limitations of the information that is presented. The introduction also covers how the bar chart results are to be interpreted and an explanation of the meaning of different patterns and results. The introduction is intended to guide the respondent

through the process of viewing and understanding the results while minimizing distortions.

The subscale results are presented on four pages, one for each of the type dichotomies (E/I, S/N, T/F, J/P). There are four subscales for each of the dichotomies. Graphical results for each subscale are presented in bar chart form with results from the individual's responses given in a separate bar for each end of the subscale dichotomy.

It is important to recognize and reinforce with the respondent that subscale results are a combination of innate personality type that is influenced by environment and experience. This provides the richness of the individual differences within a type dichotomy. Each chart contains an indication of clarity across the top (match between the individual and the instrument), as well as a verbal indication of the level of difference between the reported results for each subscale end. Difference results are listed as unclear, moderate or strong.

When a difference result indicates a preference for a subscale that is the opposite of the type dichotomy reported choice, an indication in parentheses (IRP; Individualized Response Pattern) is given to the right of the difference designation. Even though this Individual Response Pattern is explained to the respondent in the introduction of the subscale results, the professional must make sure that the client understands this is a normal, healthy result for their individual differences. It is possible to get all four subscale results in an IRP position and have a clear preference on the type dichotomy (this is an extremely rare occurrence;  $< 1/1000$ ). Below each graph is a brief description of the content for the subscales indicated.

### ***Interpretation of the Elements of Type Subscale Results***

The graphical presentation of the subscale results is a snapshot of the individual differences within type. There are a number of important truths that should be stressed to the respondent during feedback:

- 1 The graphical presentation is based upon the responses to the questions on the instrument.

- 2 Only the individual can make the decision of how well the graphical results fit their self-understanding.
- 3 All results are a positive expression of that person's use of their psychological type in conjunction with experience.
- 4 Results listed as unclear or slight are not statements about the respondent or their character.
- 5 Unclear differences and IRP results are typically demonstrations of the impact of experience and learning upon the expression of type.
- 6 Results do not indicate who they are but some of the ways in which they express themselves.
- 7 The results are to give freedom to how they identify themselves and are never intended to restrict self-expression or self-interpretation.

### ***Personality Formation Statements***

On page 13 of the Detail Report is a presentation of statements that result from the reported Personality Formation scores (found in the Professional's Report). There is an introduction at the beginning of the page intended to guide the respondent through reading, interpreting and making use of the statements that are presented. The seven statements from the Personality Formation results are based upon the seven subcategories (three from Perseverance and four from Adaptation). Each statement has been carefully written to portray the pattern of responses that were given by the individual in a positive growth-oriented fashion. There are no negative statements given in these results.

### ***Interpretation of the Personality Formation Statements***

The Personality Formation information reveals powerful information regarding potential

blockages or barriers to the natural expression of personality type. It is not necessary to interpret the statements that are given in the Detail Report; as they are stand alone positive statements. The numeric information provided in the Professional's Report can be used to assist in the interpretation of the Personality Formation statements. This can provide clarity, understanding and growth motivation for the respondent. The level of feedback and interpretation should be based upon the professional's understanding of the intricacies of the numeric information and the intended use of this portion of the assessment results. In some group settings it is considered inappropriate to discuss these results in any detail. More information is provided in the Chapter 8 and Appendix A.

### ***Report Closing Comments***

On page 14, closing comments to the respondent reiterate that the report is simply one point in the process of their personal growth and self-understanding. Also included is a list of general further reading, along with encouragement to re-read the report and continue in the self-understanding process.

Page 15 contains a brief description of the 16 personality types, which is critical for use in the establishing of best-fit type. Respondents should be encouraged to read the information about all 16 types to aid in their understanding of individual differences, as well as their growth in understanding the range of natural type expression.



## *Chapter 8* *Using the Majors PT-Elements* *Professional's Report*

The Professional's Report is intended for professional use only. Providing the information in this report to respondents should only be done with great care by an individual who has a clear understanding of the content and range of utility of these reports. The Professional's Report is a two-page summary report that contains labels and numeric information. The numeric results may be grouped into the four content areas of

psychological type dichotomies, type subscales, Personality Formation scores and the Majors/Jungian 8-Process scores.

This chapter presents a complete sample Professional's Report, an overview of the contents of the report and a discussion of the limitations of use of the numeric information



## Professional's Report

**Client: Jan Sample**

**Assessment Date: 14/10/2011**

The Majors PT-Elements™ is based on personality typology. There are four core dimensions, each containing two psychologically opposite ways of being (E/I, S/N, T/F, J/P).

### Jan Sample's Type Results: ESTJ

#### 16 Types

<b>Extraversion (E)</b>	20.0	<b>Introversion (I)</b>	0.0
<b>Sensing (S)</b>	26.0	<b>iNtuiting (N)</b>	0.0
<b>Thinking (T)</b>	26.0	<b>Feeling (F)</b>	0.0
<b>Judging (J)</b>	28.0	<b>Perception (P)</b>	1.0

#### Elements Subscales

Each dimension has four common elements associated with the dimension, which explains some of the individual differences within a type dichotomy.

##### *Extraversion/Introversion Subscales*

Starting Action	6.0	Observing Action	0.0
Tendency for Group Settings	6.0	Tendency for One-on-One Settings	0.0
Socially Expressive	6.0	Socially Reflective	0.0
Energising Effect	4.5	Calming Effect	1.5

##### *Sensing/iNtuiting Subscales*

Drawn to Facts	6.0	Drawn to Ideas	0.0
Choose the Standard	6.0	Try the New	0.0
Preference for Observable	6.0	Preference for Concept	0.0
Oriented to the Principles	6.0	Oriented to the Possibilities	0.0

##### *Thinking/Feeling Subscales*

Focus on Logic	6.0	Focus on Ideals	0.0
Decisive Reasoning	6.0	Supportive Decisions	0.0
Criterion-Based Choices	6.0	Values-Based Choices	0.0
Outcomes Focus	6.0	Process Focus	0.0

##### *Judging/Perceiving Subscales*

Produce by Organised Preparation	6.0	Produce by Emergent Methods	0.0
Systematic Priorities	6.0	Process-Oriented Completion	0.0
Scheduling for the Goal	5.1	Motivated by the Goal	0.4
Motivated by Structure	6.0	Motivated by Flexibility	0.0



### Personality Formation

This section presents results that give information about various elements of Personality Formation™. These developmental elements indicate the client's developed beliefs and attitudes towards various situations and interactions.

<b>General Perseverance Style</b>	<b>3.8</b>		
<b>Response to Pressure</b>			
Stop and Avoid	3.3	Drive and Thrive	6.7
<b>Emotional Style</b>			
Low and Cautious	0.0	High and Adventurous	7.5
<b>Orientation toward Problems</b>			
Pull Back	6.7	Overcome	3.3
<b>Level of Adaptation</b>	<b>10.7</b>		
<b>Interaction Orientation</b>			
Guarding Self Interest	0.0	Trusting Others	8.8
<b>Communication Interpretation</b>			
Suspicious of Motives	0.0	Accepting at Face Value	10.0
<b>Belief Orientation</b>			
Rigid	5.0	Open to Change	3.0
<b>Relationship Interpretation</b>			
Negative Voice	0.0	Optimistic Voice	10.0
<b>Believed Ability to Succeed</b>	<b>14.5</b>		

### Majors/Jungian 8-Process Scores

The following Majors/Jungian 8-Process scores provide insights into the client's level of type development and mental functions.

<b>Se</b>	82.8
<b>Ne</b>	42.0
<b>Si</b>	79.4
<b>Ni</b>	44.9
<b>Te</b>	91.9
<b>Fe</b>	58.6
<b>Ti</b>	64.5
<b>Fi</b>	29.5

More detailed explanations of each element or subscale and help with interpretation of results is provided in the Majors PT-Elements™ Manual.

## Discussion of the Professional's Report

### *General Overview*

It is important to remember that the numeric results presented in the Professional's Report are indications of the individual's responses to the items on the Majors PT-Elements. Therefore, the results may be impacted by the respondent's understanding of the instructions, vocabulary and powerful personal situational issues that could affect their thinking as they respond. Just as with the Detail Report, only the client can confirm whether or not the results are an accurate portrayal of their beliefs about themselves. Particular attention should be paid to response style, which is discussed at the end of this chapter.

### *16 Type Results*

The numeric information that is used to provide dichotomous and 16 Type (whole type) results is the first content category presented. These numeric results should never be used to make cross-individual comparisons. Psychological type is an innate feature of our personality. Even though the numeric scores are given in a range, the results for each of the four type indexes are dichotomous. It may be thought of as a continuous assessment to indicate dichotomous results. The dichotomous result is indicated by the higher of the two scores found on each of the dichotomies. A higher score is not an indication of quality, character or ability. It is merely the assessment pointing to the most natural or genetic way of being. The numeric difference between the scores from each end of a dichotomy does not indicate a person's level of clarity regarding their innate preference. It is more accurate to say that it is the level of clarity with which the innate preference has been assessed.

The range of numeric results for the four type indexes are found in the table following.

Individual response style affects the overall numeric score. For example, scores on the Extraversion and Introversion dichotomy (without

<i>Majors PT-Elements Type Scale</i>	<i>Score Range Per Scale</i>
E/I	0 – 21*
S/N	0 – 26
T/F	0 – 26
J/P	0 – 30

\* With Type Precision Module (20 without)

type precision module) range from zero to 20 on either (or both summed). Therefore, summing the total of Extraversion and Introversion numeric results (assuming no neutral responses) will range from 10 to 20. When the individual's response style is conservative, indicating a preference for responding 'Somewhat like me', the results will be at or near 10. Those using the maximum range of responding 'Very like me' will be at or near 20. Both forms of response are equally valid, yet indicate the need to avoid cross-individual comparisons. After all, this section of the report yields dichotomous results in spite of the continuous numeric scores. Looking over the numeric results gives a general indication of the response style. This becomes helpful in interpreting the remainder of the report as well as the assessment clarity for the respondent.

### *Type Subscales*

There are four groups of type subscales, each of which corresponds to one of the dichotomous scales. The numeric results found in this section provide different information than the dichotomous numeric results. These subscales represent individual differences within type that is an element of the innate dichotomous preference in conjunction with developed and experiential learning. Because each side of all the scales is scored individually, it is appropriate to view these results as 32 numeric statements reflecting the individual's response to the questions. The range of possible results for any of the 32 elements is zero to six and the total score possible for adding two sides of any subscale pair is zero to six. As with the dichotomous indexes, an individual's

response style will be reflected in these results. When scores from both sides of a subscale pair are added and the results tend to be around three for all subscales, this indicates a tendency to respond 'Somewhat like me'. When the majority of them tend to be at or approaching six, the style indicates responses consistently for 'Very like me'.

These numeric results are behind the generation of the graphic results found on the Detail Report. Therefore, there is no more information than is found on the Detail Report—simply a numeric expression and an abbreviated format for the professional. Because of the differing scale lengths of the various scores and scales on the Majors PT-Elements, eliminating numeric scores from the Detail Report prevents confusion. Yet, the numbers in the Professional's Report give a snap-overview of the results.

### ***Personality Formation Scores***

The Personality Formation scores are unique to the Majors PT-Elements. They provide insight into patterns of functioning that may indicate the presence of blockages or barriers to natural personality expression. There are two main categories of personality formation and a third category based upon summing the two together. The score for General Perseverance Style ranges from minus 20 to plus 20. The Level of Adaptation score also ranges from minus 20 to plus 20 and all of the subcategory scores range from zero to 10. Believed Ability to Succeed, which is a combined score of General Perseverance Style and Level of Adaptation ranges from minus 40 to plus 40. None of these scores represent scales similar to the ones found in the dichotomies or the type subscales. They represent tallied points based on responses by the individual to the various sub-categories. Some refer to this form of scoring as category scores or tallies.

After reviewing the type scores and type subscale scores and arriving at a sense of the individual's response style, then the Personality Formation scores can be evaluated and interpreted. It is important to remember that all interpretations based on the Personality Formation scores are

merely hypotheses that are to be tested with the respondent. While numerous patterns of scores may indicate a tendency for the existence of a barrier or a blockage in the expression of natural personality, only discussion and feedback from this respondent can verify this result. As with the other scores on the Majors PT-Elements, the Personality Formation subcategory scores, when added up, can only range from zero to 10, because the score is split across the two ends or sides. The interpretation of the scores requires an understanding of the dimensions, scores and communication with the client.

### ***Majors/Jungian 8-Process Scores***

The Majors/Jungian 8-Process Scores are a new development for the Majors PT-Elements. They are considered research elements because of the ongoing evaluation of the interpretation and meaning of the scores. They are based on Jung's belief that the four mental functions (S/N, T/F) express themselves in eight processes (each function in one of the two attitudes E/I). The scores are standardized T scores that have a mean of 50 and a standard deviation of 10. These results are less sensitive to response style, yet caution should be observed when comparing across individuals. The scores are believed to represent the level of development, use and accessibility that an individual has for each of the eight processes. These results are based upon the interaction of the innate or genetic type and the push and pull of environment and experience on the individual. They serve as an explanatory and interpretive platform to help the professional bring clarity to the individual's sense of self. More information is presented on these results in Appendix B.

### ***In Closing***

The numeric information presented in the Professional's Report has no value apart from the professional understanding of the theory, which the results represent, and the measurement limitations of the scores themselves. Reviewing all of the scores to develop a sense of response style is critically important for accurately using the numeric results to help in the interpretation of the Majors PT-Elements instrument. The

following appendices present information on the interpretation of the Majors PT-Elements. The examples provide examples of how to take the numeric information from the Professional's Report and apply it to specific circumstances. The numeric results in this report are a key feature of

the instrument that can only be accessed by an eligible professional. It is important to note that the Professional's Report does not have to be used at all in the feedback and interpretation of the Majors PT-Elements. The Detail Report provides a wealth of information in and of itself.



## Appendix A The Majors PT-Elements Application

### Personality Formation Scores in a Coaching Setting

The range of application for the Majors PT-Elements is vast. The choice to present a coaching example is based upon the universality of coaching in the organizational and business world, and how well coaching lends itself to the range of results found in this measure. In this appendix, the focus is on using the Personality Formation scores to help individuals develop a deeper understanding of their own personality type.

#### *Coaching*

Coaching is the process of helping individuals change. This involves giving directions, motivating, discovering or identifying challenges and so much more. The coaching relationship can include a wide range of interactions with the individual. One of the more important elements of coaching is guiding an individual in the self-discovery process. Self-discovery enhances personal growth and underpins much of coaching. The information provided by the Majors PT-Elements facilitates and gives structure to the self-discovery process.

#### *Using the Majors PT-Elements in Coaching*

Coaching requires the use of information that is relevant to the client. Accurate knowledge of personality structure provides a foundation for self-discovery. Personality type and its individually unique expression is the focus of the information presented in the Majors PT-Elements. The type dichotomies provide a starting point for understanding the innate or genetic structure. The Elements of Type subscales add knowledge of the individual differences in type expression. The information reported in the Personality Formation

scores reveals patterns of expression and barriers to expression of the natural personality.

Using the Majors PT-Elements assessment as part of the self-discovery component in coaching involves administration of the assessment, education, self-assessment and facultative feedback. These processes are part of the training in a qualified training workshop and will not be discussed here. Where the Majors PT-Elements is different from other measures of psychological type is in the Personality Formation information and scores. This information allows the coach to take self-discovery process into areas of personal development.

It is normal during the course of a psychological type feedback and self-discovery session for the coach to recognize strengths and challenges that the client possesses as part of his or her natural personality expression. More specifically, some elements of the natural personality are freely expressed and adaptive in life, while other aspects can be experienced by the client as confusing or challenging. There are also times when the natural expression of personality is intentionally modified to fit the pull or push of situations. While this intentional modification may present challenges, it is typically not confusing. When natural expression of personality is modified due to a response to situations that occur in life, it is referred to as a barrier to expression. Coaching can become slowed or stuck when the barrier to natural expression of personality is unknown (not intentional) by the client and hidden from the coach. The coach may hear the client describe behaviors that are inconsistent with the selected personality type and have no idea as to how the behavior began or what purpose it is serving in

the life of the client. It is in these situations that the barrier(s) need to be revealed, understood and broken down (or made intentional).

### ***Breaking Down the Barriers to Personality Expression***

We have discussed that barriers are a result of responses to situations, but what practically is a barrier to natural personality expressions? A barrier is a belief, an attitude or response to an experience that is a roadblock or an impediment to what is natural. Barriers make life more difficult: they require mental energy to maintain and extra energy to compensate for. Barriers keep a person from expressing themselves as they naturally would and they may reduce satisfaction and happiness. Hidden barriers may result in distortions to thinking and interactions.

Normal personality expression is the natural, normal and unencumbered experience of life with the self and others. The term unencumbered indicates that there's nothing keeping the person from naturally expressing themselves and how they wish to be or choose to express themselves.

Uncovering barriers gives the freedom to identity, to naturally express and to understand the self. Further, it makes change intentional or deliberate. Intentionality examines the questions 'Why do I do what I don't want to do?' and the converse, 'Why don't I do what I want to do?' Clients are often mystified by their stuck condition. The target of coaching is change and intentionality makes that target clear.

Jung spoke of personality development as, in part, the act of making experience and actions conscious. When efforts to accomplish change are brought into consciousness or made intentional, then personality is in a positive developing state. The more information the individual knows about personality types, the more intentional the change process. The coach helps the client to see what aspects of the personality are natural and normal, and which ones are altered, thwarted, suppressed or blocked by a barrier. Using the Personality Formation scores helps to identify the areas behind the barriers and make the change intentional.

### ***What Do the Barriers Do?***

Barriers are obstacles that affect perception and judgment. The obstacles can result in the distortion of what is perceived and judgments about what is perceived. Personality type is concerned with the mental functions of Perception and Judgment. Hidden barriers to the natural expression of personality can manifest themselves by distorting what we perceive and/or the judgments that are made. The distortions can be from the past, present and the future. There are two basic forms that the distortion will take:

- Inward: distortions regarding beliefs about the self (abilities and functioning)
- Outward: distortions regarding beliefs about others (their intentions and attitudes).

Thinking of the distortion as either inward or outward helps in the conceptualisation of the client's issues. The distortions represent an expression of an existing barrier or the potential for the development of a barrier.

It is important to understand the use of the term distortion in this context. It is not a pathology or illness. Rather, it is a natural adjustment by the individual to make things work. We all distort at times to be comfortable in dealing with situations that challenge us.

### ***Using the Personality Formation Scores to Uncover Distortions***

The Personality Formation information provides an overview of important areas of personality expression. This information helps in the process of uncovering obstacles that are producing challenges in the individual's life. Another way of looking at the information is that it reveals some of the impact of nurture (experience or environment) upon nature (innate personality structure). The scores give us information into the ways in which experience has resulted in helping the natural formation of personality and also in what ways has experience resulted in blocking or simply altering the natural expression. Personality Formation information looks at how we perceive ourselves and others and how we make judgments about those perceptions. Information about our

self-perception comes from the General Perseverance Style, providing information about the individual's style of perseverance in the face of stress and problems. Information regarding the perception of others is reported in the Level of Adaptation scores. It shows us issues regarding the perceptions and interpretations of our experience with others. These two overarching areas of Personality Formation information

indicate the direction of personality distortion. Perceived ability to succeed represents a reported expression or combined effect of both self and other perceptions and judgments.

The following are examples of using the Personality Formation scores in various coaching situations.

***Interpretation Example 1*****16 Types ISFP**

Extraversion	0.0	Introversion	17.0
Sensing	10.0	iNtuiting	4.0
Thinking	1.0	Feeling	20.0
Judging	5.0	Perception	13.0

**Personality Formation**

General Perseverance Style 10.0

***Response to Pressure***

Stop and Avoid 0.0 Drive and Thrive 6.7

***Emotional Style***

Low and Cautious 0.0 High and Adventurous 5.0

***Orientation towards Problems***

Pull Back 1.7 Overcome 5.0

Level of Adaptation 6.4

***Interaction Orientation***

Guarding Self Interest 1.3 Trusting Others 5.0

***Communication Interpretation***

Suspicious of Motives 2.5 Accepting at Face Value 2.5

***Belief Orientation***

Rigid 1.0 Open to Change 6.0

***Relationship Interpretation***

Negative Voice 1.7 Optimistic Voice 3.3

Believed Ability to Succeed 16.4

The client is a 44-year-old female in a life-coaching relationship. She has recently finished spending three years as a primary caretaker for a chronically ill family member. Prior to that necessary disruption in her employment experience, she was a manager and bookkeeper for a medical facility (12 years). Currently she is not married and lives alone. She confirmed her preferences for ISFP.

Reported results from the Professional's Report are shown above.

***Discussion***

The client desired help to refocus her life back into the workplace. She had spent the past three

years perfecting 'problem removal'. All of her energy went to putting out fires and correcting situations as they came up (Drive and Thrive = 6.7; Overcome = 5.0). She admitted that this was not natural for her previously, but was thankful for what she had learned. In her previous position as manager, she had at times struggled with the stress of the unexpected and wanted to improve in this area. Yet, she admitted not liking the method by which she was forced to learn. The personal nature of the coaching focused upon re-adapting the learned skills for the workplace. The results did not indicate any potential blockages to expression and she confirmed this during the coaching process. This individual has a strong Believed Ability to Succeed (16.4) that she reported as not being present three years ago.

***Interpretation Example 2*****16 Types ESFJ**

Extraversion	18.0	Introversion	0.0
Sensing	24.0	iNtuiting	0.0
Thinking	0.0	Feeling	26.0
Judging	23.0	Perception	1.0

**Personality Formation**

General Perseverance Style	-1.3		
<i>Response to Pressure</i>			
Stop and Avoid	5.0	Drive and Thrive	1.7
<i>Emotional Style</i>			
Low and Cautious	5.0	High and Adventurous	5.0
<i>Orientation towards Problems</i>			
Pull Back	3.3	Overcome	5.0
Level of Adaptation	5		
<i>Interaction Orientation</i>			
Guarding Self Interest	2.5	Trusting Others	3.8
<i>Communication Interpretation</i>			
Suspicious of Motives	5.0	Accepting at Face Value	0.0
<i>Belief Orientation</i>			
Rigid	1.0	Open to Change	6.0
<i>Relationship Interpretation</i>			
Negative Voice	1.7	Optimistic Voice	3.3
Believed Ability to Succeed	3.8		

This coaching client is a 56-year-old male who works in human services and has held the same job for 25 years. He is married with one child at home. He is feeling unsatisfied with sudden changes in his workplace and wanted coaching through the process of making personal changes and/or changes in his occupation. He confirmed his type preferences as ESFJ.

Reported results from the Professional's Report are shown above.

***Discussion***

This individual did not like the sudden changes in his job of 25 years. He had learned and developed

the job down to the last detail and was shocked that his supervisor would make sweeping changes without discussing it with him. This interaction with his boss left him suspicious (Suspicious of Motives 5.0), and for the first time in his life, he found himself occasionally holding back (Guarding Self-Interest = 2.5) as he communicated with others. He has experienced a lot of pressure in the workplace for the first time in his life and wants to simply walk out (Stop and Avoid = 5.0). The problem is that he does not think that he could succeed in another job (Believed Ability to Succeed = 3.8). The intervention was based upon the contradiction between his negative beliefs and his 25 years of success at his occupation.

**Interpretation Example 3****16 Types ISFJ**

Extraversion	5.0	Introversion	13.0
Sensing	12.0	iNtuiting	3.0
Thinking	3.0	Feeling	19.0
Judging 2	20.0	Perception	2.0

**Personality Formation**

General Perseverance Style	-8.8		
<i>Response to Pressure</i>			
Stop and Avoid	6.7	Drive and Thrive	1.7
<i>Emotional Style</i>			
Low and Cautious	5.0	High and Adventurous	5.0
<i>Orientation towards Problems</i>			
Pull Back	6.7	Overcome	0.0
Level of Adaptation	7.9		
<i>Interaction Orientation</i>			
Guarding Self Interest	0.0	Trusting Others	10.0
<i>Communication Interpretation</i>			
Suspicious of Motives	5.0	Accepting at Face Value	2.5
<i>Belief Orientation</i>			
Rigid	2.0	Open to Change	7.0
<i>Relationship Interpretation</i>			
Negative Voice	3.3	Optimistic Voice	1.7
Believed Ability to Succeed	-0.9		

This coaching client is a 30-year-old female who works in children services and has held the same job for three years. She is married with one small child. Her education includes a medical doctorate, but she chose to never complete a residency for licensure. Feeling stuck with her career she decided to get some coaching to help her to make better decisions. She has confirmed ISFJ as her type preferences.

Reported results from the Professional's Report are shown above.

**Discussion**

In the initial coaching session this individual presented as having no significant blockages to her personality expression. In the second session with the above results and subsequent discussion, it was clear that she saw herself as unable to persevere in the face of problems (Pull Back = 6.7) and pressure (Stop and Avoid = 6.7). Even though she had completed her advanced degree at the top of her class, she believed that she would

not be successful (Believed Ability to Succeed = -0.9) at most things that she could or would attempt. The discussions revealed that her college experience was at the request of her late father, and while she enjoyed the educational experience, she could never handle the stress or pressure of a medical practice. Her past experiences with medicine left her unable to persevere (General Perseverance Style = -8.8) in the face of most challenges. Even though she is trusting (Trusting Others = 10.0) and is willing to share her wisdom and knowledge with them, she admitted to being reluctant to take them at their word (Suspicious of Motives = 5.0), resulting in a sense of isolation. This individual is self-critical due to mistakes in judgment made to please her father. Now that he is deceased, she wants to get past it all and move on, but lingering thoughts of disappointing him still occur and make it challenging for her. Uncovering the nature of the blockages helped her develop a plan to change her thinking regarding success and seek advancement in her current position.

### ***General Discussion of Examples***

The examples provide a range of score differences and are not intended to go into great detail. The issues that were revealed may have been recognized during the course of coaching without the help of the Personality Formation scores, but would have taken much longer to come out than

two weeks. Keep in mind that these scores are a snapshot of some of the potential challenges that an individual may be facing. Also, note that the validity of the scores was confirmed by client. The score numbers alone can never give the stories or reason for the scores. Scores point to the potential existence of a story.



## Appendix B The Majors/Jungian 8-Process Scores

The Majors/Jungian 8-Process scores represent reported indications of the individual's developmental condition, access and usability of Jung's mental functions (see Chapter 5 for an introduction to this subject). This appendix provides information regarding the historical impetus for developing these scores, the general process of developing the scoring along with its metric form, and normative information for using the scores with clients. This is a completely new method of providing information regarding psychological type and, therefore, the professional is encouraged to read *Psychological Types* (Jung, 1971), specifically the Introduction and Chapter 10. At one level, these scores give simple straight-forward information that can be provided to the client without the use of jargon or the complexity of the 16-type code, and yet they provide the professional with a richness about the individual's personality type that has not been available until now.

### *Historical Impetus*

Over the past 30 to 40 years much of the interest in psychological type has focused upon the 16-type four-letter code established by Isabel Myers. The mental functions, as described by Jung, were indicated through a process embedded in the four-letter code. For example, ENFP has as its dominant mental function, iNtuition, expressed in the Extraverted attitude (Ne). The auxiliary function is Feeling expressed in the Introverted attitude (Fi). No information about the level of development, accessibility or usability can be extracted from the four-letter type code. Consequently, the mental functions of Jung were left to be in one of 8 positions with the assumption of a developmental order and usability applied. The decision to develop a scoring method to directly access the Jungian mental functions was based upon the limitations of the 16-type method to provide the important

information regarding developmental condition, access and usability.

### *Development*

The 8-Process scores were developed through an extended analytic process involving evaluating the ability of the basic items on the Majors PTI to predict accurately the dominant function of a given type. The procedure involved using large samples of best-fit data that was balanced by type and gender (see the tables that follow). The items on the Majors PTI and PT-Elements have the response set of somewhat or very like me. The DIW method of self-reporting provides information about how closely the individual identifies with the item. The item, in turn, is directly connected with the developmental condition, access and usability of one or more mental functions. The general steps in the development of the Majors/Jungian 8-Process scores are complex:

1. The items on the Majors PTI and PT-Elements were subjected to binary logistic regression with the individual's 16-type code assignment into a particular dominant function as the dependent variable.
2. An 8 x 8 x 51-item grid was constructed using the weighting derived from the regression analysis.
3. The grid of predictive data was subjected to a factor analytic process to establish the groupings of items for each of the 8-Process score scales.
4. The process of weighting was streamlined by discovering that the scales could have a few general weights rather than the detailed weighting from the regression analysis and maintain the result integrity.
5. The raw scores were normed on a large sample that was balanced by type and gender. (T-Scores with a mean of 50 and standard deviation of 10.)

Separate gender norms were developed to ensure that there is no bias introduced for types that are disproportionately represented by either males or females. An average score for any of the 8-Process scores is 50 regardless of gender. This

makes interpretation of the reported results much simpler.

Below is a brief description of the eight Jungian mental functions.

#### Brief descriptions of the eight Jungian mental functions

<b>Se</b> Acquires information from the five senses. Prefers objective facts with all the details. Values the object itself.	<b>Ne</b> Sees future possibilities from objective current data. Recognizes the patterns to shape future.
<b>Si</b> Compares the present world with the past. Re-experiences the past in vivid detail. Previous experience guides present thoughts and actions.	<b>Ni</b> Sees the patterns to understand the meaning. Has an abstract sense of relationships and unpredictable flashes of insight.
<b>Te</b> Structures and organizes the external world into a logical system to take care of people and issues.	<b>Fe</b> Creates and maintains harmony. Has a concern for others' needs, desires and values.
<b>Ti</b> Builds a subjective internal framework of principles and truth to structure analysis. Seeks precision.	<b>Fi</b> Holds private, nonnegotiable core values deep inside. Is sensitive to inner life of others.

***Normative Information***

The table below shows the means and standard deviations of the Majors/Jungian 8-Process scores for each of the 16 personality types. This data is normative information for evaluating the reported scores of individuals. Because they were created

in two gender separate samples, each balanced by type, a respondent's scores can be compared with those from this table to see if there are meaningful differences from others with the same type. It is important to note that such differences do not indicate anything more than the opportunity for discussion.

TYPE (N)		8-Process T-Scores							
		Se	Ne	Si	Ni	Te	Fe	Ti	Fi
<b>ENFJ (N=114)</b>	Mean	46.08	54.76	46.41	55.08	50.34	61.78	40.11	51.54
	SD	8.29	6.69	6.85	8.05	7.08	8.82	6.41	6.82
<b>ENFP (N=214)</b>	Mean	52.29	62.18	36.95	48.47	42.44	56.15	44.58	58.21
	SD	6.97	7.59	5.64	6.02	5.39	7.14	5.55	7.11
<b>ENTJ (N=99)</b>	Mean	46.55	53.34	46.87	53.63	60.50	49.20	49.95	38.64
	SD	7.09	5.73	5.84	6.70	7.69	6.06	6.49	5.67
<b>ENTP (N=108)</b>	Mean	52.92	61.98	38.95	49.92	55.68	44.39	57.39	46.00
	SD	7.94	7.88	6.48	6.37	7.66	6.52	8.08	5.69
<b>ESFJ (N=374)</b>	Mean	54.74	43.71	54.99	43.91	51.08	61.58	37.91	48.56
	SD	8.08	5.15	7.13	5.35	6.63	8.16	6.06	6.10
<b>ESFP (N=76)</b>	Mean	61.80	51.61	47.91	39.49	44.67	54.54	45.19	55.03
	SD	7.02	5.89	5.10	5.99	5.69	5.86	6.02	5.60
<b>ESTJ (N=817)</b>	Mean	55.47	41.23	58.15	43.47	62.13	51.13	48.04	37.01
	SD	8.65	5.05	8.66	5.37	8.92	7.29	6.90	5.51
<b>ESTP (N=109)</b>	Mean	60.94	49.78	48.13	38.36	54.39	43.89	53.97	43.72
	SD	7.42	4.91	4.70	5.01	6.32	5.43	6.13	5.17
<b>INFJ (N=97)</b>	Mean	38.24	49.33	50.73	60.21	43.80	56.14	43.59	55.99
	SD	7.53	6.02	6.06	9.01	5.29	7.98	5.98	7.16
<b>INFP (N=180)</b>	Mean	44.06	57.67	41.85	55.53	35.52	50.52	50.40	65.31
	SD	7.29	7.32	6.31	7.45	5.78	6.94	6.35	9.06
<b>INTJ (N=72)</b>	Mean	39.03	49.19	52.61	61.26	56.71	44.47	56.37	44.11
	SD	6.92	5.39	5.62	8.46	7.04	5.00	7.67	5.62
<b>INTP (N=82)</b>	Mean	44.00	57.65	43.81	57.72	49.67	36.53	64.90	51.87
	SD	7.27	7.81	6.07	7.57	6.36	6.41	9.19	6.07
<b>ISFJ (N=310)</b>	Mean	48.10	37.71	61.39	49.39	46.05	56.57	42.90	53.48
	SD	6.69	4.75	8.12	6.28	5.69	7.50	5.51	6.73
<b>ISFP (N=52)</b>	Mean	54.68	46.69	54.45	46.64	39.98	50.38	50.23	60.66
	SD	6.13	4.45	5.38	5.75	6.45	5.73	6.42	6.75
<b>ISTJ (N=532)</b>	Mean	49.53	36.90	63.54	49.09	57.45	45.54	53.34	41.54
	SD	7.48	4.64	8.70	6.10	7.61	6.24	7.48	5.23
<b>ISTP (N=75)</b>	Mean	55.07	44.28	54.41	43.41	49.89	38.03	60.26	48.87
	SD	7.84	5.20	6.54	5.01	6.17	6.04	7.96	5.95
<b>Total (N=3311)</b>	Mean	51.40	45.73	53.94	47.89	52.99	51.47	48.17	46.69
	SD	9.33	9.98	11.08	8.20	10.70	9.47	9.15	10.41

Notice that the average score for the dominant mental function of each type is 10 points or more above the mean (always the highest average score), and that the inferior function for each type is 10 points or more below the mean (always the lowest average score). These results are indicative of the vast difference in developmental condition, access and usability between the dominant and inferior functions that Jung states is to be found. The process that is dominant uses the bulk mental resources for a given mental function, resulting in a necessary blunting of the development of the inferior. For example, the most developed process (and the highest average score) for those preferring the ENFP type is 62.18, indicating a well-developed Ne process. The resources for the development of the Perception function in ENFPs tend to go to the most genetically natural function (iNtuition) in the most natural attitude (Extraversion). This makes development of the opposite perceptual function, Sensing in the Introverted attitude, very difficult (and the lowest average score).

Some have hypothesized an order of development across the mental processes. All such theoretical suggestions are based upon the belief of a natural, normal path of development that emerges for each type. The results presented in the table on page 86 give a clear picture of what is reported. While indicating an order of development, Jung points out that the Auxiliary function (the second most developed, accessible and usable) may be consistently developed as planned, but the impact of life on the development of other mental processes results in more of an individual difference (less predictable). As with Jung's descriptions of the mental processes he observed in his clients, these scores are intended to be used to describe what is presented by the individual as they respond to the Majors assessment. Any fulfilment of theoretical position is left to research. The Majors/Jungian 8-Process scores represent the first opportunity for such theoretical notions to be investigated with an accurate assessment.

## Examples of Utility

Following are some examples of Majors/Jungian 8-Process scores presented along with the scoring on the four dichotomies. They have been chosen for their range of implication for interpretation. These results indicate the independence of the two sets of scores as well as the utility in providing information for the client regarding their unique developmental pattern. Keep in mind that the scores on the four dichotomies represent a dichotomous result, innate type. The type of an individual may be different than one would expect to see based upon the 8-Process scores. This is consistent with Jung's supposition of life impacting each one in a unique way. This disparity is at times an indication of flexibility in the individual and sometimes it represents the distortions that occur due to the individual being forced to accommodate powerful environmental forces.

## Score Example 1

These results are from a female career counselling client. She is 19 years old, unmarried and lives at home with her parents and younger siblings. She is employed part-time as a food service person in a local restaurant. She confirmed her preferences for ISTJ.

## Four Dichotomous Type Scores

E	I	S	N	T	F	J	P
2	11	18	0	12	5	21	2

## 8-Process Scores

Se	Ne	Si	Ni	Te	Fe	Ti	Fi
55.3	31.7	71.6	47.8	57.7	48.3	53.1	43.6

What is revealed in the 8-Process scores is a clear dominant preference for using Sensing in the Introverted attitude (consistent with 16-type prediction). Even though the preference for Introversion is expressed as a clear type, this

person is aware of and using Extraversion as revealed in average or higher scores (around or above 50) for Te, Se and Fe processes. When discussing these results, she described how important her gregarious social life was to her. Yet, she admitted that she saves those activities for the weekends, and avoids them during the week (referring to them as an intrusion during the weekdays). Jung's observations concerning development of personality types maintain that one mental function develops first and is most accessible. Her result of Si at 71.6, at more than two standard deviations above the average of 50, is consistent with the development process at this age for this type (ISTJ). This individual has an interest in statistics and accounting, yet wants to be able to interact with others during the day. At the same time, she wants control of the access that others would have to her (avoiding the intrusion and having contact when she is energized). She admits she has little patience with Ne-type possibilities that slow down the mental work that she enjoys and admitted being somewhat closed off to alternative views. She became aware during the career counselling sessions of the need to at least look as though she was interested in alternative viewpoints. This posture will reduce the friction she reports with peers that results from her rigid rejecting of statements inconsistent with her views.

### *Score Example 2*

These results are from a male client in couple's counselling. He is 51 years old, married with three adult sons living out of home. He is employed in customer service for a large manufacturing company (position held for 20 years). He confirmed his preferences for ESTJ.

#### Four Dichotomous Type Scores

E	I	S	N	T	F	J	P
10	8	17	4	20	0	21	5

#### 8-Process Scores

Se	Ne	Si	Ni	Te	Fe	Ti	Fi
61.1	43.1	71.1	52.4	73.0	48.9	62.2	37.2

Examining the 8-Process scores reveals that this person has developed a strong access to four

processes. In the course of conversations with this individual, the Thinking judging/decision-making function in the Extraverted attitude, as well as the Sensing perceptual function in the Extraverted attitude, is readily apparent. His work requires communication of detail and resolution of issues. This was challenging for his INFP spouse. He has a recall of past relational detail (Si) that was often intrusive in the relationship (bringing up information about the past). This individual was challenged by his inability to let go of the past and move on in the relationship. He did express some understanding of the need to focus on harmony, but insisted that precise explanations for prior situations be presented first before he would entertain or accept change in his spouse. Inaccessibility to Fi can be viewed as contributing to this position.

### *Score Example 3*

These results are from a female client in a professional coaching situation. She is 27 years old, married with no children. She is employed as an office manager in a manufacturing company (six years in this profession). She confirmed her preferences for ENFP.

#### Four Dichotomous Type Scores

E	I	S	N	T	F	J	P
9	5	3	17	1	14	1	20

#### 8-Process Scores

Se	Ne	Si	Ni	Te	Fe	Ti	Fi
52.8	68.7	36.7	55.0	36.4	53.1	47.4	64.0

The 8-Process scores for this individual reveal that both Ne and Fi are well developed and accessible. During the coaching she reported that she is challenged by her own belief that peace and harmony with everyone was the ultimate priority. Further, this unrealistic belief was keeping her from performing the portions of her job that may result in other being unhappy. The coaching work helped her to recognize that she was frustrating herself by her own internal relationship demands (Fi) and would experience more efficiency in her work and personal joy by looking to better outcomes (Te and Ti) for the office without allowing relationship concerns to dominate. The

understanding of inferior Si, her immature development in that function and its contribution to her periods of burnout helped her say ‘no’ more often and gain a better balance in her work and leisure activities.

### Score Example 4

These results represent a male client in a life coaching situation. He is 47 years old, married with two adult children living out of home. He is employed in a human services occupation that he has held for four years (23 years total in HR and human services). He confirmed his preferences for INFJ.

#### Four Dichotomous Type Scores

E	I	S	N	T	F	J	P
1	13	5	9	1	22	10	6

#### 8-Process Scores

Se	Ne	Si	Ni	Te	Fe	Ti	Fi
36.0	44.3	49.4	55.2	35.4	66.6	40.0	70.3

Note that the 8-Process scores are **not** consistent with the predictions based upon the 16-type determination of what would be found. Genetic prediction based upon type would have Ni as dominant and Fe as auxiliary. The 8-Process scores reveal that this individual focuses on achievement of happiness and satisfaction from and with others. This was the main issue that he brought into the life-coaching process. He reports not feeling competent in meeting the external demands of always being available and yet recognizing that he was the person who most placed that demand upon him (Fi). He desires time to write professionally (newsletters for the company) and personally (Ni; creative writing), but until coaching pushed him to do so, he would deny himself this joy by maintaining that he must be interacting with others all the time to be seen as competent. He viewed his believed need to be available as not making sense, but needed external confirmation to objectively reconsider his stance (help in developing Ti). The inferior poorly accessible process Se contributed to the inability of external practical details in his

environment from impacting his position on being perfectly available to meet all needs.

### General Discussion of Examples

The above examples present information from four healthy, well-adjusted individuals who are successful in life. All of them have challenges based upon mental processes that they wish to overcome, yet there is no emotional disturbance or serious issues for any of them. The Majors/Jungian 8-Process scores give a portrait of the individual’s level of development, accessibility or usability across all of the Jungian mental functions. Even though there are various hypotheses of developmental patterns and order of development, what we see in individuals is what is natural or genetic for them impacted by environmental/relational push and pull. These results do not deny any theoretical structure; rather, they simply describe what is occurring with the individual at the time they took the assessment.

It is important not to see any deviation from a ‘normal’ presentation of 8-Process score results as a problem. Most often the variations in process expression represent adaptation and adjustments made by the individual to experience. Further, it is important to recognize that some aspects of the Jungian mental functions will change over time. This is developmentally normal, but does not change the genetic nature of type itself. Changing levels of 8-Process scores do not mean that the 16-type results will change.

The complexity of the mind is far beyond the descriptions of Jung psychological types. The knowledge of the meaning of the processes and utility of the Majors/Jungian 8-Process scores gives insights into the expression of important aspects of natural personality. It is important to recognize the utility and limitations of these valuable scores. As mentioned throughout this manual, the scores are not proof of anything. They do represent opportunities to discuss the potential meaning with the client. Only the client can confirm the validity and meaning of any score.

## References

- Jung, C.G. (1966). *Collected Works of C.G. Jung, Volume 7: Two Essays on Analytical Psychology* (Edited and translated by G. Adler and R.F.C Hull). Princeton, NJ: Princeton University Press.
- Jung, C.G. (1971). *Collected Works of C.G. Jung, Volume 6: Psychological Types* (Edited and translated by G. Adler and R.F.C Hull). Princeton, NJ: Princeton University Press.
- Majors, M.S. (2010). *The Majors Personality Type Inventory Professional Users Manual* (Second edition). Norwood, MO: Handbook Press.
- Majors, M.S. & Moody R. (2011). *Evidence for Type Dynamics and Whole Type*. Presentation at the APTi Biennial Conference, San Francisco, August 10–14.

The Majors Personality Type - Elements (Majors PT-Elements) is a departure from the standard personality type measure, representing a new extension into the application of Jungian psychological types. It provides extensive information regarding an individual's type, individual differences with type, strengths and challenges to type expression, and the development and use of the eight Jungian mental functions. It can be used by accredited individuals for the enhancement of personal growth and knowledge, as well as professional and organizational development.

This manual introduces the contents of the Majors PT-Elements and gives an overview of basic measurement and psychometric understanding. It also contains information about the development history, theoretical foundations, psychometrics and ethical use of the instrument. The intent is to provide a concise, easy-to-use method of learning about the instrument in order to facilitate informed ethical use with various populations and applications.