C.G.Jung's psychological types, the MBTI, and ideas of social adjustment

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Although Isabel Myers was interested in normal behaviour; the Level II items that were in the MBTI from the start (which have become the basis for Step III) are about adjustment in its broadest sense. Some appear to think that failure to adjust to the current society is a mental problem; using terms like disorder; resilience and positivity as indicators. This paper investigates the origin and meaning of some relevant terms, compares type and trait perspectives and discusses Isabel Myers' contributions.

> *Any given culture will be inimical to certain persons*
> *because each culture insists that man is a certain way*
> *or holds a certain fundamental attitude*
> Anthony Barton, explaining C.G.Jung's therapeutic method

Whatever "adjustment" means today, it has some interesting antecedents. Matthew Hale has written about pioneer psychologist Hugo Munsterberg and the origins of applied psychology in the late 19th and early 20th centuries period. He contrasts Munsterberg's desire for ordering, or "life's duty" with his contemporary William James' "delicious mess of insanities and realities" and adds that this kind of "social efficiency" was associated with the progressive side of politics (1980).

Seeking a "rationalisation of social arrangements" Munsterberg "assumed mental disorder was generally a problem of maladjustment and that the roots lay neither in the basic structure of the patient's mind, nor in the society that formed it. His method involved "doses of positive thinking, self-renunciation and aesthetic uplift" more than anything else, and ideas of an unembodied conscious or an unconsciousness were simply unscientific. The terms *regulatory* , *administrative* or *bureaucratic* are relevant to both this approach and those who following similar lines. For instance, psychological instruments are administered; the DSM is effectively a catalogue of listed disorders.

Burks and Rubenstein (1979), in presenting a temperament model based on research with children and adults describe as adaptability an adult that readily tunes in to what others want, and go along with them, whereas others resist conforming to these pressures and keep their own position (p7). An adaptive person "takes on the mood and affect of others and, in playing a role, "becomes" that role" whereas a non-adaptive person "is impervious to norms and prefers to operate in terms of self-evaluation of the circumstances" (p58). The authors observe that the former approach may be overvalued by mass society and that the latter can make a valuable contribution by introducing alternatives and new directions.

A more recent perspective includes adjustment disorders as "stress-response syndromes... reactions to serious life events or very threatening life circumstances" (Horowitz et al 1997[1984]) and associations are made with a DSM categorisation and anxiety, depressive and post-traumatic stress disorders. The Keirsey associate and collaborator Ray Choiniere once called the DSM "a social and political document" (1996).

Adjustment and more familiar terms like flexibility and adaptability are currently presented as essential attributes in contemporary society, western ones at any rate. As Svend Brinkmann points out (2008), these societies also require you to be yourself, an obvious contradiction and tension that nonetheless is not apparent to those who expound these ideas, whether in workplaces and schools, in the media on the street and even in the home.

Normality

We don't really understand other people's lives,
because the events we see are not the significant ones
David Malouf

These days the more abnormal term "normalcy" appears more often used than "normality" – a possible result of an unconscious cultural incursion or an obsession with action words in which the world of personality type is also involved.

An indication of the way human beings are investigated and discussed is that texts investigating what normality might mean and how investigators have approached it are extremely hard to find. Daniel Offer and Melvin Sabshin discuss the topic. identifying the natural and necessary interest for medicine to be focused on pathology at the expense of anything else. Their somewhat vintage text (1966) also notes an "increasing concern with aiding individuals who are symptom-free to function at an optimal [undefined] level."

Performance has always been an underpinning idea behind modern psychology, possibly at the expense of enabling people to live their lives without engaging in often unnecessary striving on behalf of the interests and judgements of external parties. This is an issue deserving serious consideration.

Offer and Sabshin present four perspectives on normality, that are interdisciplinary and deal with "different issues and dimensions" (p112):

Normality as Health – or the traditional medical-psychiatric approach. If there is no evident pathology, then a person is said to be normal, functioning in a reasonable, rather than optimal state. This perspective becomes problematic if pathologies or disorders are expanded to cover all aspects of life, as some charge with the DSM-5, and earlier editions e.g. Frances (2013); Greenberg (2013)

Normality as Utopia – or the ideal person, whether the "ideal fiction" of Freud, the self-actualisation of Maslow or Rogers' "fully-functioning" person. Someone reaching their potential "seldom, if ever seen in flesh and blood" (p104). Some people's views of individuation and type development can be located here as well as the positive psychology movement, which can also be located elsewhere.

Normality as Average – or the statistically based "norm" of the Bell-Curve. The middle range is normal, and the extremes are deviant. Those identified as the latter don't necessarily display psychopathological symptoms, however. Not everyone in the middle range is going to be "normal" either. Some might consider this avarage approach to be focusing on mediocrity or dullness. Jung also pointed out that no-one is really the average. This kind of approach is implicit in trait measurement.

Normality as Process – or "the end result of interacting systems that change over time" (p108). Elements of the other perspectives are found here. Stage development processes, particularly Erikson, but also including views on type dynamics and development can be located here. Evolutionary ideas, biological and otherwise can be included here. For some the process might involve identifying those as evolutionarily maladaptive, an activity fraught with dangers at all levels, particularly for those pursuing the idea of "evolved beings" or identifying a type of person as atavistic.

Some discussions of normality can be predicated on the subjective standards of western civilization, valuing "certain characteristics, such as adjustment, more than others" (p71) or presuming universal cognitive and emotional approaches, as Sir Geoffrey Lloyd has written on several occasions (e.g. 1997). Normality (some might call it *typicality*) is contingent on culture.

In support of this perspective, Mary Ahern and A.J. Malerstein, writing on psychotherapy and character structure, point out that normality is contingent on the world a person experiences – If someone is born into a society where there are no machines, then movement, as an attribute, is never split away from animal objects. Animals move, the rest does not"

Interestingly, they present their model of character structure as not "pathologic per se" and assert that any attempt to change a person' character structure to another "were it possible" is not productive or desirable, acknowledging that their position "conflicts with much of the literature dealing with character and treatment" (1989).

The historian David Cannadine has written recently about what he calls "the misleading but widespread practice" called *totalizing* – the habit of describing and defining individuals by their membership in one single group [e.g. religion, nation, gender, class, type...], deemed to be more important and more all-encompassing than any other solidarity – and indeed than all others_ to which they might simultaneously belong. (2013 p52).

A person who meets neither the criteria for cultural or social norms may depend as much (sometimes more) on the practising of those norms by others as does a person who is considered normal under those definitions; personal safety may sometimes depend on it. Other times this practice might be experienced and constraining and suffocating.

Stephen Strack writes that Theodore Millon considers normal and abnormal personality to lie along the same continuum, without any clear point of distinction other than a normal person shows "adaptive flexibility in responding to their environment" and a disordered person shows "rigid and maladaptive behaviour" (1999). Millon himself explains that personality disorders are not at all like medical disorders, but "theoretical constructs employed to represent varied styles or patterns in which the personality system functions *maladaptively* in relation to its environment [italics in text]"

He outlines a clinically maladaptive personality pattern as:

- **adaptive inflexibility** refers to when "alternative strategies employed to achieve goals, relate to other sand cope with stress are few in number and rigidly practiced."
- **vicious circles** occur "when habitual perceptions, needs, and behaviors perpetuate and intensify preexisting difficulties."
- t**enuous stability** "when the person tends to lack resilience under conditions of stress." (2004; pp77-8)

Richard Bentall thinks that the various labels used to describe psychosis are better explained as various places on the same continuum, in a kind of general theory of madness (2003).

How Some See Others

If you take normality as including common appropriate behaviours, then the notion of types of people who behave differently but still normally i.e. being themselves can be a challenge, or at least an opportunity to make judgements.

In their book *Portraits of Type*, Avril Thorne and Harrison Gough reported on research using the MBTI conducted at the Institute for Personality Research (IPAR) at the University of California Berkeley campus. The founding director, Donald McClelland had brought the MBTI with him in the late 1940s.

The research reported on was connected with McClelland's major interest, that of creativity. The data was derived from a variety of samples over almost 3 decades. Because of the focus of the research, the samples aren't considered to be representative of a whole population, but have interest nonetheless.

A summary follows of data gathered from observer ratings of positive and negative personal characteristics i.e. from various instruments completed by an interviewer, not the persons themselves, who completed the MBTI and other self-report instruments:

The ratings are of 10 types as the other 6 types weren't sufficiently represented in the sample. The charts identify the most significant correlations with the *California Q-Sort* and the *Adjective Check List* instruments according to comments made by the authors. The descriptive words and phrases are the relevant categories from these instruments.

Charts are divided into extraverts and Introverts for convenience.

INTROVERTS

Type	Gender	Positive	Negative
INFP	Male	artistic; aesthetically reactive; quiet	fearful; snobbish; irritable; feminine; self-pitying; sensitive; undependable
	Female	unusual thought processes; artistic; original; imaginative; wide interests	lazy; complicated; sensitive
INFJ	Male		evaluates motivation of others; ruminates; preoccupying thoughts; meek; withdrawn; weak
	Female	original; artistic; inventive; reflective; imaginative; quiet; wide interests	anxiety and tensions find outlet in bodily symptoms; brittle ego-defense system; weak; despondent; slipshod; unstable
INTP	Male	original; imaginative; intellectual	rebellious; self-centred; complicated; hasty; high-strung
	Female		distrustful; indifferent; sulky; evasive; keep others at a distance; self-defensive
INTJ	Male	formal; deliberate; retiring; logical; pride in being objective and rational; serious	tends toward over-control of needs and impulses; delays gratification unnecessarily
	Female	logical; precise; ambitious; methodical; pride in being objective and rational; planful	emotionally bland; flattened affect
ISTJ	Male	wholesome; loyal; steady; reliable; calm; ethical; modest	over-controlled; submissive; conventional; unassuming
	Female		over-controlled; narrow in interests; conventional; moralistic; self-pitying; stingy; repressive of their own feelings

Source: Thorne and Gough 1999 – IPAR Creativity Research

The authors point out the gender differences in responses for the same type, indicating cultural presumptions by the observers regarding appropriate behaviours. Nothing significant could be said positively about INFJ males or INTP and ISTJ females. INFP females appeared more acceptable than their male counterparts.

Note that "quiet" is placed in the positive column, as it was unclear to this reader from the data whether it was regarded as positive or negative. I suspect that it may have been considered negative but made a personal judgement.

No information is provided about the observers regarding their type or gender.

EXTRAVERTS

Type	Gender	Positive	Negative
ENFP	Male	informal; spontaneous; uninhibited; tolerant; enthusiastic; sensuous experiences	unable to delay gratification; impulsive; rebellious; non-conforming
	Female	pleasure-seeking; outgoing; sociable; sensuous experiences	noisy; rattle-brained; hasty; distractible
ENFJ	Male	warm; idealistic; appreciative; charming; facially and/or gesturally expressive; talkative; sentimental; wise;	despondent
	Female	clear-thinking; active; energetic; sincere; enthusiastic; capable; self-confident; civilised; alert; turned to for advice and reassurance	fussy
ENTP	Male	pleasure-seeking; versatile	arrogant; reckless; fickle
	Female	enterprising; resourceful; sophisticated; versatile; active; poised; verbally fluent	unscrupulous; opportunistic; aggressive; obnoxious;
ENTJ	Male	ambitious; planful; responsible; practical; thorough; high aspirational level for self	tends toward over-control of needs and impulses; delays gratification unnecessarily
	Female	genuinely values intellectual and cognitive matters; assertive; excitable; generous; intelligent	loud; conceited; noisy; aggressive; blustery; dominant; forceful
ESTJ	Male	practical; tough; satisfied with self	frivolous; opportunistic; boastful; little if any inclination towards introspective examination of the self; power-oriented and conventional in judging others
	Female	protective of others close to them	conservative; conventional; prejudiced; intolerant; little if any inclination towards introspective examination of the self

Source: Thorne and Gough 1999 – IPAR Creativity Research

Once again, the disparity between males and females of the same type. Not much positive can be said about ESTJs and it seems that being an ENFJ of any gender is the best thing to be

Several tables and charts in this book deal with aspects of adjustment, ways of living (according to the California Psychological Inventory (CPI), including gender and type responses to MBTI items, in this case Form F. Type Tables for the research sample are also provided.

This kind of research provides particular information using a method favoured by psychometricians and statistically and empirically oriented psychologists. It should be interpreted in that context.

Not every researcher in the field of psychology thinks that self-report instruments are particularly useful and effective as research tools. Jerome Kagan has been a perennial critic of the method (e.g. 2010) and argues that other methods need to be used to complement this practice.

Notwithstanding these criticisms, much of the discussion about normality, resilience and other constructs relies on completion of particular questionnaires and evidence from these sources will be provided throughout this paper.

Resilience

It's not what happens to us which determines our behaviour, but how we interpret what happens to us
Dorothy Rowe

Also known as "resiliency" for the same curious reasons as normalcy, this term is used in a variety of ways, some less than positive. For example, in a recent newspaper article on AFL coaches, "some coaches revealed they are disinclined to seek professional help for fear of not appearing resilient and capable" (Lane 2014). Such a feeling may be reflecting a cultural presumption that toughing it out is a necessary requirement for life, not just related to this particular occupation. People just need to toughen themselves up, advice I once heard a parent relay to a young child.

This kind of hardiness can find itself expressed in other fields, resilience in sticking it out at school for those "at risk of failure" which seems a somewhat emotive term when something more prosaic might be more helpful, or a broader examination of a complex issue.

If resilience, at least in part, is "persistence", then Robert Baudoin and Norman Uhl relevantly report that Ss, SFs and ESFPs are significantly overrepresented amongst those who fail to make it through their first year of tertiary study, suggesting that J–P on the MBTI related to the academic college experience and E–I to its social aspects (1998). In another study, Jo Gallagher reports that Js are significantly more likely than Ps to "persist through graduation, but that there needs to be more than a surface examination of why that is the case(1998)

Outside this educational setting, Richard Reid and Linda Courtenay Botterill recently commented ed that "resilience" is a somewhat ubiquitous word in Australian public policy debate, but with no clear meaning, which may at least partly explain the high level of its use. "[T]he term is highly ambiguous, it is used for different purposes in different contexts and in some cases the understandings of the term are diametrically opposed" (2013). This is perhaps somewhat like the coach's dilemma above.

These authors report origins of the term in physics and mathematics mentioning its long-term use in engineering and ecology, with mixed associations aboutreturning to an equilibrium or growth and adaptation. These themes appear to be replicated in the area of clinical psychology, although there appears no connection between the two disciplines.

One of their sources, Glenn Richardson, presents a "Metatheory of Resilience and Resiliency" in which he describes "resiliency theory" as "the motivational force within everyone that drives them to pursue wisdom, self-actualization and altruism and to be in harmony with a spiritual source of strength" (2002). He notes the "resilient qualities" articulated by members of the positive psychology movement as including happiness, subjective well-being, optimism, faith, self-determination, wisdom, excellence, creativity, morality and self-control, gratitude, forgiveness, dreams, hope and humility without stopping to evaluate the somewhat nebulous nature of this list.

The origins of "resilience" as a term in psychology appear manifold, depending on emphasis. Charles Carver, writing about constraint and control, associates resilience with the ego psychology of Jeanne and Jack Block, which was influenced by Kurt Lewin and utilised Freudian constructs of *id* and *ego*:

Ego Control is "the extent to which a person tends to inhibit the expression of impulses" and it can be undercontrolled or overcontrolled. **Ego Resiliency** is "the capacity to modify one's usual level of ego control in either direction to adapt to the demands of a given situation. Those low in this attribute are stuck in their usual way of operating, whilst those who are ego resilient "are resourceful and adapt well to changing circumstances."

Carver considers that impulse and control are important aspects of trait approaches to personality such as the five-factor model (2005), in particular *conscientiousness* and *agreeableness*.

Mario Mikulincer and Philip Shaver, in promoting the benefits of an application of attachment theory, refer to a "broaden and build" process "which increases a person's resilience and expands his or her perspectives, coping flexibility, and skills and capabilities. They suggest this process could be considered the equivalent of the constructs of personal growth and self-actualization associated with Rogers and Maslow respectively (2007).

Whatever the utility or success of this approach, the veteran researcher into early child development, Jerome Kagan for instance writes that evidence has not been found to support the related contention that "the quality of the mother-infant relationship in the first year had a continuing effect on the child's future development, especially the trait of self-reliance" (2010).

Carol Ryff and Burton Singer, using the vocabulary of Marvin Seligman's positive psychology, identify resilience as "the capacity to maintain or recover high well-being in the face of life adversity," reporting on studies of resilient children that demonstrate the importance of "family cohesion and warmth, having a close bond with a nurturing, emotionally stable adult, and external social supports, as well as those who were resilient in quite different circumstances (2000).

The Penn Resiliency Program, in which Seligman himself appears involved seeks to prevent depression symptoms in middle-school (sic) aged students stressing "techniques in emotional regulation, cognitive abilities and social skill." (Cutull et al 2006). The article is descriptive and doesn't define resiliency, which presumably is a given.

In reporting on their development of a measure of Emotional Intelligence, Robert Tett, Kevin Fox and Alvin Wang refer to *Emotional Resilience*, a subscale in the *Cross-Cultural Adaptability Inventory* which "assesses recovery from negative emotions and positive reaction to new experiences" (2005). A recent media article by Jill Stark entitled *Emotional Resilience Classes Needed in Schools* (a reworking of an earlier article called *Can We Build a Better Child*?) essentially presented this view (2014). Lounsbury et.al. relate emotional resilience to career satisfaction, whatever that might mean (2003).

A quite differently structured definition comes from Ann Masten, a researcher in child development. She writes that "resilience can be broadly defined as the capacity of a dynamic system to adapt successfully to disturbances that threaten system function, viability, or development." and it can be applied to systems of many kinds, children, families, economy, climate and so on (2014). Masten locates the origins of the construct in ecology and psychology some 4 decades ago, noting the overall influence of general systems theory. After reviewing research in this field, she briefly discusses four "persistent issues and controversies in resilience science":

What Does Resilience Mean? in which she writes that research "requires operational definitions of risk, threat or disturbances and adaptive outcomes or processes of interest. Defining positive adaptation involves implicit or explicit value judgements or criteria about desirable adaptation" from culture, society, science, history.

Who Defines Adaptive or Doing Well? Should it be individually defined or according to community, national or international standards?

Is there a Trait of Resilience? No. Although there are personality dimensions like conscientiousness associated with resilience, "there is evidence that experiences shape personality traits, that traits can influence exposure to adversity and also that the same trait can function as a vulnerability or protective influence depending on the domain of adaptation, the physical or sociocultural value and meaning of the trait and the age or gender of the individual."

Is There a Price to Pay for Resilience? i.e. "whether resilience takes a toll through the demands imposed by adapting well under high adversity." e.g. "scarring or lingering effects of experienced adversity on development"; "the toll of striving for resilience under extremely difficult conditions" with consequences for long-term health.

Jerome Kagan thinks that resilience comes down to individual personality, reporting that "low-reactive infants are most likely to become the adolescents and adults that psychologists call resilient" and relates these people to the ancient sanguine temperament. His categories of high and low reactives relate to responses by infants and older children to unfamiliar stimuli (2010) and also are reflective of longitudinal research.

Elaine Aron refers to Kagan's work, amongst a number of others, in writing about "innate sensitiveness" grounding the idea in comments by Jung that predate his development of his typology. Her researched claim is that "sensitive persons, given the same degree of stress in childhood as non-sensitive individuals, will develop more depression, anxiety, and chronic shyness, but without that stress, evidence no more of these difficulties, or even less, than the non-sensitive" (2004).

She points out that because introversion-extraversion is generally measured as how sociable a person might be, it's quite a distance from Jung's view which she identifies as "the preference to approach a situation by attempting to understand it thoroughly through subjective processing." It also misses out on an introvert's greater physical sensitivity and cognitive depth of processing.

Aron found that this sensitiveness overlapped with but was different to social introversion and that some non-sensitive individuals were socially introverted more from negative experiences with social interaction than avoiding overstimulation. She quotes Kagan's estimate that sensitive people are about 15-20% of the population and equally male and female, commenting that both it and its opposite have advantages as survival strategies in line with evolutionary theory.

It's also suggested that cultural "preference for the non-sensitive personality seems strongest in young nations of recent immigrants (e.g., the Americas and Australia) or societies under threat in which bold action might be a better strategy than observing and reflecting."

Positivity

If you take Aron's observations on board, it can be clearer where it may be that being positive, seeking it, or desiring that others take that perspective, however defined, has a kind of natural appeal. It can also be problematic, avoidant and distinctly unhelpful, satirised amusingly in Voltaire's *Candide*, or the more contemporary writings of the social researcher and writer Barbara Ehrenreich who states that cultural promotion of positive thinking hasn't helped the United States much at all, particularly by it being considered the only perspective to take in life and the only alternative is to be unhelpfully negative (2009).

This seems fairly reasonable in that relentlessly taking one perspective on life can blind you to important and relevant facts and other, more viable alternatives.

Together with its corollary of happiness, being positive, however defined, seems imbedded in the history and culture of the United States of America. Dana Becker and Jeanne Marecek examined Martin Seligman's self-described positive psychology movement and traced the broad idea to colonial times.

They also reference the individualism famously observed by Alexis de Tocqueville in the 1830s, the *New Thought* movement of the turn of the last century and the *Mental Hygiene* movement of the early 20th century as examples and think that positive psychology "joins the ranks of the adjustment psychologies that have preceded it" (2002).

A brief history of the self-help movement, its origins being in the mid-19th century, is provided by Jessica Lamb-Shapiro's touching recent memoir about her involvement in that culture, with a father determinedly positive (2014).

The criticisms of Voltaire and Ehrenreich are of positivity in a broad sense and don't address the specifics of what is a surprisingly messy construct.

Those speaking about *positive psychology*, for instance, seek to distance themselves from the field of positive thinking identified with Dale Carnegie and others, part of which has been experienced and recounted by Susan Cain in her book *Quiet* (2012). A listener also has to untangle whether the speaker is talking about ideas based on Abraham Maslow, those propounded by Martin Seligman, or some combination.

Many are unaware of the conflict between these two approaches, initiated by Seligman when launching his movement, which also sought to distance itself from the self-help movement, notwithstanding that its application nonetheless appears a part of this genre. Apparently the scientific approach (as defined) is the difference. Eugene Taylor's response to Seligman's claims in this and other regards make interesting reading (2001)

Maslow used the term "positive psychology" to describe his approach to personal development, perhaps most well-known for his hierarchy of needs notably the idea of self-actualisation, based on his *hierarchy of needs*, a stage process (these days presented in pyramid form) leading to *self-actualisation*, or a person becoming themselves. An early *Introduction to Temperament* booklet provides a chart amalgamating his hierarchy with the different needs of the four Keirseyan temperaments (Giovannoni et al 1990). His ideas were/are widespread in various areas of counselling and self-help.

Seligman's positive psychology appears a natural progression from his earlier work in learned helplessness and optimism, grounded in the cognitive perspective of Beck and others. These useful methods and ideas favour extraverted thinking and eschew an unconscious of any sort. Sheldon and King call this kind of positive psychology "the scientific study of ordinary human strengths and values" (2001) i.e. using standard empirical methods to investigate relevant topics. The measurement of happiness and well-being is an outcome of this perspective. It is conjectural whether the perspective of logical positivism is appropriate for this kind of subject matter.

This positive psychology also aims to promote positive societies and institutions, as well as human flourishing. The first is not a new idea, with some unfortunate antecedents (Pichot 2009) and perhaps the second is a sub-set of the first, in that context.

Examples of positive societies in the past provided in support of this aim have been roundly criticised for their lack of genuine understanding, whether it be classical Athens, Victorian Britain, or Renaissance Florence. There has been strident criticism for the whole idea as denigrating critique and social change: it places emphasis on the individual – " appropriate socialization, good behavior and good cheer" – without taking account of the social context or "power, privilege and social hierarchy" as Becker and Maracek put it.

Barbara Held is one of a number of academic commentators who have criticised positive psychology promoters in this way, emphasising the psychological and social importance of complaint (2002; 2004) in everyday life. The question of resilience as something compulsory rather than developmental has also been raised.

The French thinker Pascal Bruckner has drolly commented on what appears to be the compulsory nature of happiness in western societies, reminiscent of Ehrenreich's broader, sharper statements. A more therapeutic critique in the same vein has been provided by Gary Greenberg (2010). Daniel Nettle points out that whatever "happiness" is it isn't the same for everyone and a positive outlook isn't necessarily a requirement (2005). Leslie Francis and Susan Jones report that Christians preferring extraversion are happier than those preferring introversion (2000)

Donald Loffredo and Susan Opt report that "Introverts generally report higher levels of oral communication anxiety and less argumentativeness (as defined) than extraverts and that Ns tend to rate higher in the latter than Ns (1998)

Trait and Type approaches to Personality and Mental Disorders

Carol Hulbert, Henry Jackson and Patrick McGorry present Theodore Millon's view that psychiatry, following the medical tradition, has predominantly used categorical models to classify personality disorders [PDs], whereas "psychological approaches have favoured dimensional models" :

A **Categorical** perspective presumes "the defining criteria for a given PD identify a diagnostic entity that is qualitatively different from nonpathological states."

A **Dimensional** perspective "represent the inferred traits and observable behaviors associated with PD as continuous with normal personality function. Borderline PD, for example is said to represent the presence of very high levels of neuroticis." (1996).

It's useful keeping this in mind, given that Jung's typology was developed outside measurement or dimensional presumptions; its categories are not based on personality disorders, but on normal behaviours of different individuals not individual differences in behaviours, normal or otherwise.

Ray Moody, in reporting on type and mental disorders (2006) provides brief descriptions of Five-Factor Model dimensions, presented in the chart below:

Five Factor Model Dimensions – Brief Descriptions

Emotional Stability	Neuroticism
relaxed; peaceful; objective; calm; unemotional; even-tempered; secure; patient; uninhibited	fearful; apprehensive; bitter; angry; pessimistic; despondent; timid; reckless; fragile; helpless; unable to resist temptations
Extraversion (or Surgency)	**Its Opposite**
sociable; talkative; active; bold; person-oriented fun-loving; spontaneous; adventurous; assertive; enthusiastic	cold; aloof; indifferent; withdrawn; isolated; quiet; passive; lethargic; cautious; dull; anhedonic
Openness (or Culture, Intellect)	**Its Opposite**
original; imaginative; creative; perceptive; artistic; sophisticated; knowledgeable; cultured; curious; analytical; liberal	practical; concrete; unaesthetic; unresponsive; constricted
Agreeableness (or Friendliness)	**Its Opposite**
warm; generous; trustful; courteous; agreeable; cooperative; flexible; forgiving; cheerful; humble	skeptical; cynical; suspicious; paranoid; cunning; manipulative; deceptive; exploitative; combative; aggressive; confident; arrogant; callous; selfish; ruthless
Conscientiousness (or Dependability)	**Its Opposite**
conscientious; practical; cautious; serious; dutiful; reliable; organised; careful; dependable; ambitious; hardworking	lax; negligent; disorganised; sloppy; undependable' aimless; hedonistic; careless; hasty; impulsive

From Moody (2006). Original source D.R. Lynam (2005) *Psychopathy from the perspective of the Five-Factor Model of personality* in P.T. Costa and T.A. Widiger (eds.) Personality Disorders and the Five-Factor Model of Personality (2nd. ed.) pp325-348). APA

In discussing personality disorders, Moody observes that:

From a trait (Five-Factor Model/FFM) perspective they can be seen as the extremes of continuously distributed personality traits.

From C.G.Jung's perspective they can be seen as extreme or exclusive use of the conscious function evoking the unconscious; opposite; inferior function.

He provides a list of criteria for mental or personality disorders

- They are rare in a population perhaps 0.5–3%
- They are considered a violation of cultural or social norms of behaviour
- They cause personal distress
- They are considered a disability or dysfunction – something's not working well
- There are unexpected or inappropriate behaviours
- They tend to persist over time and are thought to be stable

The FFM perspective differs from Jung's in several ways, most notably in that it depends on measurement that also presumes a regular distribution of behaviours so that certain of these are clearly pathological, by definition. Although correlations are high between the NEO-PI (an FFM instrument) and the MBTI, the words describing FFM dimensions are quite different in tone and intent, as can be seen in the chart on the following.

Marvin Rytting and Roger Ware have commented that the FFM perspective is biased towards E;N;F and J behaviours. An implication here is that this is a perceived ideal perspective for a well-adjusted person.

Moody also reports on research correlating particular personality disorders with MBTI preferences, summarised in the chart below. The instruments are the *Coolidge Axis II Inventory*, the *Millon Cllinical Multi-Axial Inventory* and the *NEO-PI*.

Correlations of Personality Disorders and MBTI Preferences

Disorder	Coolidge Axis II Inventory	Millon Clinical Multi-Axial Inventory	NEO–PI
Anti-Social	_NTP	__TP	__TP
Avoidant	I___	I__P	I__P
Borderline	_N_P	___P	I_TP
Dependent	I___	_SF_	I__P
Histrionic	E_F_	E__P	EN__
Narcissistic	_N__	E_TP	__T_
Obsessive-Compulsive	ISTJ	IS_J	_SFJ
Paranoid	I_T_	__TP	I_TP
Schizoid	I_T_	I___	I_T_
Schizotypal	INTP	I__P	I_TP

Source: Moody (2006)

These data suggest some relationships between Jungian type and behaviours associated with personality disorders. Moody states, however, that while correlations are statistically significant, they are low so there is more to personality disorders than type. Some of the correlations may also reflect inferior function behaviour of a type opposite.

A brief outline of behaviours associated with disorder categories is provided in the chart below.

Some Personality Disorders and Associated Behaviours

Anti-Social	Avoidant
18 or older; Conduct disorder before 15; Disregard for the law; Lack of remorse; Chronic maladaptive behavior that disregards rights of others; Reckless, aggressive; deceitful, impulsive behavior	Lack of close friends; unwillingness to get involved unless certain of being liked; Avoidance of social activities and fear of criticism; Embarrassment or anxiety in front of people; Pattern of social inhibition, feelings of inadequacy, hypersensitivity to negative evaluation
Borderline	**Dependent**
Frantic avoidance of abandonment; Intense and unstable interpersonal relationships and moods; Chronic empty feelings and transient paranoia; Instability of interpersonal relationships, mood, self-image; Self-damaging impulsivity, recurrent suicidal behavior	Difficulty initiating projects, making decisions and expressing disagreement; Discomfort with isolation and preoccupation with fears of being left alone; Go to excessive lengths to get support from others; Immediately seeking new relationships when existing relationships end; Predominantly dependent and submissive
Histrionic	**Narcissistic**
Need to be centre of attention; self-dramatisation; Inappropriate sexual seductiveness; Aggrandising but insincere relationships; Speech lacks detail; Excessive emotionality, attention-seeking behavior; Suggestibility	Exaggeration of achievements, talents, uniqueness; Envy; arrogance, lack of empathy; Preoccupation with fantasies of success, beauty, love; Behavior includes grandiosity, need for admiration, and lack of empathy; Interpersonal exploitation
Obsessive–Compulsive	**Paranoid**
Preoccupation w. details; schedules; organisation; perfectionism interferes with task completion; Reluctance to delegate; Excessive devotion to work; leisure activity excluded; Overconscientious and inflexible about morality, values or ethics; miserly; rigid and stubborn; Preoccupation with orderliness, perfectionism, control at expense of flexibility and efficiency	Expectations of being harmed, exploited without a sufficient bias; Reluctance to confide in others; Reading hidden, demeaning, or threatening messages in benign remarks; Perceiving attacks on character or reputation not apparent to others; recurrent suspicions regarding fidelity of spouse; Persistently bearing grudges
Schizoid	**Schizotypal**
Neither desiring or enjoying close relationships; choosing solitary activities; Little interest in sex; Indifference to praise, criticism; Emotional frigidity; Pervasive pattern of detachment from social relationships, restriction of emotion in interpersonal settings	Ideas of reference (sees personal significance in trivial remarks or unrelated events); Odd beliefs, thinking; appearance, speech; paranoid idealism; Inappropriate affect; Excessive social anxiety; lack of close friends; Behavior, appearance, thinking, that is consistently strange or odd

Adapted from Moody (2006)

Part of the data for this chart is taken from research by Frederick Coolidge, Daniel Segal, Julie Hook, Tomoko Yamazaki, Julie Ellett who reported specifically that higher scores on his measure of personality disorders were more likely to be associated with I, N, T and/or P (2001)

The psychotherapist Alex Quenk pointed out that a typological perspective entails that a person needs to adapt to both inner and outer environments – adapting to themselves and society – obviously without conformity for the sake of conformity. He observed that introverts can often confuse unhappiness with depression and that people can be extreme extraverts or introverts, but this has nothing to do with the MBTI results. Quenk also categorised the trait perspective as a "devience" based view of personality(1984).

Research on Mental Disorders and Adjustment using the MBTI

Although the MBTI is not a clinical instrument that identifies disorders, a number of researchers have used it in their work on subjects such as depression, alcoholism/substance/chemical abuse. Some of this research is presented below. A high proportion of these articles are taken from the *Research in Psychological Type* and J*ournal of Psychological Type* publications, which are the titles of the academic journal established by members of the type community.

David Janowsky, Elliott Hong, Shirley Morter and Laura Howe have reported on research with unipolar depressed patients using the MBTI, about which they took a particular psychometric view, stating that it "yields eight single-factor and sixteen four-factor types. Comparing the results with normative data for the types showed that this group significantly more often preferred I, S, F or P and INFP or ISFP, males from the latter category being significantly over-represented (2002).

In earlier research on alcohol/substance use disorder, the same researchers found that patients without an affective (mood) disorder tended to be more often S compared to a normative population and ESFJ was over-represented. Those with the mood disorder were more often I, S, F and P and ISFP, INFP types . Those purely alcohol abusers were more often E and T and significantly less often ISFP (1999)

An older study on the same topics by Cynthia Bisbee, Robert Mullaly and Humphrey Osmond found overrepresentation of ISFP, ISFJ and ISTJ types overall as well as in the sample of depressed patients. The later two types and ESFJ and ESTJ were also "prevalent" in a substance abuse group, a more extraverted sample. The authors acknowledge possible issues with groups such as these reporting accurately on the MBTI (1982)

Marthanne Luzader reported from a sample of chemical (or substance) abusers that females and males in this category were more likely to be IN and NP, females less so, for whom INTP, INFP and ENTP were over-represented. For the males INFP, INTJ, ISTJ were over-represented, possibly also ISFJ, INTP and ISTP. Comparisons with the types of family members of the same gender were also made (1984). Joseph Emanuel and Ellis Harsham found that substance abusers were more likely to prefer I,S and F, with the three most common types ISFJ, ISFP and ISTJ, the least being ESTJ and ESTP (1989)

A later and much larger study on the same topic by Deborah Dawes found that INFPs were significantly overrepresented and ENTJs underrepresented for both males and females. ISTPs and ISFPs were overrepresented for males, INTPs for females and, perhaps as might be expected, ESTJ for males and ESFJ for females were underrepresented (1991). Luzader followed up on this research to propose that type is more important in the recovery process than in how people become dependent in this manner (2001)

Somewhat paradoxically, a study by Scott Anchors and Robert Dana found that ESTPs, ENFPs and ENTJs were overrepresented among first-year students required to attend a substance abuse workshop, but perhaps they were having too much fun (1989). Judith Provost investigated a similar group of students and showed an overrepresentation of TP, compared to the whole group (1991).

Phil Barrineau reported that INFPs and ENTPs were overrepresented in a smallish sample of undergraduate "alcohol policy violators" and a significant overrepresentation of P compared to the overall student group (1997)

Edward Kelly found that type distributions of conduct disordered students were much like the norm, but that those with emotional disorders were overrepresented by I, IS and IJ (1991). He considers this result is better interpreted not as a screening device, but in understanding inappropriate use of different type functions.

Tracy Cross, Jerrell Cassady and Kimberly Miller investigated suicide ideation amongst gifted adolescents, finding no difference between this group and their non-gifted peers regarding ideation but that females had higher levels than males, females preferring I and P in particular and for the whole group Ps more than Js and Is more than Es (2206). An earlier study by Lola Kelly Komisin found INFPs much likelier to report suicidal thoughts and behaviours, ESTJs least likely (1992)

John Dalton, Ivan Aubuchon, Agnes Tom, Sanford Pederson, Robert McFarland published the results of a study of Vietnam Veterans with Post-Traumatic Stress Disorder that found "dramatic ovverrepresentations of I, IP, ISTP and INTP (1993). Investigating an Introverted veteran sample,

Gerald Otis and John Loukes reported that INTPs and ISTPs "appear to be more rebellious, less affected by phobic symptoms and more likely to be diagnosed with combat-related post-traumatic stress disorder; ISFJ veterans show the least rebelliousness and ISFPs seem to experience the most psychological distress and phobic systems" (1997). In follow-up research with an expanded sample that also included extraverts, they reported an overrepresentation of INFJs, ISFJs, ISFPs, INFPs and INTPs and 6 of the 8 extraverted types were underrepresented. Observations were provided under the 8 function attitudes (2001).

Roger Ware, Marvin Rytting and Dena Jenkins reported that people under stress may tend to score more I, S and T on the MBTI (1994).

Isabel Myers and Pathologies

Psychologists tell people what's wrong with them...I want to tell people what's right with them
Isabel Myers to Mary McCaulley

All the above studies present a particular perspective that either compares results on various psychological instruments or has MBTI results from groups of people suffering from a designated personality or social disorder.

But this was not the perspective of Isabel Myers as the apocryphal statement above suggests. She avoided pathological language and presumptions and her questionnaire was intended to be supportive rather than critical or pathological. It's in this way that her work can be seen as positive, albeit distinct from the positivity of Carnegie and others, as well as central aspects of both the Maslow and Seligman perspectives or movements.

It was this non-pathological aspect of the MBTI that triggered collaboration with Mary McCaulley, a theme of which was developing a counselling process based on results from the MBTI that went further than producing type codes.

In 1969, on a whim, McCaulley had given the MBTI Form F (the standard form of the time, to a group of clinical outpatients. The positive response of these people to their results led her to contact Myers; who asked for their answer sheets so she could do some further research and interpretation.

Form F of the MBTI contained many items that were not scored for type but related to particular subscales and patterns, which had their origins in earlier forms and research undertaken by Myers. The nature of these items apparently derives from a particular reading of *Psychological Types*. A smaller number of these items were also contained in the later Form G.

In early 1970, Myers wrote to McCaulley outlining levels of interpretation of the MBTI. These were:

Level 1:   Forms E and F; keys for scoring type and the MBTI Manual

Level 2:   Reported Sufficiency Indices

Level 3:   Interpretive breakdown

Level 4:   Interpretations of particular patterns of response.

Levels 2-4 were restricted and people were not to know that these existed. Indeed, according to Myers, officially they did not exist, implying that Educational Testing Service (ETS) the then publisher of the MBTI (as a research instrument) was unaware of these levels of interpretation.

This paper deals with aspects of Levels 2 and 3. Otto Kroeger provided his own interpretive version of unscored items on Form G for many years but they are not examined here. Before examining these aspects of Isabel Myers' work, however, some discussion of her theoretical perspective is required,

Isabel Myers didn't see herself as a theorist and perhaps a better label would be an "empirical scientist" in the American tradition. Her purpose was to explicate C.G. Jung's typology and her method was measurement, although she stated that the intend was not to measure anything, implying that technically measurement meant amounts or quantities, hence her term "Indicator" for her work.

Myers' understanding of this typology led her to the conclusion that its key components were perception and judgement, essentially gathering good information and making good decisions. She thought good perception, of whatever kind, preceded good judgement. She didn't develop a theory of the unconscious or deal with archetypes, nor did she speculate about function order, taking her cue from what Jung wrote.

Jung's contention was that the basic functions needed to be differentiated i.e. Sensing from Intuition, Feeling from Thinking, otherwise they would be unconscious, primitive, fused together and unable to be consciously directed. The MBTI Step III Manual (2009) presents Myers' view of three sequential levels of differentiation:

- differentiation of the process of perception from the process of judgement.

  This means knowing (not necessarily with the language labels which are culturally and experientially contingent) they require separate and distinct mental activities and that they are two different independent processes.

  If a person is undifferentiated in this way, perception and judgement are one process and occur simultaneously.

- differentiation <u>between</u> a pair of opposites.

  This means knowing that Sensing is different from Intuition
  and Thinking is different from Feeling.

- differentiation <u>within</u> a function.

  This means the nuanced use of a function or attitude
  so it's able to be expressed in different ways.

Myers didn't specify relevant ages for these levels as or any other criteria that might indicate a stage theory of development as that wasn't part of her self-appointed brief. Such a formula might have been counter-productive In any case, setting up inferred rigidity for a developmental process that is extremely subjective, depending on your view of normality, at any rate.

An example of the distinction between differentiated and undifferentiated use of each function is provided by a chart on the next page.

Differentiated and Undifferentiated Function Use

Function	Differentiated	Undifferentiated
Sensing	Healthy grasp of and respect for facts; good observer of the factual, able to take what is given and make something of it	All energy devoted to whatever is in current awareness; stuck in present, obsessing over a negative or wallowing in a pleasure
Intuition	Able to entertain, be open to a wide range of possibilities; readily see patterns that lead to meanings connected to the issue at hand.	Imagining a vague and definite future drawn into an array of ideas with no connection or pattern that can lead to meaning.
Thinking	Applying consistent standards to problem at hand, based on impersonal principles; consider these standards equitably, using logical analysis for a reasoned conclusion.	Criticising people rather than problems; (a need to tear down others to boost self?; inability to let go of a logical inconsistency, thus missing the larger point. All-or-nothing judgements, black and white opinions about others, masquerading as nuanced logical assessments
Feeling	A standard of differentiated personal values, arranged in order of most to least important; concerned with others as well as self.	Immediate self-centred gratification ignoring feelings, concerns of others. All-or-nothing judgements, black and white opinions about others masquerading as nuanced personal values

Source: Isabel Briggs Myers; Mary McCaulley; Naomi Quenk; Allen Hammer; Wayne Mitchell *MBTI Step III Manual: (2009)*

These ideas about perception and judgement formed the background to the MBTI itself. Over time, Isabel Myers developed categories for the various aspects of what she called "preferences" as well as the items unscored for type, shown in this chart for Form F:

Isabel Myers' Interpretive Breakdown for MBTI Form F

E–I	S–N	T–F	J–P
Group Sociability	Imagination	Firmness	Spontaneity
Detachment	Theorizing	Logic	Planning
Friendship	Concreteness	Warmth	Organization
Freedom of Expression	Acceptance	Faith	Application
Amusability	Intellectuality	Harmony	Obligation
Confidence	**Compensatory Strain**	**Stamina**	**Miscellaneous**
Shyness	Resistance	Reaction to Difficulty	Enjoyment
Worry	Defensiveness		Appreciation
Dependence	Stubbornness		Made–up Mind
Evidence of Failure	Cynicism		
Indecision			

Source: Isabel Myers and Mary McCaulley documents and audio tapes–private collection [Peter Geyer]

It's useful to look at the categories Isabel Myers developed for the aspects of type preferences indicated by her items. These clusters are similar in many ways to the quite different methods that have resulted in MBTI Step II facets or sub-scales, but they use a different style of language. The charts below are taken from Information regarding the later Form G, but they also reflect the structure and intent of Form F. Peter Myers has stated that his mother had worked out such clusters by the time of Form C in 1944 (Kirby 1991).

Isabel Myers' Clusters for MBTI Form G

Extraversion – Introversion	Sensing – Intuition	Thinking – Feeling	Judging – Perceiving
Group Sociability Differences in ways extraverts and introverts prefer to interact with other people	**Imagination** Contrast between seeing the world through lens of reality, or imagination	**Firmness** Contrast between head and heart in authority situations	**Spontaneity** Contrast between a scheduled and a spontaneous lifestyle
Detachment – Involvement Typical ways of behaving in groups	**Concreteness** Contrast between seeing the world concretely or abstractly	**Logic** Preference for or against the use of impersonal cause-and-effect in making decisions	**Planning** Contrast between longer-term planning and going with the flow
Friendship – Intimacy Breadth or depth of personal relationships	**Theorizing** Contrast between interest in applications or theory	**Harmony** Relative importance of harmony in human relationships	**Organizing** Organizing the situation at hand, as opposed to long-term planning
Freedom of Expression Openness or privacy in sharing one's thoughts and opinions	**Intellectuality** Contrast between the joy of learning for its own sake, and learning for practical applications		**Application** Contrast between enjoying meeting the goal and finishing, versus enjoying something that catches interest; or between working for duty or pleasure
Amusability How easy or hard it is to interact socially with others	**Acceptance** Contrast between holding to tried and true experiences, accepting things as they are, or seeking and enjoying change		**Obligations** Contrast between being more serious or casual about meeting obligations

(source: CAPT Research Papers; some text has been adapted by Peter Geyer)

In addition to these category descriptions, "rules" for the clusters were developed for the MBTI computer program that were triggered by particular responses to items. These give an idea regarding the theme addressed by the items, a preferred behaviour or consideration, and an indication of what a key component of a preference might be like.

The Rules that are presented on the next page were taken from the same Form G research documents as the clusters above. They are followed by a chart of definitions of Level II categories taken from the Step III Manual.

The MBTI Step II instrument contains Form F and Form Q.

Isabel Myers' Rules for MBTI Form G Clusters

Extraversion – Introversion	Sensing – Intuition	Thinking – Feeling	Judging – Perceiving
Group Sociability **E –** Sociability in gatherings of friends or strangers **I –** Socialising with one person at a time, or small, intimate groups, rather than large gatherings	**Imagination** **S –** Realistic, practical approach **N –** New ideas; play of imagination.	**Firmness** **T –** Tough-minded: things on merits, act accordingly. Hard to bend when situation calls for gentleness **F –** Easy–going, gentle.. Hard to be firm when situation calls for firmness	**Spontaneity** **J –** Live comfortably with schedules, routines and systems **P –** Enjoy the variety of frequent changes; want time free and uncommitted
Detachment – Involvement **E –** Active participant rather than observer **I –** Observer rather than active participant	**Concreteness** **S –** Dealing with real, tangible things, where results obtained can be seen and measured. **N –** Working with verbal or mathematical symbols at an abstract level; appreciate creativity even if results not immediately visible.	**Logic** **T –** Impersonal, logical approach in making decisions. Forget, in matters of personal concern, that things one truly cares about are important, logical or not. May need to be reminded to factor in what one cares about in making decisions.	**Planning** **J –** Enjoy arranging for activities ahead of time; like to have plans settled **P –** Prefer not to cross a bridge before reaching it
Friendship – Intimacy **E –** Wide circle of friends and active attempt to liven up social relationships **I –** Close to relatively few people: intimacy with a few rather than acquaintanceship with many	**Theorizing** **S –** More at home in situations firmly grounded in facts and experience, that involve little or no theory **N –** How facts fit together and what they may mean, with only a passing interest in the facts themselves.	**F –** Care more about human aspects than logic of the situation when making judgements. Forget logical consequences, in matters of immediate, personal concern. Benefit from reminders to consider consequences of actions prompted by feeling	**Organizing** **J –** Organise a job before starting it **P –** Start projects without feeling a need to organise beforehand
Freedom of Expression **E –** Free expression of feelings, opinions **I –** Reserve in expressing personal feelings	**Intellectuality** **S –** Action that leads to practical results. In education at any level, applied fields which lead to directly useful accomplishments **N –** Intellectual interests. Enjoy learning, value university and post-graduate training.	**Harmony** **T –** Questioning, critical. Enjoy a good argument and let the chips fall where they may.. Disagree inwardly much of the time without necessarily saying so (+ E–I) **F –** Happiest when there is harmony, much preferring to agree than disagree. Want harmony so strongly may sometimes sacrifice own views and interests	**Application** **J –** Learn more by persistent effort than by exploring what engages curiosity.. Real satisfaction out of finishing what's started **P–** Learn more by exploring what engages curiosity thanby persistent effort. Work best at jobs requiring a variety of activities. or adaptability to handle changes, emergencies
Amusability **E –** Active enjoyment of contacts with others **I –** Freedom from burden of having to make small talk	**Acceptance** **S –** Do things in accepted and traditional ways; go with facts as they are. **N –** Maintain independent views; want to see changes in many areas		**Obligations** **J –** Orderly, systematic **P –** Casual, easy–going

Level II MBTI Categories – Sufficiency and Developmental

Confidence	Compensatory Strain	Stamina	Miscellaneous
How adequate a person feels in the face of perceived external and internal difficulties	Unconscious attitude particularly relating to conditions of strain likely to cause compensatory behaviour; attitudes, behaviours, taken up to ease internal strain by projecting difficulties rather than dealing with them.	The amount of conscious psychic energy personally available, in particular energy directed towards challenges or adversity. A person's habitual reaction to difficulty. Corresponds to current ideas of *resilience*	
Shyness Sense of some discomfort in social interactions, especially with new people	**Resistance** Feeling that the world will encroach on your rights unless resisted, whether or not this is the case, or is likely	**Reaction to Difficulty** (no items, earlier name)	**Enjoyment** A disposition to savour the present
Worry Varying levels of concern that something is wrong or that undesirable unwelcome events will occur	**Defensiveness** Feeling that the world doesn't think well of you; expectation people will be hostile and so have to take guard against that. Hypersensitive to criticism.		**Appreciation** Positive evaluations of others that make people and undertakings important and supply motivation for sustained endeavour
Dependence Reluctant to decide and act on one's own; reliance on others for guidance and decision-making. there can be many reasons for this	**Stubbornness** Resisting changing your view regardless of new information or objections of others		**Made–up Mind** Can have rigid views; tend to resist admitting mistakes, even when they (and others) know they're wrong. Often believe others are the cause of their problems
Evidence of Failure Self-reported evidence of past failures and expectations of future failures. The most important part of Confidence	**Cynicism** A feeling that the world is no good and people cannot be trusted		
Indecision Tendency to put off decisions for so long that are excluded from choosing course of action			

Source: Isabel Briggs Myers; Mary McCaulley; Naomi Quenk; Allen Hammer; Wayne Mitchell *MBTI Step III Manual: (2009)*

Isabel Myers was interested in type development and personal effectiveness in using type, and set off experimentally without any theoretical presumptions find an answer to these questions. The Step III Manual describes the Sufficiency scales as an attempt to measure the extent to which the individual's total development (including type development) is or isn't sufficient to meet what is demanded of that person. So it can be considered to cover social adjustment, adaptability and similar issues. Developmental scales and patterns focus on narrower and more specific aspects of development.

The following interpretation of the meaning of these categories is based on a breakdown of items on MBTI Form F provided by Isabel Myers to Mary McCaulley: For ease of discussion they are presented in an order of left to right according to the above chart.

Confidence

Shyness	Strangers staring at you, noticing you, meeting them, doing business with them; making a suggestion at a meeting
Worry	Worrying over trifles, remedying a troublesome situation, many or few worries, solving a difficult personal problem
Dependence	Children or adults the best of life; travelling alone or with others; taking charge, leadership, ask other people's advice on a personal problem
Evidence of Failure	Undertake things you can't finish; working way out of an impossible situation; enthusiasms let you down;
Indecision	Circumstances decide; decide too late; drifting or staying in a rut; serious choices – clear-cut decisions?

All these categories formed part of the *Comfort–Discomfort* or fifth scale of the *Type Differentiation Indicator*, or MBTI Form J, developed by David Saunders using all of Isabel Myers' items.

Shyness and **Dependence** were associated by Saunders with Extraversion–Introversion, indicating that the issues presented there related to those between self and others. One can also see elements of Elaine Aron's sensitive person.

Worry was associated with Thinking–Feeling, indicating it's about making clear personal decisions.

Indecision and **Evidence of Failure** was associated with Judging–Perceiving, indicating it's about making decisions in the first place, or avoiding them.

Compensatory Strain

Resistance	Guard knowledge or share it; threaten to quit; inform people or keep them in dark; attitude to parents when young; the use of sarcasm
Defensiveness	Parents' partiality; hidden meanings in what people say; response to slights
Stubbornness	Correcting others who are mistaken; talked out of decisions; being in the wrong; continue/adjust decided course of action; plans to situation or situation to plans
Cynicism	More of those you like/dislike; people improve on acquaintance or disappoint; success due to ability or luck and bluff; people open or closed minded; acceptance or shifting of blame;

These categories also form part of the TDI Comfort–Discomfort scale and Saunders associates them with Thinking–Feeling. They seem to be about whether T or F has been differentiated.

Stamina

Reaction to Difficulty	Breakdown or mix-up at work; unexpected difficulty; work under pressure; working way out of an impossible situation; enthusiasms let you down; doing well on a test; emotional ups and downs; playing cards

The Stamina scale has been identified as being similar to ideas of resilience, which appear more accepted than defined or examined. An article co-authored by Ann Masten is referenced in the Step III Manual. More significantly, reference is made to statistical research regarding character strengths and virtues identified by the positive psychologists Christopher Peterson and Martin Seligman (Manual p59-61).

Certainly it's about response to difficult situations. Saunders locates it as part of Comfort–Discomfort and associates it with Judging–Perceiving. The topics indicate that it's about developing good perception and good judgement, of whatever kind.

Miscellaneous

Enjoyment	Comforts vs achievement; opportunity or experience the moment; social boredom; stop for refreshments. Association with S–N
Appreciation	Praise or blame; too much or not enough warmth; cooperation, efficiency, groups. Association with T–F
Made-Up Mind	Keeping resolutions; judging new ideas; disapproval of friend; open mind; knowing what comes next . Originally part of J–P scale

The purpose of providing this large amount of information on MBTI scales and patterns is to:

- give an idea of the thought and complexity Isabel Myers put into a deceptively simple questionnaire in the MBTI
- enable this information to be used intelligently
- be aware that much of this information has been restricted because of fears it would be misused, i.e. people would be pathologised because they were a particular type

The MBTI Step III project was an attempt to make this aspect of Isabel Myers' work available to properly trained professionals, examining, revising and adapting data and techniques. In that process, some explanations have been given regarding the method and meaning of Level II items and patterns, and deeper patterns and interpretations.

The chart following comprises information taken from the MBTI Step III manual and refers to the four type codes with the highest and lowest scores in each category and is meant as a guide to the perspective each type may take, not as a judgement on individuals of any type.

There are extra categories here of *Flexibility, Grievance, Relatedness* and *Self-Focus*.

Flexibility is about going with the flow – adaptability to changing circumstances and a preference for environments that facilitate that perspective

Grievance is about expectations that others will behave towards you in manipulative of hostile ways, including some sense that this has been your experience.

Relatedness is interest and activity in forming and maintaining relationships with others

Self-Focus is a tendency to primarily think of your own interests ahead of others

No comments are provided here regarding whether a high or low score is appropriate or helpful or indicate low or high type development.

Associations between Types and Development Scale and Rule Categories

Category	Type Most Likely	Types Least Likely
Acceptance *	ISFJ, ESFJ, ISTJ, ISFP	ENTP, INTP, ENFP, ENTJ
Application *	ISFJ, ESFJ, ISTJ, INFJ	ENTP, ENFP, INTP, ESTP
Appreciation +	ENFJ, ENFP, INFP, ENFJ	ISTP, ISTJ, ESTP, INTP
Cynicism +	ISTP, INTP, ISFP, ISTJ	ENFJ, ENFP, ENTJ, ESFJ
Defensiveness +	ISTP, INTP, ISFP, INFP	ENTJ, ENFJ, ENFP, ESFJ
Dependence +	ISFP, ISFJ, ESFJ, INFJ	ENTP, ENTJ, INTP, INTJ
Enjoyment +	ESFP, ESFJ, ENFP, ESTP	INTJ, ISTJ, INFJ, ENTJ
Evidence of Failure +	INTP, INFP, ISTP, ISFP	ESTJ, ENTJ, ENFJ, ESFJ
Faith *	ENFJ, ENFP, INFJ, INFP	ISTP, ISTJ, INTP, ESTP
Flexibility	INFP, INTP, ENFP, ISFP	ESTJ, ESFJ, ISTJ, ENTJ
Grievance	ISTP, ESTP, INTP, ISFP	ENFJ, ESFJ, ESTJ, ENTJ
Group Sociability *	ENFJ, ENTJ, ENFP, ESTJ	INFP, ISTP, INTP, ISFJ
Harmony *	ISFJ, ISFP, ESFJ, ESFP	ENTP, ENTJ, INTP, INTJ
Indecisiveness +	ISFP, INFP, ISTP, INTP	ENTJ, ESTJ, ENFJ, ESTP
Logic *	ISTJ, INTJ, ISTP, ESTJ	ENFP, INFP, ENFJ, ESFP
Planning *	ESTJ, ESFJ, ENFJ, ENTJ	INTP, INFP, ISTP, ENTP
Relatedness	ENFJ, ESFJ, ENFP, ENTJ	ISTP, INTP, INTJ, ISTJ
Resistance +	INTP, ENTP, ISTP, ESTP	ESFJ, ISFJ, ESFP, ISFP
Self-Focus	ESTP, ISTP, ESTJ, ISTJ	INFP, INFJ, ENFP, ENFJ
Shyness +	ISFP, ISFJ, INFP, INFJ	ENTJ, ENTP, ESTJ, ENFJ
Spontaneity *	ENFP, ENTP, INTP, INFP	ISTJ, ESTJ, ISFJ, ESFJ
Stubbornness +	ISTP, ESTP, ENTP, INTP	ENFJ, INFJ, INFP, ESFJ
Warmth *	ENFP, ENFJ, INFP, INFJ	ISTJ, ISTP, ESTJ, INTJ
Worry +	ISFJ, ISFP, INFP, INFJ	ENTJ, ENTP, ESTP, ESTJ

+ denotes Level II scale origin; + denotes Preference scale origin

How To Use This Type Information Effectively

One of the phrases used to describe this aspect of Isabel Myers' work was that it was about impediments to type development i.e." what stops people being themselves." This doesn't mean an ideal person or type as some may have it; individuation can be misunderstood in that way, although the presumption is that people naturally have a drive to improve themselves, become better at, or more like, who they are supposed to be.

The charts are designed for shifting between a definition and a research result for interpretation. They are intended for background reflection and strategising on how to help someone in their life.

Using the whole of the paper for that purpose is another matter as it deals with broader issues.

A Summary

The theme of this paper was investigating ideas of social adjustment such as normality, resilience and positivity and to relate them to C.G. Jung's theory of psychological types, predominantly *via* the MBTI and focusing on the ideas and work of Isabel Myers. It was also to look at associations made between personality attributes and pathologies, including any presumptions about normality that they carried.

All of the terms examined were found to have no agreed definition or understanding, in some cases there was a lack of awareness about the variety of perspectives about a promoted construct. Some definitions appeared as belief statements and so there were a number of views expressed about adjusting to society. Comments about changing society were essentially about becoming better people, as defined, rather than any social or economic critique, or manifesto for structural change (social and economic) including ideas of social equality. Negative aspects of positivity and resilience as constructs were raised as being problematic for their understanding and use.

Although psychological type and the MBTI takes a non-pathological perspective, research was presented relating MBTI preferences to identified pathologies or disorders, most of which involved introversion in some form or other, social disorders being associated more with introversion and thinking. The identification of some people as high or low reactive or sensitive to outward stimuli was presented as normal for a particular group of the population and evolutionarily adaptive.

Finally, Isabel Myers' views on psychological type and its development and its application in the MBTI was presented, through historical material that includes information about the structure and intent of Form F in particular, also Form G, some aspects of Form J, and material from the MBTI Step III Manual.

The Step III material was presented narrowly so that it fitted in as much as possible with Myers' earlier work and categories, with the idea of informing readers about the associated ideas, rather than any statistical information. A caveat here was that this information was intrinsically connected to the world of measurement, with correlations and other information provided via self-report instruments, and so narrow, albeit helpful, by definition.

However, this method appears to lead to the acceptance and use of categories without proper examination by other methods as to their accuracy or appropriateness, for example the character strengths and virtues presented by Peterson and Seligman or, on reflection, social presumptions behind other measurements. From a non-measurement point of view, some things may be related in this way that do not sit well with social adaptation in the spirit of the typological idea.

Nonetheless, it's important to work towards appropriate application of non-pathological ideas on personality free of specific cultural presumptions and this paper is such a contribution.

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