MYERS-BRIGGS TYPE INDICATOR®

STEP II

Interpretive Report

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Report prepared for

JUDY SAMPLE

June 30, 2005

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THE MBTI® Personality Assessment

This Step II report is an in-depth, personalized description of your personality preferences, derived from your answers to the Myers-Briggs Type Indicator® (Form Q) instrument. It includes your Step I results (your four-letter type), along with your Step II results, which show some of the unique ways that you express your Step I type.

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The MBTI® instrument was developed by Isabel Myers and Katharine Briggs as an application of Carl Jung's theory of psychological types. This theory suggests that we have opposite ways of gaining energy (Extraversion or Introversion), gathering or becoming aware of information (Sensing or Intuition), deciding or coming to a conclusion about that information (Thinking or Feeling), and dealing with the world around us (Judging or Perceiving).

 If you prefer Extraversion, you focus	 If you prefer Introversion, you focus on the
on the outside world to get energy through	inner world and get energy through reflecting on
interacting with people and/or doing things.	information, ideas, and/or concepts.
 If you prefer Sensing, you notice	 If you prefer Intuition, you attend to and trust
and trust facts, details, and present realities.	interrelationships, theories, and future possibilities.
 If you prefer Thinking, you make decisions using logical, objective analysis. 	 If you prefer Feeling, you make decisions to cre- ate harmony by applying person-centered values.
 If you prefer Judging, you tend to be	 If you prefer Perceiving, you tend to be flexible
organized and orderly and to make deci-	and adaptable and to keep your options open as
sions quickly.	long as possible.

It is assumed that you use each of these eight parts of your personality but prefer one in each area, just as you have a natural preference for using one hand rather than the other. No preference pole is better or more desirable than its opposite.

The MBTI instrument is not a measure of your skills or abilities in any area. Rather it is a way to help you become aware of your particular style and to better understand and appreciate the helpful ways that people differ from one another.

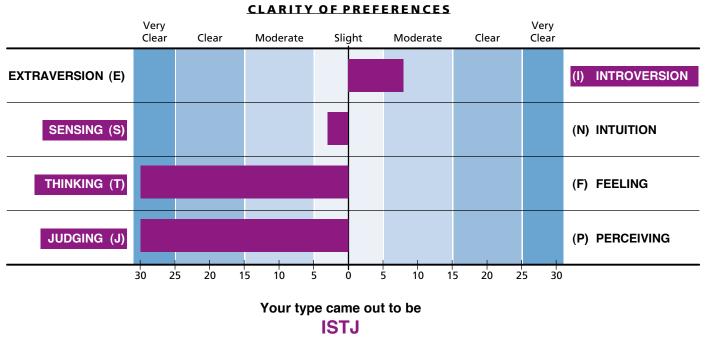
YOUR REPORT CONTAINS:

Your Step I Results
Your Step II Facets
Applying Step II to Communicating
Applying Step II to Making Decisions
Applying Step II to Managing Change
Applying Step II to Managing Conflict
How the Parts of Your Personality Work Together $\dots .13-14$
Integrating Step I and Step II
Using Type to Gain Understanding
Overview of Your Results
Further Reading

Your Step | Results

The graph below and the paragraphs that follow it provide information about the personality type you reported. Each of the four preferences you indicated is shown by a bar on that side. The longer the bar, the more clearly you have expressed that preference.

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(Introversion, Sensing, Thinking, Judging)

ISTJs are typically dependable, realistic, and practical. They remember and use facts and want things clearly and logically stated. They are thorough, systematic, hard working, and careful with particulars and procedures. When they see something that needs to be done, ISTJs accept the responsibility.

They do not enter into activities impulsively, but once committed, they are hard to distract or discourage. They lend stability to projects and persevere in the face of adversity.

"On duty," ISTJs appear sound and sensible and seem calm and composed. Even in a crisis they seldom show their highly individual and intense inner reactions.

ISTJs' practical judgment and respect for procedures make them come across as consistent and moderate. They assemble facts to support their evaluations and communicate the facts in an objective way. They seek solutions to current problems from their past experience and that of others.

ISTJs are likely to be most satisfied working in an environment that values organization and accuracy. People can count on them to notice what needs to be done and follow through in a careful, methodical, and timely manner.

DOES THIS TYPE FIT YOU?

Note the parts of the description above that fit you and any that don't. Your Step II results on the next pages may help to clarify any areas that do not describe you well. If the Step I type you reported does not fit, your Step II results may help suggest a different type that is more accurate for you.

Your Step II Facet Results

Your personality is complex and dynamic. Step II describes some of that complexity by showing your results on five different parts or facets of each of the MBTI instrument's four pairs of opposite preferences shown below.

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EXTRAVERSION (E) (I) INTROVERSION initiating receiving expressive contained gregarious intimate active reflective enthusiastic quiet	SENSING (S) concrete realistic practical experiential traditional traditional (N) INTUITION abstract imaginative conceptual theoretical original
THINKING (T) (F) FEELING logical empathetic reasonable compassionate questioning accommodating critical accepting tough tender	JUDGING (J) systematic planful early starting scheduled methodical scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled scheduled sche

In reviewing your results, keep in mind that

- Each facet has two opposite poles. You are more likely to favor the pole that is on the same side as your overall preference (an in-preference result)—for example, the Initiating pole if you prefer Extraversion, or the Receiving pole if you prefer Introversion.
- For any particular facet, you might favor a pole that is opposite to your overall preference (an out-ofpreference result) or show no clear preference for either pole (a midzone result).
- Knowing your preferences on these twenty facets can help you better understand your unique way of experiencing and expressing your type.

HOW TO READ YOUR STEP II RESULTS

The next four pages (5–8) give you information for each set of facets. Each page has a graph of your results on the facets. The graph gives

- Brief definitions of the MBTI Step I preferences shown.
- The names of the five facet poles associated with each MBTI preference along with three descriptive words or phrases for each facet pole.
- A bar showing the pole you prefer or the midzone. The length of that bar shows how clearly you reported your preference for that pole. By looking at the graph, you can see whether your result on a facet is in-preference (scores of 2–5 on the same side as your preference), out-of-preference (scores of 2–5 on the side opposite your preference), or in the midzone (scores of 0 or 1).

Below the graph are statements that describe the characteristics of each in-preference, out-of-preference, or midzone result. To contrast your results, look at the three words or phrases that describe the opposite facet pole on the graph at the top of the page. If a set of statements does not seem to fit, perhaps you would be better described by the opposite pole or by the midzone.



EXTRAVERSION (E)

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I

Directing energy toward the outer world of people and objects



Directing energy toward the inner world of experience and ideas

	Out-of-Preference	Midzone	In-Prefere	ence	
INITIATING Sociable, congenial, introduce people					RECEIVING Reserved, low-key, are introduced
EXPRESSIVE Demonstrative, easier to know, self-revealing					CONTAINED Controlled, harder to know, private
GREGARIOUS Seek popularity, broad circle, join groups					INTIMATE Seek intimacy, one-on-one, find individuals
ACTIVE Interactive, want contact, listen and speak					REFLECTIVE Onlooker, prefer space, read and write
ENTHUSIASTIC Lively, energetic, seek spotlight					QUIET Calm, enjoy solitude, seek background
5	4 3 2 1	0	2 3	4	5
	Initiating_F	Receiving	(midzone)		
with people you already k calls for this.		 Ar if r 	e willing to int to one else do	roduce p	e social gatherings. Deople to each other ut would prefer not to.
		ed (in-pref			
 Keep your feelings and ir when you do open up, o Are seen by others as has because you process so r Assume others will be un 	thers take notice. rd to get to know nuch inside.	an • Fin esp	d prefer doing d it very hard	so. to discu	roblems on your own ss what upsets you, extremely distressed.
	Intimat	e (in-prefe	rence)		
• Would rather relate to a than be in a large group.		res	pect in turn.		lity and want the same
 Draw sharp distinctions b acquaintances. Seek in-depth involvement 			ed to trust pe urself.	ople bef	ore sharing much about
	Reflectiv	ve (in-pref	erence)		
Prefer detached observat	with the outer world.	on	someone talk	ing.	on written material than
 Learn and retain material 	better by reading it.		el more secure ing an oral pr		down your ideas than on.
	Enthusiast	tic–Quiet	midzone)		
 Readily show enthusiasm people or the topic well; the background. Find that your desire for on how full or quiet your 	otherwise, you stay in quiet or action depend	reg wł		ir enthus	y by the people who siastic side and the people uiet side.



®	STEP II INTE	RPRETIVE REPORT	6				ISTJ—JUDY SAN	
	ſ	SENSING (S) Focusing on what can be per by the five senses	I	a	(N) INTUITIC ing on perceiving ind interrelations	patterns hips		
		In-Preference	Midzor	ne	Out-of-Prefer	ence		
	CONCRETE Exact facts, literal, tangible						ABSTRACT Figurative, symbolic, intangible	
	REALISTIC Sensible, matter-of-fact, seek efficiency						IMAGINATIVE Resourceful, inventive, seek novelty	
	PRACTICAL Pragmatic, results- oriented, applied						CONCEPTUAL Scholarly, idea-oriented, intellectual	
	EXPERIENTIAL Hands-on, empirical, trust experience						THEORETICAL Seek patterns, hypothetical, trust theories	
	TRADITIONAL Conventional, customary, tried-and-true						ORIGINAL Unconventional, different, new and unusual	
		5 4 3 2	1 0	1	2 3	4 !	5	
		Concr	ete (in-p	orefer	ence)			
lr Α Ν	 Concrete (in-preference) Are grounded in reality and trust the facts. Interpret things literally. Begin with what you know to be true, and have all the facts in order before moving on. May find it hard to see trends and link facts to the bigger picture. May find it hard to see trends and link facts to the bigger picture. 							
		Imaginati	ve (out-	of-pr	eference)			
S	Imaginative (out-of-preference)Like to apply your ingenuity and resourcefulness to specific problems.May develop unusual or imaginative applications that are based on concrete facts and experiences.Do not generally enjoy imagination for its own sake.							
		Practical-	Concept	tual (midzone)			
E	lend pragmatism and njoy alternating back and nd their applications.	curiosity. and forth between idea			-		d meanings. eas used, not just thought	
		Experie	ntial (in-	-prefe	erence)			
e F	earn best from direct, nd rely on it to guide y are careful not to gene ocus more on the past uture.	hands-on experience you. ralize too much.		Con thar May	centrate on v thinking abc	out meai et stuck	appening now rather nings and theories. on details at the rations.	

Traditional–Original (midzone)

• Are comfortable following established and proven methods.

- Are eager to change procedures that don't work.
- Value some traditions in family and work activities.
- Prefer a conventional approach but are willing to consider an innovative one.
- Enjoy novelty when it doesn't conflict with your traditional values.





(F) FEELING

Basing conclusions on personal or social values with a focus on harmony

			In-Prefe	erence		Mid	zone	e	Οι	ıt-of-l	Prefer	ence		
I	LOGICAL mpersonal, seek impartiality, objective analysis												EMPATHETI Personal, seek u central values	-
	REASONABLE Truthful, cause-and-effect, apply principles												COMPASSIC Tactful, sympati	
	QUESTIONING Precise, challenging, want discussion												ACCOMMOI Approving, agre want harmony	-
	CRITICAL Skeptical, want proof, critique												ACCEPTING Tolerant, trustir give praise	
	TOUGH Firm, tough-minded, ends-oriented										_ I		TENDER Gentle, tender- means-oriented	
		5 4	3	2	2	1	0	1	2		3	4	5	
				l	ogic	al (in-	pre	efere	ence)					
n U	 Believe that logical analysis is best for decision making. Use sequential reasoning, with premises and defined rules, to reach consistent conclusions. Use hard data to make your decisions. Use hard data to make your decisions. Focus on cause and effect. Like to maintain clear boundaries between issues. Can easily identify the pros and cons of an issue. 									ween issues.				
				Rea	asona	able (in-p	oref	erenc	e)				
• A	Jse reasoning to make Approach situations as Are confident and clean and decisions.	an im	oartial					cor	nclusio	ons.	-	-	vith premises le ely and analyti	-
				Qu	estio	ning	(in-	pret	ferend	e)				
• (• /	 Are intellectually independent. Use questions to clarify ideas. Are precise in your questions, liking to zero in on discrepancies. 						:	bef Are Fee	ore yo tena l que	ou ca ciou: stion	an tru s in g ing i:	ust an Jetting	our questions a y conclusions. y the answers y opriate, even i ht.	you need.
				(Critic	al (in-	pre	fere	ence)					
AT	 Are argumentative and skeptical. Appear almost unemotional in your interactions. Take nothing for granted and concede nothing. Like to clarify what is wrong, since nothing is perfer 						 Like to critique and feel an adversarial approach is normal. Engage in critique rather than criticism when at your best. 							
					Toug	h (in-	pre	fere	nce)					
۲ F C	 Like to use intellectual and interpersonal pressure to get your way. Focus firmly on achieving your objective. Often assume that alternatives don't exist or don't matter. 							foc Doi	using n't pa	on t y mi	he b Ich a	ottom	on to people's	

			Pref	erring	ING (decisive closure		Midz	one	Prefe an	erring d spor	EIVII flexibi taneit f-Prefe	lity y		
	SYSTEMATIC Orderly, structured, dislike diversions													CASUAL Relaxed, easygoing, welcome diversions
	PLANFUL Future-focused, advance planner, like firm plans													OPEN-ENDED Present-focused, go with the flow, make flexible plans
	EARLY STARTING ed by self-discipline, steady progress, late start stressful													PRESSURE-PROMPTED Motivated by pressure, bursts and spurts, early start unstimulating
	SCHEDULED Want routine, make lists, procedures help													SPONTANEOUS Want variety, enjoy the unexpected, procedures hinder
	METHODICAL Plan specfic tasks, note subtasks, organized													EMERGENT Plunge in, let strategies emerge, adaptable
		5	4	3	2	1	0		1	2	3	4		5
					Syste	ema	tic (ir	ו-pre	ferer	nce)				
Pla	re by the motto, "Be p an for the worst-case ntingencies in place.	• •			2	ınfu	I (in-p	DD	islike o not	any k like	kind c	of div		ture of efficiency. ion.
le	ke to make long-rang isure activities. njoy looking ahead an			-	-			Fe et	el th	at lor nt and	ng-rar	nge p ures t	olan	more than the doing. Ining makes you more t things will happen
				E	arly S	Star	ting	(in-p	refere	ence)				
 Early Starting (in-preference) Allow yourself plenty of time to accomplish an activity efficiently. Don't like feeling overwhelmed with too much to do. Arrange your world so you don't have to deal with last-minute rushes. Work on multiple tasks comfortably by st ahead of time and working on each task short, concentrated periods of time. Can't forget incomplete tasks; feel calm a satisfied when you complete something. 							ng on each task for ods of time. tasks; feel calm and							
					Sche	dul	ed (in	-pre	feren	ce)				
 Are comfortable with routines and do not like them upset. Like established methods and procedures. Prefer to control how you spend your time. 							 Enjoy scheduling both work and fun activities. Others may be more aware of your routines than you are. Appear rather predictable but like it that way. 					are of your routines		
					Meth	nodi	cal (ir	r-pre	eferer	nce)				
De	 Methodical Develop detailed plans for the task at hand. Define the subtasks of your work, including the order in which things should happen. 							al A	l the re like	steps ely to	need	ded to ver wl	o ao hat	ecise ways, specifying ccomplish the goal. you have prepared in ion.

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Applying Step II to Communicating

All aspects of your type influence how you communicate, especially as part of a team. Nine of the facets are particularly relevant to communication. Your preferences for these nine facets along with tips for better communication appear below.

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In addition to the tips in the table, keep in mind that communication for every type includes

- Telling others what kind of information you need.
- Asking others what they need.
- Monitoring your impatience when other styles dominate.
- Realizing that others likely are not trying to annoy you when they use their own communication styles.

Your Facet Result	Communication Style	Enhancing Communication
Initiating–Receiving Midzone	Are willing to introduce people to one another if no one else is doing so.	Be sensitive to the situation in decid- ing whether to take an initiating or a receiving role.
Contained	Keep your thoughts and emo- tional reactions to yourself.	Recognize when it's really important to say how you feel and then speak accordingly.
Reflective	Like to communicate by reading and writing.	Recognize that your message might not get across unless you're willing to say it aloud.
Enthusiastic–Quiet Midzone	Show your enthusiasm or not, depending on your interest in the topic.	Be aware that people will see different sides of you (depending on the context) and may be confused.
Concrete	Talk about the here-and-now detail.	Be open to the inferences that can arise from the details.
Questioning	Want to ask questions.	Be selective in choosing questions to ask so as not to intimidate people.
Critical	Naturally take a critiquing stance to just about everything.	Recognize that others may mistake your critiquing for personal criticism and be clear when this is not your intent.
Tough	Embody the phrase, "Let's get on with it!"	Be aware that sometimes your way of mov- ing ahead may be wrong for the situation.
Methodical	Identify the steps and their order before starting a task.	Be tolerant of others who plunge in without identifying steps.

Applying Step II to Making Decisions

Effective decisions require gathering information from a variety of perspectives and applying sound methods of evaluating that information. The Step II facets give us specific ways to enhance our decision making, especially those facets related to Sensing, Intuition, Thinking, and Feeling. Below are general questions associated with those facets. The facet poles you prefer are in bold italics. If you are in the midzone, neither pole is italicized.

SENSING	INTUITION
Concrete: What do we know? How do we know it?	Abstract: What else could this mean?
Realistic: What are the real costs?	Imaginative: What else can we come up with?
Practical: Will it work?	Conceptual: What other interesting ideas are there?
Experiential: Can you show me how it works?	Theoretical: How is it all interconnected?
Traditional: Does anything really need changing?	Original: What is a new way to do this?
THINKING	FEELING
THINKING Logical: What are the pros and cons?	FEELING Empathetic: What do we like and dislike?
Logical: What are the pros and cons?	Empathetic: What do we like and dislike?
Logical: What are the pros and cons? Reasonable: What are the logical consequences?	Empathetic: What do we like and dislike? Compassionate: What impact will this have on people?

Five different ways of evaluating information, called decision-making styles, have been identified based on two facets of the Thinking–Feeling dichotomy: Logical–Empathetic and Reasonable–Compassionate.

Your style is Logical and Reasonable. This style means that you likely

- Trust the Thinking preference and readily make decisions based on logical analysis of data.
- May recognize the impact of your decisions on people and relationships but see that as secondary.
- Focus on accuracy to achieve a good decision.
- Are seen as precise, objective, and confident.
- Are sometimes seen as inflexible.

TIPS

In individual problem-solving, start by asking all the questions in the boxes above.

- Pay careful attention to the answers. The questions that are opposite to the ones in bold italics may be key since they represent perspectives you aren't likely to consider.
- Try to balance your decision-making style by considering the less preferred parts of your personality.

In group problem-solving, actively seek out people with different views. Ask for their concerns and perspectives.

- Do a final check to make sure that all the questions above have been asked and that different decision-making styles are included.
- If you are missing a perspective, make extra efforts to consider what it might add.

Applying Step II to Managing Change

Change seems to be inevitable and affects people in different ways. To help you deal with change,

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- Be clear about what is changing and what is remaining the same.
- Identify what you need to know to understand the change and then seek out that information.

To help others deal with change,

- Encourage open discussion about the change; be aware that this is easier for some than others.
- Make sure that both logical reasons and personal or social values have been considered.

Your personality type also influences your style of managing change, particularly your results on the nine facets below. Review the facets and tips for enhancing your response to change.

Your Facet Result	Change Management Style	Enhancing Change Management
Contained	Keep your feelings about the change to yourself and figure out how to handle it on your own.	As soon as you know your own views, talk to someone you trust and get his or her input.
Intimate	Discuss the changes and their impact on you only with those closest to you.	Consider sharing feelings with selected people outside your intimate circle.
Concrete	May get stuck on some aspects of change and ignore others.	Ask someone to help you move from the facts and details to reasonable possibilities.
Imaginative	Enjoy the novel aspects of the change and the resourceful-ness it requires.	Recognize that there are real costs in- volved in pursuing novelty.
Experiential	Want to see an example of how the change will work.	Accept that the impact of some changes can't be demonstrated in advance.
Traditional–Original Midzone	Want to keep the best of the established methods but are willing to change others.	Let others know the reasons for your views to help them understand your perspective.
Tough	Will actively embrace or re- sist change, depending on whether you agree with it.	Step back and consider whether your stance will really get you what you want in the long run.
Planful	Plan as far in advance as possible for the changes.	Allow for the unexpected in your long- range plan—it will happen!
Methodical	Detail the many steps neces- sary to implement the changes.	Know that circumstances may require that carefully developed steps be changed in the moment.

Applying Step II to Managing Conflict

In working with others, conflicts are inevitable. People of different personality types may differ in what they define as conflict, how they react to it, and how they reach resolution. Although sometimes unpleasant, conflicts can lead to improved work situations and enhanced relationships.

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Part of conflict management for every type includes

- Taking care of getting the work done while maintaining your relationships with the people involved.
- Recognizing that all perspectives have something to add, but any perspective used in its extreme and to the exclusion of its opposite will ultimately impede conflict resolution.

Some aspects of conflict management may be unique to your results on six Step II facets. The table below explains how your results on these facets may affect your efforts to manage conflict.

Your Facet Result	Conflict Management Style	Enhancing Conflict Management
Contained	Attempt to solve the issue your- self and keep your reactions inside.	Be aware that trying to solve this on your own may be successful, but that others also may really need your input.
Intimate	Rely on yourself or a few trusted others in resolving the conflict.	Widen your circle to include others affect- ed; they may have something valuable to contribute.
Questioning	Ask many questions of others to reveal all the issues in the conflict.	Be aware that people may take your questioning style as challenging rather than helpful in resolving the issue; be clear about your intent.
Critical	Point out everything that is still wrong and needs correcting.	Realize that your style may upset others and try to pull back and be more accepting.
Tough	Push to resolve the conflict immediately so that progress can be made.	Recognize that delays in implementation may be necessary to reach the goal.
Early Starting	Believe conflicts can be avoid- ed by starting work on projects early.	Make allowances for people for whom start- ing early is not comfortable or effective.

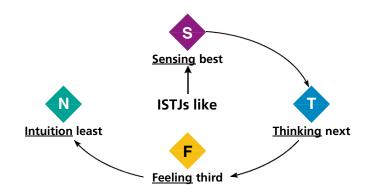
In addition to your facet results, your decision-making style (as explained on page 10) affects how you manage conflict. Your decision-making style is Logical and Reasonable. You are likely to focus on the logic of the situation, thinking others see it the same way. To make your efforts to manage conflict more effective, keep in mind that not all situations are win-lose and resist taking a competitive stance.

How the Parts of Your Personality Work Together

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The essence of type involves the way information is gathered (Sensing and Intuition) and how decisions are made (Thinking and Feeling). Each type has favorite ways of doing those two things. The two middle letters of your four-letter type (S or N and T or F) show your favorite processes. Their opposites, whose letters don't appear in your four-letter type, are third and fourth in importance for your type. Remember—you use all parts of your personality at least some of the time.

Here's the way it works for ISTJs:



USING YOUR FAVORITE PROCESSES

Extraverts like to use their favorite process mostly in the outer world of people and things. For balance, they use their second favorite in their inner world of ideas and impressions. Introverts tend to use their favorite process mostly in their inner world and to balance this with the use of their second favorite process in the outer world.

Thus ISTJs use

- Sensing mainly internally to consider the facts and details they have stored in their heads.
- Thinking mainly externally to communicate their structured, logical decisions to others.

USING YOUR LESS-FAVORED PROCESSES

When you frequently use the less-preferred parts of your personality, Feeling and Intuition, remember that you are working outside of your natural comfort zone. You may feel awkward, tired, or frustrated at these times. As an ISTJ, you may become overly focused on details at first, and then worry a great deal about negative possibilities.

To bring back some balance, try the following:

- Take more breaks in your activities when you are using these less familiar parts of your personality— Feeling and Intuition.
- Make an effort to find time to do something enjoyable that involves using your favorite ways— Sensing and Thinking.

USING YOUR TYPE EFFECTIVELY

ISTJs' preference for Sensing and Thinking makes them mostly interested in

- Acquiring and using facts and experiences.
- Reaching logical conclusions about them.

They typically devote little energy to the less-preferred parts of their personality, Intuition and Feeling. These parts may remain inexperienced and be less available for use in situations where they might be helpful.

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As an ISTJ,

- If you rely too much on your Sensing, you are likely to miss the big picture, other meanings of the information, and new possibilities.
- If you make judgments exclusively using Thinking, you may forget to compliment people when you should and ignore the impact of your decisions on others.

Your personality type is likely to develop in a natural way over your life. As people get older, many become interested in using the less familiar parts of their personality. When they are in midlife or older, ISTJs often find themselves devoting more time to things that were not very appealing when they were younger. For example, they report greater pleasure in considering new ways of doing things and in personal relationships.

HOW THE FACETS CAN HELP YOU BE MORE EFFECTIVE

Sometimes a particular situation calls for using a less-preferred part of your personality. Your facet results can make it easier for you to temporarily adopt a less-natural approach. Begin by identifying which facets are relevant and which poles are more appropriate to use.

- If you are out-of-preference on one or more of the relevant facets, make sure to focus on using approaches and behaviors related to those out-of-preference facets.
- If you are in the midzone, decide which pole is more appropriate for the situation at hand and make sure you use approaches and behaviors related to that pole.
- If you are in-preference, ask someone at the opposite facet pole for help in using that approach or read a description of that pole to get clues for modifying your behavior. Once you have a good approach, resist shifting back into your comfort zone.

Here are two examples of how to apply these suggestions.

- If you are in a situation where your natural information-gathering style (Sensing) may not be appropriate, try to modify your Concrete approach (an in-preference result) by considering the meanings and implications of your factual information (Abstract).
- If you are in a situation where you might need to adapt your way of getting things done (Judging), try to modify your Scheduled approach to accomplishing tasks (an in-preference result) by asking yourself if staying open to unexpected events (Spontaneous) might lead to better results in this particular situation.

Integrating Step I and Step II

When you combine your Step I reported type and your Step II out-of-preference facets, the result is your individualized type description:

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Imaginative ISTJ

If, after reading all the information in this report, you don't think you have been accurately described, perhaps a different four-letter type or some variation on the facets will fit you better. To help you figure out your best-fit type,

- Focus on any type letters you thought were incorrect or on any pair of preferences on which you had some out-of-preference or midzone facet results.
- Read the type description for the type you would be if the letter or letters you question were the
 opposite preference. (See the reading list on page 17.)
- Consult your MBTI interpreter for suggestions.
- Observe yourself and ask others how they see you.

Using Type to Gain Understanding

Knowledge of type can enrich your life in several ways. It can help you

- Better understand yourself. Knowing your own type helps you understand the assets and liabilities of your typical reactions.
- Understand others. Knowing about type helps you recognize that other people may be different. It can enable you to see those differences as useful and broadening, rather than annoying and restricting.
- Gain perspective. Seeing yourself and others in the context of type can help you appreciate the legitimacy of other points of view. You can then avoid getting stuck in believing your way is the only way. No perspective is always right or always wrong.

To further explore the theory and applications of type, consult the reading list on page 17. Observing yourself and others from the standpoint of type will enrich your understanding of personality differences and encourage constructive uses of those differences.

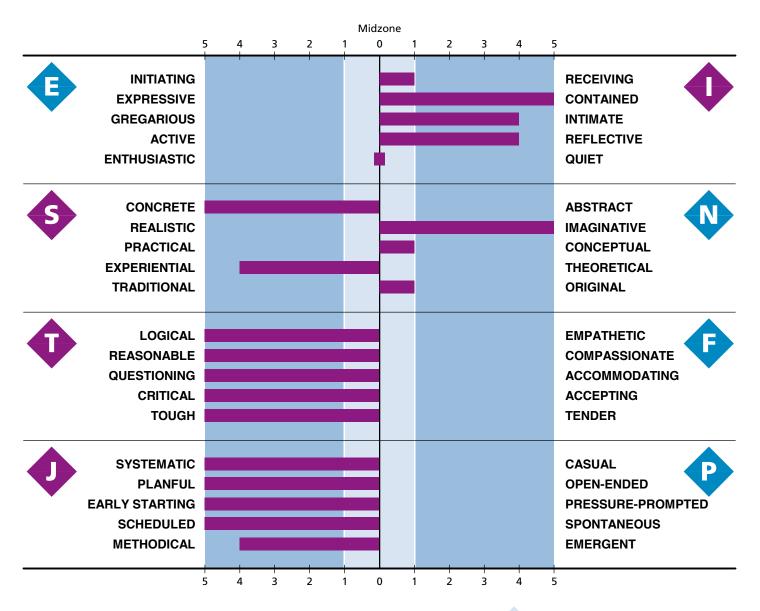
Overview of Your Results

STEP I: YOUR FOUR-LETTER TYPE

ISTJs tend to be serious, quiet, thorough, and dependable. They see to it that everything is well organized and accurate. They are practical, orderly, matter-of-fact, logical, and realistic. ISTJs take responsibility, notice what needs to be done, and follow through steadily, regardless of protests or distractions.

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STEP II: YOUR RESULTS ON THE 20 FACETS



When you combine your Step I reported type and your Step II out of-preference facets, the result is your individualized type description: Imaginative ISTJ

Further Reading

GENERAL INFORMATION ON MBTI® STEP I AND STEP II INVENTORIES

Hirsh, S. K., & Kummerow, J. M. (1998). *Introduction to Type® in organizations* (3rd ed.). Mountain View, CA: CPP, Inc.

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- Hirsh, S. K., & Kummerow, J. M. (1989). *LIFETypes*. New York: Warner Books.
- Myers, I. B. (1998). Introduction to Type® (6th ed.). Mountain View, CA: CPP, Inc.
- Myers, I. B., with Myers, P. B. (1995). *Gifts differing*. Mountain View, CA: Davies-Black Publishing.
- Myers, I. B., McCaulley, M. H., Quenk, N. L., & Hammer, A. L. (1998). *MBTI® manual: A guide to the development and use of the Myers-Briggs Type Indicator* **®** (3rd ed.). Mountain View, CA: CPP, Inc.
- Quenk, N. L. (2000). Essentials of Myers-Briggs Type Indicator ® assessment. New York: Wiley.
- Quenk, N. L., Hammer, A. L., & Majors, M. M. (2001). *MBTI® Step II manual: Exploring the next level of type with the Myers-Briggs Type Indicator* **®** *Form Q.* Mountain View, CA: CPP, Inc.

APPLICATIONS OF TYPE (PAGES 9–12)

- Barger, N. J., & Kirby, L. K. (1995). *The challenge of change in organizations: Helping employees thrive in the new frontier*. Mountain View, CA: Davies-Black Publishing.
- Fitzgerald, C., & Kirby, L. K. (eds.). (1997). *Developing leaders: Research and applications in psychological type and leadership development*. Mountain View, CA: Davies-Black Publishing.
- Hirsh, S. K., with Kise, J. A. G. (1996). *Work it out. Clues for solving people problems at work.* Mountain View, CA: Davies-Black Publishing.
- Kummerow, J. M., Barger, N. J., & Kirby, L. K. (1997). WORKTypes. New York: Warner Books.

TYPE DYNAMICS AND DEVELOPMENT (PAGES 13–14)

- Myers, K. D., & Kirby, L. K. (1994). Introduction to Type® dynamics and development. Mountain View, CA: CPP, Inc.
- Quenk, N. L. (2000). *In the grip: Understanding type, stress, and the inferior function* (2nd ed.). Mountain View, CA: CPP, Inc.
- Quenk, N. L. (2002). Was that really me? How everyday stress brings out our hidden personality. Mountain View, CA: Davies-Black Publishing.



Interpreter's Summary

PREFERENCE CLARITY INDEXES FOR REPORTED TYPE: ISTJ

Introversion: Moderate (8)

Sensing: Slight (3)

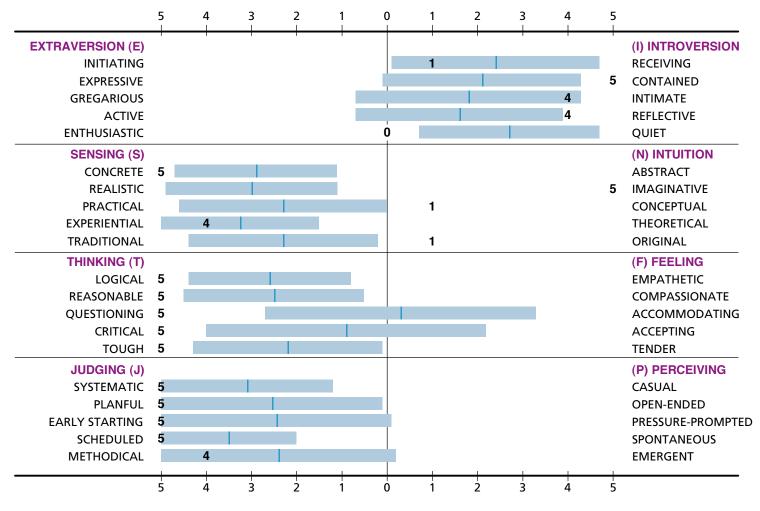
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Thinking: Very Clear (30)

Judging: Very Clear (30)

FACET SCORES AND THE AVERAGE RANGE OF SCORES FOR OTHER ISTJS

The bars on the graphs below show the average range of scores that occurred for the ISTJs in the national sample. The bars show scores that are -1 to +1 standard deviations from the mean. The vertical line in each bar shows ISTJs' mean score. The bold numbers show the respondent's scores.



POLARITY INDEX: 85

The polarity index, which ranges from 0 to 100, shows the consistency of a respondent's facet scores within a profile. Most adults score between 50 and 65, although higher indexes are common. An index that is below 45 means that the respondent has many scores in or near the midzone. This may be due to mature situational use of the facet, answering the questions randomly, lack of self-knowledge, or ambivalence about use of a facet. Some such profiles may be invalid.

Number of Omitted Responses: 0

