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# A Study to Determine the Correlation Between Personality Types and Certification Area for Military Career Transition Students

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A STUDY TO DETERMINE THE CORRELATION  
BETWEEN  
PERSONALITY TYPES  
AND  
CERTIFICATION AREA  
FOR MILITARY CAREER TRANSITION STUDENTS

\*\*\*\*\*

A RESEARCH PROJECT  
PRESENTED TO  
THE FACULTY OF  
THE DEPARTMENT OF  
OCCUPATIONAL AND TECHNICAL STUDIES  
OLD DOMINION UNIVERSITY

\*\*\*\*\*

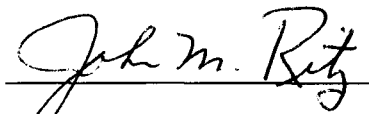
IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR  
THE MASTER OF SCIENCE  
IN EDUCATION DEGREE

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BY  
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NOVEMBER, 1996

This research paper was prepared by Karen Brady under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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## CHAPTER I

### INTRODUCTION

Thousands of military members leave the service each year to join the teaching force. They have shown not only a willingness to teach in locations most needed, but also a willingness to teach subjects that have the greatest shortage of instructors, such as science, mathematics, special education, bilingual education, and geography. (Feistritzer, 1993, p. 40)

Many universities in military communities offer academic programs geared towards preparing military members for the teaching force. Old Dominion University provides a program for military members retiring or separating from the service that leads to a Masters of Science Degree in Education as well as teacher certification.

A correlation has been established between teaching preferences and personality types. (Lawrence, 1982, p.83) This study seeks to discover if this same relationship exists between military members entering the teaching force and certification areas chosen.

## Statement of the Problem

The problem of this study was to determine the correlation between personality types and chosen certification areas for Old Dominion University (ODU) Military Career Transition Program (MCTP) students.

## Research Goals

The goals of this research project were to:

1. Determine the personality types of Old Dominion University Military Career Transition Program students.
2. Determine which chosen certification areas correlate to the sixteen personality types.

## Background and Significance

In 1986, two events occurred which helped to draw former military personnel into the teaching field. A projected shortage of teachers nationwide was identified and a military drawdown began. The Department of Defense (DoD) and the Department of Education (DoED) joined together to

create a program to solve the teacher shortage by training former military personnel to become teachers. (Keltner, 1994, p. 182)

Surveys conducted comparing military personnel transitioning to the teaching field to teachers already in the classroom indicate the two groups have significant differences in their reasons for choosing to teach. Most military members cite a concern and interest in helping young people (67 percent), closely followed by the "value of education in society" (65 percent) as the main reasons for choosing to teach. People already in the classroom also cite a concern and interest in helping young people as the main reason for wanting to teach (67 percent). However, the value or significance of education in society (38 percent) ranks just above long summer vacations (31 percent). (Feistritzer, 1993, p. 40) While several studies have been conducted to show a correlation between personality types and the subject areas teachers choose to teach, no such study has been documented for prior military transitioning to a new career in teaching.

### Limitations

The limitations of this study were as follows:



1. This study was limited to surveying a sample of Military Career Transition Program students at Old Dominion University as well as the certification areas offered by the program.
  
2. This study was limited to the use of the Kiersey Tempermant Sorter to determine personality type.

#### Assumptions

In this study there were several factors which were assumed to be true and correct. The assumptions were as follows:

1. The Kiersey Temperament Sorter, a shorter version of the Myers-Briggs personality test, will appropriately identify the personality type.
  
2. The students surveyed answered the test truthfully.
  
3. Certain personality types select certain teaching areas.

## Procedures

This study will be conducted by administering the Kiersey Temperament Sorter to a sampling of Old Dominion University Military Career Transition Program students. The results of this test will be used to determine the personality type. Finally, a comparison will be made between the personality type of the student and the selected certification area.

## Definition of Terms

For clarification, the following terms should be understood:

*Myers-Briggs personality type.* Developed by the mother-daughter team of Isabel Myers and Katherine Briggs, this personality test grew out of the Jungian theory of personality which suggests that human behavior is classifiable and predictable based on definable personality types. The test defines sixteen different personality types. (Coe, 1992, pp. 511-515)

*Kiersey Temperament Sorter.* A shortened version of the Myers-Briggs personality test designed to be used by

untrained individuals which closely corresponds to Myers-Briggs results. (Kiersey, 1984, pp. 5-12)

*Military Career Transition Program.* An academic and counseling program offered through Old Dominion University to senior enlisted and officers that have or will soon be retiring or separating from the military to become teachers.

### Overview of Chapters

This study seeks to find if there is a correlation between personality types for military personnel and their chosen certification area. A thorough review of the available literature on this subject will be presented, and a complete methodology of how the study was conducted will be provided. The results of the study will be described and analyzed for significance. Recommendations for further studies will be provided.

## CHAPTER II

### REVIEW OF LITERATURE

A thorough review of the literature resulted in a plethora of information concerning personality tests and much less information on military members transitioning to the teaching field. No studies correlating personality type of military members transitioning to the teaching field and teaching preferences were found. This review first seeks to provide the reader with a basic understanding of the Myers-Briggs personality test, terminology, limitations, and correlations between personality type and teaching subject/level. Secondly, an overview of published literature concerning military members transitioning to the teaching field is provided.

#### Myers-Briggs Personality Test Literature

The Myers-Briggs Type Indicator (MBTI) is a popular, though often controversial, personality test that has gained widespread use. It has been used in everything from career counseling to team building to employee selection. The MBTI grew out of the Jungian

theory of personality which suggests that human behavior is classifiable and predictable based on definable personality types. The MBTI test was developed by the mother-daughter team of Isabel Myers and Katherine Briggs. Over a period of many years they developed and refined the test as an instrument to measure personality type. The MBTI was first published in 1962 by the Educational Testing Service. (Coe, 1992, p. 512)

The eight aspects measured by MBTI are divided into four pairs of opposites:

Extroverts (E)	vs.	Introverts (I)
Intuitives (N)	vs.	Sensors (S)
Thinkers (T)	vs.	Feelers (F)
Judgers (J)	vs.	Perceivers (P)

Each of these four pairs represent opposite means of performing certain functions or patterns of action and interaction. Lawrence (1982, pp. 2-4) provides a good, straightforward explanation of these functions. The E vs. I part of the equation identifies how one prefers to energize one's spiritual and mental self. E's prefer interaction with other people, while I's seek private time. N vs. S addresses how one gathers information. N's are apt to rely on intuition, while

S's prefer close observation of the environment. The manner in which one reaches conclusions or makes decisions is what the T vs. F portion is measuring. T's most often rely on objective analysis and logic in their decision-making process, while F's lean more towards subjective, gut-level responses. Finally, J vs. P indicates how one responds to the environment. J's prefer bringing order and structure to their world and making things happen, while P's like things to remain open, preferring to adapt to opportunities as they present themselves. It is important to note that everyone uses both sides of each of these opposites functions. MBTI merely measures which approach comes most naturally to a person.

As explained by Coe, (1992, p. 512) *"Type theory assumes that from birth people develop the four functions that they do best. Initially, while one is developing one's preferred behaviors and orientations, the opposite functions, which Jung calls the shadow functions, are used far less often. Most people really begin to work at becoming more comfortable with their shadow functions only after age 20."*

The complete typology designation is a combination of one of each of the four pairs for a total of sixteen possible combinations:

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

Furthermore, according to Kiersey and Bates, (1984, pp. 12-13) it is possible for a person to fall exactly in the middle on the continuum between any of the pairs of opposites, resulting in an additional 32 "mixed types". In a case of a mixed type, the mixed function is designated with an "X" (e.g. IXTJ, ISXJ, etc.).

An in-depth description of the sixteen defined MBTI types can be found in many sources, including Kiersey and Bates (1984), Kroeger and Thuesen (1992), and Lawrence (1982). A very simplistic understanding of the strengths of these sixteen types is indicated by the titles of Kroeger and Thuesen's (1992) description of each typology:

- ISTJ - Life's Natural Organizers
- ISFJ - Committed to Getting the Job Done
- INFJ - An Inspiring Leader and Follower
- INTJ - Life's Independent Thinkers
- ISTP - "Just Do It!"
- ISFP - Action Speaks Louder Than Words
- INFP - Making Life Kinder and Gentler

INTP - Life's Conceptualizers  
 ESTJ - Life's Natural Administrators  
 ESFJ - Everyone's Trusted Friend  
 ENFJ - Smooth-Talking Persuaders  
 ENTJ - Life's Natural Leaders  
 ENTP - Make the Most of the Moment  
 ESFP - Let's Make Work Fun!  
 ENFP - People are the Product  
 ENTP - Progress is the Product

There has been much research done on which personality types tend to populate different occupations. Statistics found reporting the percentage of teachers in each type at different levels of education reveals the following for a sample of 2349 teachers: (Provost, 1991, p. 271)

<u>TYPE</u>	<u>ELEMENTARY</u>	<u>MIDDLE/JR HIGH</u>	<u>SR HIGH</u>
ISTJ	10.70	11.70	11.86
ISFJ	17.91	12.23	10.63
INFJ	5.10	4.96	7.70
INTJ	2.11	4.52	5.39
ISTP	1.74	2.30	1.54
ISFP	4.73	3.19	2.47
INFP	4.60	5.94	6.32
INTP	1.49	2.39	2.93



<u>TYPE</u>	<u>ELEMENTARY</u>	<u>MIDDLE/JR HIGH</u>	<u>SR HIGH</u>
ESTP	0.87	1.77	1.08
ESFP	5.72	3.81	2.31
ENFP	10.20	10.99	11.40
ENTP	1.49	3.90	3.54
ESTJ	8.46	9.13	11.25
ESFJ	12.44	11.52	8.47
ENFJ	7.21	7.80	8.78
ENTJ	5.22	4.34	4.31

Additionally, subject matter preferences for teachers are predictable. S's are drawn to teaching practical courses, N's to courses with theory, T's to mathematics and sciences, and F's to language arts and humanities. (Lawrence, 1982, p. 78)

While knowledge of one's type, and the types drawn to a particular occupation may be interesting, one might rightly wonder how useful it is. The uses can be many, but it is also fraught with great danger of misuse. Most of the potential for misuse stems from a lack of understanding of the limitations of MBTI. As reported by Coe, (1992, pp. 513-516) the MBTI test does not measure one's values and motivations. Secondly, it cannot detect pathology. In other words, a schizophrenic and a totally sane individual can have the same psychological type. Additionally, much to the

surprise of many who have only had a cursory introduction to MBTI, it does not measure how well preferred functions are performed. So, just because an individual happens to be an ISTJ (Life's Natural Organizers) does not necessarily mean that the individual has successfully developed their preference for organization. Finally, the MBTI test questions force one to choose between black and white answers, when the most accurate answer is often gray. This means it cannot measure how well an individual has developed their shadow functions. Coe (1992, p. 513) believes this final limitation is the most important, stating: *"This shadow function failure is the most serious limitation of the MBTI, and the source of greatest misunderstanding about the instrument. Many assume that the MBTI is an either/or proposition. For example, one is either an extrovert or an introvert. In fact, each person performs all eight functions all the time; moreover, some people are more integrated on one or more of their shadow functions than others."*

Also important to note, all sixteen types are represented among teachers who have taken the MBTI. While each type has its own characteristic strengths and limitations, there is no indication that a particular type makes a better teacher over another type. (Lawrence, 1982, p. 20)

## Military Members Transitioning to Teaching

Prompted by a projected shortage of public school teachers in 1986, the Department of Defense (DoD) and the Department of Education (DoED) joined forces to solve this shortage by relocating former military personnel and training them to become teachers. (Keltner, 1994, p. 182) The military provides a pool of dedicated, intelligent men and women who have already served their country for up to 30 years, many of whom wish to continue serving by teaching in the nation's public schools. (Feistritzter, 1993, p. 40) The United States has built the most advanced and expert military in the world over the last 50 years. This expertise is not limited to producing sophisticated weapons and equipment, but also includes impressive capabilities in education, training, and other skills with non-military applications. (Nunn, 1992-3, p. 26) Additionally, military members have shown not only a willingness to teach in locations most needed, but also a willingness to teach subjects that have the greatest shortage of instructors, such as science, mathematics, special education, bilingual education, and geography. (Feistritzter, 1993, p. 40)

Utilizing this special population in our nation's school makes sense.

Education researchers estimate that 4,000 to 5,000 of the 1.7 million people who have left the military since 1990 are now teaching or will be teaching in public schools. (Schmitt, 1994, p. 1) As of July, 1994, 172 former military personnel are teaching in the United States as graduates of Old Dominion University's (ODU) Military Career Transition Program (MCTP). (MacDonald, 1994, p. 25) As of October, 1996, 624 students had completed the program. (MCTP, 1996)

The MCTP was established at ODU in 1989 as one of the nation's first alternative teacher certification programs serving military officers and senior enlisted personnel approaching separation or retirement from the military. The MCTP was designed to take into account the significant career experience military personnel have obtained by attending or teaching military schools. Teaching skills such as team building, decision making, values clarification, assessment, and management by objectives are included in training programs run by all branches of the military. In a sense, the type of training provided by the military indicates many military personnel have been indirectly training to become teachers. (MacDonald, 1994, p. 21)

In support of military transitioning to the

teaching field, Keltner (1994, p. 186) states: *Service members bring to the classroom a wealth of experience especially since many have lived and worked in other countries. They have lived in a multicultural curriculum. Thus, they are typically accepting of the diversity they find among their students. Also, our teachers from the military have conducted training sessions, presented briefings, and developed some instructional curricula. They bring a special blend of confidence and humility to their classrooms. On the one hand, they are sufficiently confident so that they can stand with the children and assume responsibility for facilitating their learning. On the other hand, they are sufficiently humble to realize the enormity of this task. They come prepared to teach in the fullest sense."*

### Summary

Research of the MBTI reveals that all personality types are represented in teaching, and that there are correlations between personality type and subject/grade level taught. Overall, while S's tend to teach practical courses, N's teach courses with theory, and while T's are drawn to mathematics and science, F's are

drawn to language arts and humanities. ISFJ is the most represented type in teaching, and the type represented most in the elementary and middle schools, while ISTJ is the most represented type in the high schools.

With alternative certification programs such as MCTP drawing former military into the public school, it appears this population is drawn to teaching in areas most needed. This research project seeks to find out if a similar breakdown of personality vs. grade level exists for military entering the teaching field.

## CHAPTER III

## METHODS AND PROCEDURES

This research is a descriptive study seeking to determine whether or not teaching preferences for Military Career Transition Program students correlate with personality types. A description of the population studied, research instrument used, type of statistical analysis performed, and summary of the research methodology follow.

## Population

There are currently 864 students enrolled in the Military Career Transition Program at Old Dominion University located in Norfolk, Virginia. Classes chosen for the study were Trends and Issues (3 sections), Classroom Management (3 sections), Design for Effective Instruction (3 sections), and Teaching Students with Exceptional Needs (1 section). These courses are required courses for all Military Career Transition Program students, regardless of certification area. Enrollments in these 9 sections totalled 144.

A sample of 85 students were surveyed. The reduced population was due to absenteeism and class overlap. Each student participated only once, even though they may have been in more than one class.

### Instrument Use

The Kiersey Temperament Sorter was utilized to determine personality type. The Kiersey Temperament Sorter is based on the theories of Carl Jung and is derived from the Myers-Briggs Type Indicator. It was used instead of the Myers-Briggs Type Indicator because it is easier and much less costly to administer. Additionally, it has been found to give the same results as the Myers-Briggs Type Indicator. (Quinn, 1992, p. 280) A sample of the instrument is found in Appendix A.

### Statistical Analysis

The students' Kiersey Temperament Sorter questionnaires were scored to determine the personality type. Percentages of personality type vs. chosen certification area were determined and set up in a table to compare with previous research cited in Chapter 2.



### Summary

This study was conducted by having students fill out the Kiersey Temperament Sorter and identify their chosen certification subject area. Personality types were determined by scoring the Kiersey Temperament Sorter, and results were examined to determine if a correlation between personality type and certification area existed.

## CHAPTER IV

## FINDINGS

The problem of this study was to determine whether or not teaching preferences for Military Career Transition Program students correlate with personality types. This chapter contains the results from the test instrument used in the study. The data was used to determine if there was a significant correlation between personality type and certification area for MCTP students.

## Population

The sample divided into the following personality types:

<u>TYPE</u>	<u>NUMBER OF STUDENTS</u>	<u>PERCENTAGE</u>
ISTJ	19	22.35
ISFJ	3	3.53
INFJ	1	1.18
INTJ	2	2.35
ESFP	1	1.18
ENFP	5	5.88

<u>TYPE</u>	<u>NUMBER OF STUDENTS</u>	<u>PERCENTAGE</u>
ENTP	4	4.70
ESTJ	26	30.59
ESFJ	5	5.88
ENFJ	4	4.70
ENTJ	7	8.24

Additionally, the following mixed types were present:

ESXJ	2	2.35
XNFJ	1	1.18
XSTJ	2	2.35
IXTJ	1	1.18
INXX	1	1.18
XNTP	1	1.18

The following types were not represented:

ISTP  
 ISFP  
 INFP  
 INTP  
 ESTP

### Comparisons for Each Pair of Traits

**I vs. E:** There were 28 (32.94%) Introverts vs. 54 (63.51%) Extroverts, with 3 (3.53%) scoring X.

**S vs. N:** There were 58 (68.24%) Sensors vs. 26 (30.59%) Intuitives, with 1 (1.18%) scoring X.

**T vs. F:** There were 62 (72.94%) Thinkers vs. 21 (24.71%) Feelers, with 2 (2.35%) scoring X.

**J vs. P:** There were 73 (85.88%) Judgers vs. 11 (12.94%) Perceivers, with 1 (1.18%) scoring X.

### Comparative Analysis

To aid in comparing the results for the Military Career Transition students with the personality breakdown published in Chapter 2, the table has been reprinted below, with the results of the study added in bold and parentheses.

<u>TYPE</u>	<u>ELEMENTARY</u>	<u>MIDDLE/JR HIGH</u>	<u>SR HIGH</u>
ISTJ	10.70 <b>(20.00)</b>	11.70 <b>(25.81)</b>	11.86 <b>(20.00)</b>
ISFJ	17.91 <b>(20.00)</b>	12.23 ( <b>3.22</b> )	10.63
INFJ	5.10	4.96 ( <b>1.61</b> )	7.70

<u>TYPE</u>	<u>ELEMENTARY</u>	<u>MIDDLE/JR HIGH</u>	<u>SR HIGH</u>
INTJ	2.11	4.52 ( 3.23)	5.39
ISTP	1.74	2.30	1.54
ISFP	4.73	3.19	2.47
INFP	4.60	5.94	6.32
INTP	1.49	2.39	2.93
ESTP	0.87	1.77	1.08
ESFP	5.72	3.81 ( 1.61)	2.31
ENFP	10.20	10.99 ( 8.06)	11.40
ENTP	1.49	3.90 ( 6.45)	3.54
ESTJ	8.46 (20.00)	9.13 (30.65)	11.25 (60.00)
ESFJ	12.44 (20.00)	11.52 ( 4.84)	8.47 (10.00)
ENFJ	7.21 (20.00)	7.80 ( 4.84)	8.78
ENTJ	5.22	4.34 ( 9.68)	4.31 (10.00)

### Summary

Chapter IV provided the results of the test administered to collect data. Chapter V will provide the Summary, Conclusions and Recommendations of the study.

## CHAPTER V

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

The problem of this study was to determine the correlation between personality types and chosen certification areas for Old Dominion University Military Career Transition Program students. The goals of the research project were to determine the personality types of Old Dominion University Military Career Transition Program students and to determine which chosen certification areas correlate to the sixteen personality types.

The data was collected by administering a questionnaire to 85 Military Career Transition Program students which consisted of the Kiersey Temperament Sorter and chosen certification area. The questionnaires were scored to determine personality type, then compared to chosen certification area.

## Conclusions

The findings of this study showed that there was very little correlation between personality types and chosen certification area for Military Career Transition students.

Previous research had shown that ISFJ is the most represented personality type in teaching, and the type most in the elementary and middle schools, while ISTJ is the most represented type in the high schools. For Military Career Transition students, ESTJ was the most represented type overall, and the type most represented in middle and high schools.

The lack of correlation is not surprising. Several personality types were not represented in the sample population, which could be a reflection of the sample being too small or that the military tends to attract fewer members of certain personality types. Also, the personality type gives no indication of how well a person has developed the shadow functions. Consider the fact that the "ideal teacher" would possess a combination of strengths of the 16 typologies. This would mean the "perfect fit" would have to be an EINSTFPJ, which, of course, is ridiculous. But not completely. The power of individuals to develop their shadow functions is what makes occupational personality typing so complex, if not impossible.

## Recommendations

Based upon the research findings and conclusions of this study, the researcher includes the following recommendations:

1. Similar research should be repeated, in the same format, with a larger sample.
2. Similar research should be repeated, in the same format, for non-military students.



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## The Keirsey Temperament Sorter

1. **At a party do you**
  - (a) interact with many, including strangers
  - (b) interact with a few, known to you
2. **Are you more**
  - (a) realistic than speculative
  - (b) speculative than realistic
3. **Is it worse to**
  - (a) have your "head in the clouds"
  - (b) be "in a rut"
4. **Are you more impressed by**
  - (a) principles
  - (b) emotions
5. **Are you more drawn toward the**
  - (a) convincing
  - (b) touching
6. **Do you prefer to work**
  - (a) to deadlines
  - (b) just "whenever"
7. **Do you tend to choose**
  - (a) rather carefully
  - (b) somewhat impulsively
8. **At parties do you**
  - (a) stay late, with increasing energy
  - (b) leave early, with decreased energy
9. **Are you more attracted to**
  - (a) sensible people
  - (b) imaginative people
10. **Are you more interested in**
  - (a) what is actual
  - (b) what is possible
11. **In judging others are you more swayed by**
  - (a) laws than circumstances
  - (b) circumstances than laws
12. **In approaching others is your inclination to be somewhat**
  - (a) objective
  - (b) personal
13. **Are you more**
  - (a) punctual
  - (b) leisurely
14. **Does it bother you more having things**
  - (a) incomplete
  - (b) completed
15. **In your social groups do you**
  - (a) keep abreast of other's happenings
  - (b) get behind on the news
16. **In doing ordinary things are you more likely to**
  - (a) do it the usual way
  - (b) do it your own way
17. **Writers should**
  - (a) "say what they mean and mean what they say"
  - (b) express things more by use of analogy
18. **Which appeals to you more**
  - (a) consistency of thought
  - (b) harmonious human relationships
19. **Are you more comfortable in making**
  - (a) logical judgments
  - (b) value judgments
20. **Do you want things**
  - (a) settled and decided
  - (b) unsettled and undecided
21. **Would you say you are more**
  - (a) serious and determined
  - (b) easy-going
22. **In phoning do you**
  - (a) rarely question that it will all be said
  - (b) rehearse what you'll say
23. **Facts**
  - (a) "speak for themselves"
  - (b) illustrate principles

24. **Are visionaries**  
(a) somewhat annoying  
(b) rather fascinating
25. **Are you more often**  
(a) a cool-headed person      (b) a warm-hearted person
26. **Is it worse to be**  
(a) unjust                              (b) merciless
27. **Should one usually let events occur**  
(a) by careful selection and choice  
(b) randomly and by chance
28. **Do you feel better about**  
(a) having purchased              (b) having the option to buy
29. **In company do you**  
(a) initiate conversation      (b) wait to be approached
30. **Common sense is**  
(a) rarely questionable      (b) frequently questionable
31. **Children often do not**  
(a) make themselves useful enough  
(b) exercise their fantasy enough
32. **In making decisions do you feel more comfortable with**  
(a) standards                      (b) feelings
33. **Are you more**  
(a) firm than gentle              (b) gentle than firm
34. **Which is more admirable:**  
(a) the ability to organize and be methodical  
(b) the ability to adapt and make do
35. **Do you put more value on the**  
(a) definite                              (b) open-ended
36. **Does new and non-routine interaction with others**  
(a) stimulate and energize you  
(b) tax your reserves
37. **Are you more frequently**  
(a) a practical sort of person  
(b) a fanciful sort of person
38. **Are you more likely to**  
(a) see how others are useful  
(b) see how others see
39. **Which is more satisfying:**  
(a) to discuss an issue thoroughly  
(b) to arrive at agreement on an issue
40. **Which rules you more:**  
(a) your head                              (b) your heart
41. **Are you more comfortable with work that is**  
(a) contracted                              (b) done on a casual basis
42. **Do you tend to look for**  
(a) the orderly                              (b) whatever turns up
43. **Do you prefer**  
(a) many friends with brief contact  
(b) a few friends with more lengthy contact
44. **Do you go more by**  
(a) facts    (b) principles
45. **Are you more interested in**  
(a) production and distribution  
(b) design and research
46. **Which is more of a compliment:**  
(a) "There is a very logical person."  
(b) "There is a very sentimental person."

47. Do you value in yourself more that you are  
(a) unwavering (b) devoted
48. Do you more often prefer the  
(a) final and unalterable statement  
(b) tentative and preliminary statement
49. Are you more comfortable  
(a) after a decision (b) before a decision
50. Do you  
(a) speak easily and at length with strangers  
(b) find little to say to strangers
51. Are you more likely to trust your  
(a) experience (b) hunch
52. Do you feel  
(a) more practical than ingenious  
(b) more ingenious than practical
53. Which person is more to be complimented: one of  
(a) clear reason (b) strong feeling
54. Are you inclined more to be  
(a) fair-minded (b) sympathetic
55. Is it preferable mostly to  
(a) make sure things are arranged  
(b) just let things happen
56. In relationships should most things be  
(a) renegotiable  
(b) random and circumstantial
57. When the phone rings do you  
(a) hasten to get to it first  
(b) hope someone else will answer
58. Do you prize more in yourself  
(a) a strong sense of reality (b) a vivid imagination
59. Are you drawn more to  
(a) fundamentals (b) overtones
60. Which seems the greater error:  
(a) to be too passionate (b) to be too objective
61. Do you see yourself as basically  
(a) hard-headed (b) soft-hearted
62. Which situation appeals to you more:  
(a) the structured and scheduled  
(b) the unstructured and unscheduled
63. Are you a person that is more  
(a) routinized than whimsical  
(b) whimsical than routinized
64. Are you more inclined to be  
(a) easy to approach (b) somewhat reserved
65. In writings do you prefer  
(a) the more literal (b) the more figurative
66. Is it harder for you to  
(a) identify with others (b) utilize others
67. Which do you wish more for yourself:  
(a) clarity of reason (b) strength of compassion
68. Which is the greater fault:  
(a) being indiscriminate (b) being critical
69. Do you prefer the  
(a) planned event (b) unplanned event
70. Do you tend to be more  
(a) deliberate than spontaneous  
(b) spontaneous than deliberate

# Answer sheet

Enter a check for each answer in the column for a or b

a		b		a		b		a		b		a		b		a		b									
1				2				3				4				5				6				7			
8				9				10				11				12				13				14			
15				16				17				18				19				20				21			
22				23				24				25				26				27				28			
29				30				31				32				33				34				35			
36				37				38				39				40				41				42			
43				44				45				46				47				48				49			
50				51				52				53				54				55				56			
57				58				59				60				61				62				63			
64				65				66				67				68				69				70			

1	2	3	4	5	6	7	8
E I	S N	T F	J P				

## Directions for Scoring

1. Add down so that the total number of "a" answers is written in the box at the bottom of each column (see next page for illustration). Do the same for the "b" answers you have checked. Each of the 14 boxes should have a number in it.

2. Transfer the number in box No. 1 of the answer sheet to box No. 1 below the answer sheet. Do this for box No. 2 as well. Note, however, that you have two numbers for boxes 3 through 8. Bring down the first number for each box beneath the second, as indicated by the arrows. Now add all the pairs of numbers and enter the total in the boxes below the answer sheet, so each box has only one number.

3. Now you have four pairs of numbers. Circle the letter below the larger number of each pair (see answer sheet below for illustration). If the two numbers of any pair are equal, then circle neither, but put a large X below them and circle it.

a		b		a		b		a		b		a		b		a		b	
1	✓	2	✓	3	✓	4	✓	5	✓	6	✓	7	✓						
8	✓	9	✓	10	✓	11	✓	12	✓	13	✓	14	✓						
15	✓	16	✓	17	✓	18	✓	19	✓	20	✓	21	✓						
22	✓	23	✓	24	✓	25	✓	26	✓	27	✓	28	✓						
29	✓	30	✓	31	✓	32	✓	33	✓	34	✓	35	✓						
36	✓	37	✓	38	✓	39	✓	40	✓	41	✓	42	✓						
43	✓	44	✓	45	✓	46	✓	47	✓	48	✓	49	✓						
50	✓	51	✓	52	✓	53	✓	54	✓	55	✓	56	✓						
57	✓	58	✓	59	✓	60	✓	61	✓	62	✓	63	✓						
64	✓	65	✓	66	✓	67	✓	68	✓	69	✓	70	✓						

82	91	82	00	19	00	13	00
E I	S N	T F	J P				

You have now identified your "type." It should be one of the following:

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

If you have an X in your type, yours is a mixed type. An X can show up in any of the four pairs: E or I, S or N, T or F, and J or P. Hence there are 32 mixed types besides the 16 listed above:

XNTP	EXTP	ENXP	ENTX
XNTJ	EXTJ	INXP	INTX
XNFP	EXFP	ENXJ	ENFX
XNFJ	EXFJ	INXJ	INFJ
XSTP	IXTP	ESXP	ESTX
XSTJ	IXTJ	ISXP	ISTX
XSFP	IXFP	ESXJ	ESFX
XSFJ	IXFJ	ISXJ	ISFX

Having identified type, the task now is to read the type description and to decide how well or how poorly the description fits. You will find a description or portrait of your type on the page indicated in the table of contents. If you have an X in your type, yours is a combination of two types. If, for example, the E and I scores are equal and the type is, say, XSFJ, then you would read both ESFJ and ISFJ portraits and decide for yourself which parts of each description are applicable.

(One may also profit from reading the portrait of one's opposite to see how things are "on the other side." (How one proceeds after reading one's own type portrait depends largely upon temperament. Some of the types will read several other portraits before returning to the text, while others will return immediately to the text. Some may never read all sixteen of the type descriptions.) As will be shown, the typology is useful if an observer can distinguish between four types of temperament. It is not at all necessary to make these finer distinctions. However, such differences can become useful after long study.

LICENSURE AREA(S)

Please indicate the **grade level** and the **subject area(s)** of your licensure.

**K-4** \_\_\_\_\_

**4-8** \_\_\_\_\_

Science \_\_\_\_\_

Math \_\_\_\_\_

Social Studies \_\_\_\_\_

Language Arts \_\_\_\_\_

Technology Education \_\_\_\_\_

**Secondary** \_\_\_\_\_

Subject Area(s):

(1) \_\_\_\_\_

(2) \_\_\_\_\_

**Special Ed ONLY** \_\_\_\_\_

**Special Ed Endorsement** \_\_\_\_\_