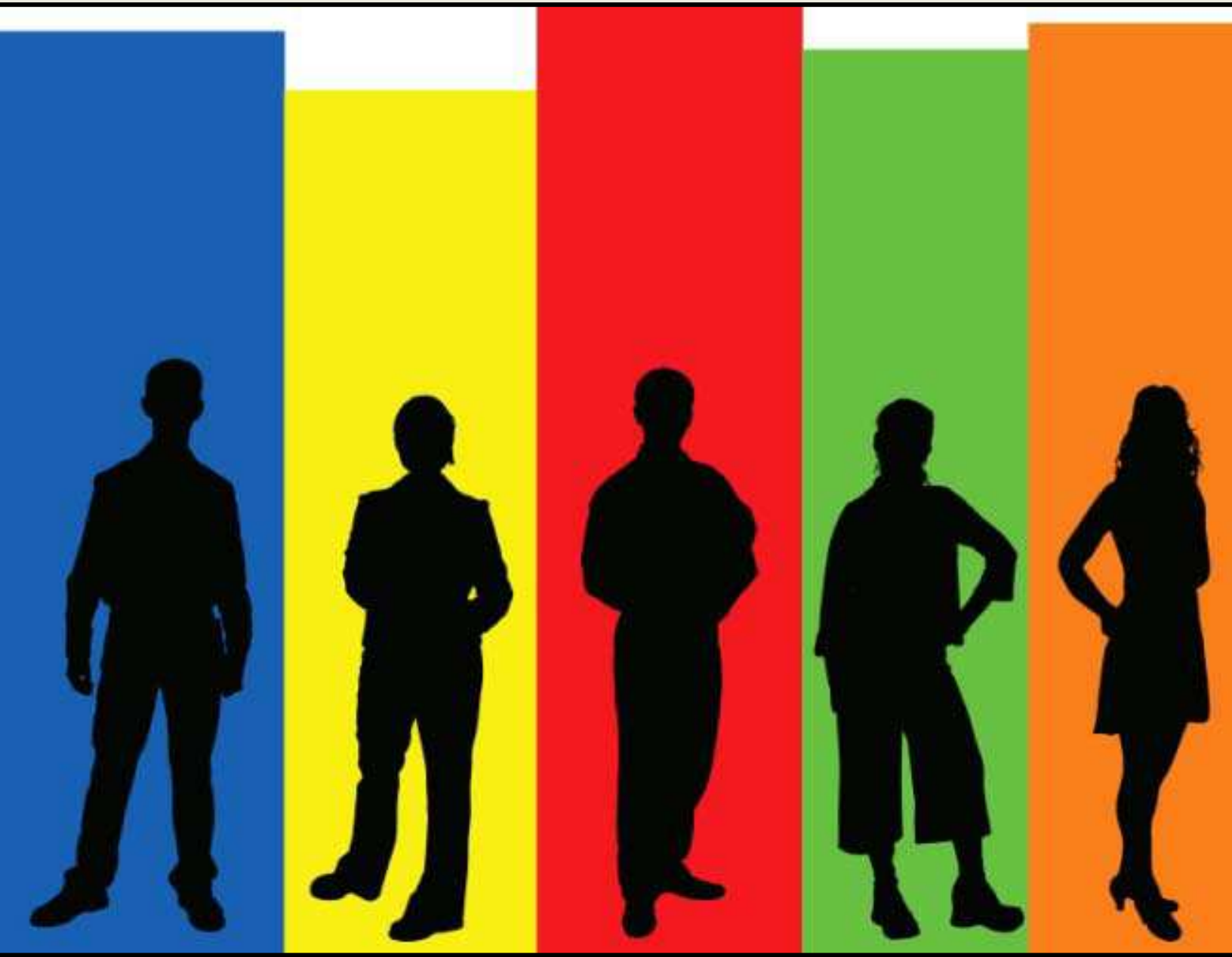


Bulletin

of Psychological Type

Time and Type: Type Usage Across the Lifespan

Volume 36, Issue 3



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Contents Vol. 36, No. 3

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We promote the practical application and responsible use of personality type through education and training, research, networking, and community building.

Our purpose is to support personal and professional development through the constructive use of personality type differences.

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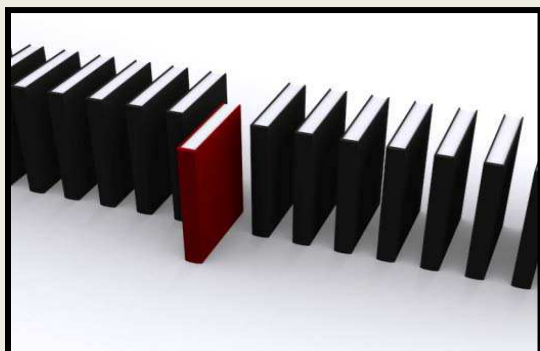
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Soul-Shaping Culture: Type and Millennials¹

Article by Judah Pollack

When I think of type and different generations I think about culture. In my mind there is no such thing as type by itself. There is only type and culture. And I don't mean office culture. I mean big, soul-shaping culture.

In this way a type code is much like a genetic code. A person's genetic code is a blueprint of potentialities, much like a person's type code. How that genetic code or type code will actually manifest in the world is wholly dependent on the culture in which that person is raised.

I picture culture in concentric circles. The inner and most potent ring is the culture of family. This is surrounded by the ring of our community—school, religion, neighbors. Then there is the city or county we live in, the State we live in and finally the country. As we grow up our type preferences come into contact with different rings and we find we are either in step with the culture or at odds with it. For example, a preference for extraverted Sensing is either lauded by our parents as a sign of our resilience and varied interest or it is denounced as a lack of discipline and follow through. Thus we develop some parts of ourselves with a sense of communal support and other parts of ourselves in the face of resistance.

If we want people to understand themselves we have to teach them about themselves within the frame of

¹ Millennials are those born in the time frame of the early 1980's through the early 2000'. They are also often referred to as Generation Y or Gen Y.

their given cultures. And the biggest circle, the one that goes around even a person's country, is the circle marked generation.

A person's generation is the frame through which they see their country, their city, their company, their relationships, their expectations of themselves. A baby boomer sees the world and their place in it differently from a Gen-Xer, They both see it differently than the Millennials.

So what can one do to teach type more effectively to different generations? Well, you have to become more interesting. You do that by becoming more interested. Different generations grow up in different political histories with different wars, different fears, different bad guys. Take baby boomers and the Millennials. How does the 1968 Democratic convention differ from the Occupy Movement? How does the Cold War differ from the War on terror? How does the Cuban Missile crises differ from 9/11 as an event to awaken political consciousness and fear?

This piece is not the place for me to answer those questions. But those are the questions we need to ask if we want to not only teach type to different generations but to help those generations understand one another.

How is it different to have a cultural expectation of introverted Sensing in the 1960's where you are trying to get a lifetime job at IBM to growing up today in a cultural expectation of extraverted Sensing where you are trying to be an entrepreneur? How does today's expectation of extreme independence effect the manifesting of one's type preferences? By asking questions like this we can help the older generation experience empathy for the younger. And we can help the younger generation understand why their elders see the world so differently.

The biggest insight I have had about generational interactions today is that the Millennials don't want to

be managed. They don't want to be led in the traditional sense. What they want, what they crave, is to be mentored. They don't want their elders to make them into better workers. They want their elders to make them into better people. They don't yet have the language for this. But at the end of sessions with Millennials I find myself suggesting they read Herman Hesse's *Siddhartha* more than *The Five-Minute Manager*.

If you are an interested person this shouldn't be surprising. Self-actualization, the radical Baby Boomer notion, has become an assumed right two generations later.

Our goal, in the end, is mutual understanding at the level of our souls. Or at least that's my goal. Souls manifest inside the cultures the live. If you understand the generation you can understand their soul. Then type might start getting somewhere.



Judah Pollack is an expert in the art of leadership in a rapidly changing world. A regular speaker at Startx, Stanford's incubator, Berkeley's Haas School of Business and TEDx' he has spent the past three years designing

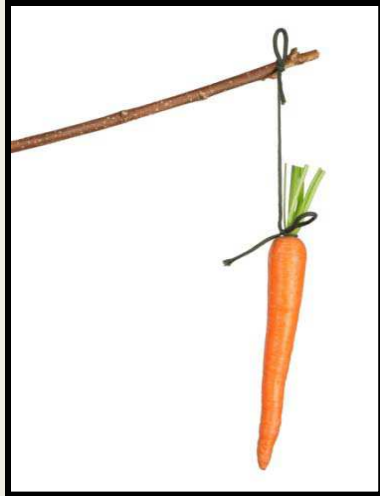
for and speaking to The US Army's General staff and Special Forces. He is also developing a program to help returning soldiers handle PTSD and reintegration. He has worked with Google, SAP, Oracle and Lucasfilm around networked leadership, empathy and narrative



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Motivating Gen Y Using Knowledge of Type

Article by Susan Nash

There is currently much exploration and discussion (Time Magazine and Inc. to name a couple of publications) about motivating Generation Y'ers - sometimes also called Millennials. In this article I will briefly review some of the attributes of Gen Y, discuss Herzberg's motivation theory, and then highlight some of the common ideas in the press about motivating Gen Y. Finally I will describe how I have used knowledge of type to motivate my Gen Y clients in a more effective, sustainable way.

Gen Y Attributes

This group is defined approximately as having estimated birthdates from early 1980's to early 2000's, comprises one-third of the American workforce estimated at 80 million, and will soon become the majority as they come of age.

Gen Y research talks about many attributes of Generation Y including:

- Short-term focus.
- Need for flexibility – both in living and working location.
- Focus on results.
- Enjoyment of open and transparent communication.
- The desire for development and training.

- 24/7 access to technology.
- More blurred boundaries between work and play.
- The need for a collaborative culture.

Motivators and Satisfiers

Herzberg's Motivation Theory differentiated between Motivators and Satisfiers.

Motivators are factors that inspire and motivate team members. Motivators are intrinsic to the job itself. Motivators include:

- Work Itself: Meaningful Work
- Recognition and feedback
- Advancement
- Job responsibility and growth
- Achievement

Satisfiers are factors that, if absent, lead to unhappiness. However, the presence of Satisfiers does not necessarily motivate individuals. Satisfiers are extrinsic to the job itself.

Satisfiers include:

- Proper working conditions
- Company policy
- Personal stability
- Compensation and fringe benefits

So what does it take to motivate Gen Y?

A few ideas that have been listed by organizations such as Under 30 CEO, Inc., Entrepreneur and Next Gen study, include:

- **Challenges.** Positively challenge their interests, abilities and achievements.
- **Feedback:** Give positive reinforcement in real time and frequently so that they understand progress.
- **Advancement:** Give development opportunities both short-term and in terms of long-term career development.
- **Relationships:** Build a collaborative culture by creating work teams, setting realistic objectives and being clear about organizational boundaries.
- **Leadership:** Demonstrate engaged leadership by showing your sincere

interest in their professional growth and success.

- **Technology:** Encourage and allow them to use the latest technology in the work setting.

Looking at this list, there does not appear to that much difference between many of these factors and the Motivators listed in the previous section. Could it be that these Motivators are quite consistent between one generation and another, and that the main difference is that, because of technology and the speed of change, we are just being made more aware of the importance of these Motivators in today's world?

Gen Y, Temperament and Motivators

In my work within organizations (both retail and high tech) where many of my audience are part of Generation Y, I have found that Motivators remain fairly consistent across Gen y'ers. The definition, however, of what constitutes an effective Motivator is highly influenced by an individual's temperament.

Temperament has been defined as a pattern of needs, values, talents and behaviors that underlie an individual's way of acting or being in the world. Each temperament has different needs to be met at work in order to be engaged and motivated:

- Artisans/Improvisers need the freedom to act, to take calculated risks, and to make an impression by doing "the impossible". They tend to be more engaged when they can use their Tactical Talent at work.
- Guardians/Stabilizers need to have a place to contribute, to be of service, to be responsible, and to have security and stability. They tend to be more engaged when they can use their Logistical Talent at work.
- Rationals/Theorists need to be competent, to have mastery over themselves, to solve complex problems, and to understand everything. They tend to be more engaged when they can use their Strategic Talent at work.

- Idealists/Catalysts need to be authentic, to exercise integrity, to find meaning, and to develop potential in self and others. They tend to be more engaged when they can use their Diplomatic Talent at work.

So what constitutes the term "**meaningful work**" tends to vary from one temperament to another. For instance I observed that for an Artisan/Improviser in a Technical Support role, solving critical problems in the moment appeared to be motivating. To a Guardian/Stabilizer, in the same role, instituting effective detailed internal problem resolution processes appeared to be motivating.

Conversely, when they switched roles, Guardians/Stabilizers verified that they sometimes found solving critical problems in the moment stressful because of the lack of structure and/or an unstable environment. Artisans/Improvisers verified that they found it stressful to institute consistent internal processes because it seemed that this would create artificial limits or constrictions.

Looking at what constitutes "**effective feedback**" also varied from one temperament to another, both in what the feedback was about, as well as how it was provided.

- Artisans/Improvisers tended to want immediate, direct feedback – "don't beat about the bush". Often managers are taught the technique of the feedback sandwich – positive, developmental, positive. Many Artisans/Improvisers told me that this process did not work for them. They knew there was a developmental point (with their innate ability to read motive) and they wanted to hear the area for improvement first, and then finish with the two positives.
- Guardians/Stabilizers tended to want feedback with concrete examples from the past, together with verification on where they were in their improvement process. They actively sought developmental feedback often downplaying the importance of positive feedback.

- Rationals/Theorists tended to value feedback only if they believed the individual providing the recognition was competent. Plus, what constituted an effective performance level tended to be defined by their independent logical criteria.
- Idealists/Catalysts tended to need genuine positive feedback the most to build their sense of being special. Excessive developmental feedback tended to erode their sense of self.

Summary

In my work within organizations (both retail and high tech) where many of my audience are part of Gen Y, even though this generation seems to have some very different attitudes towards work than previous generations, I have found that Motivators remain fairly consistent. The definition, however, of what constitutes an effective Motivator is highly influenced by an individual's temperament across all generations, so our understanding of temperament as one of the most important keys to employee engagement and motivation still applies. Therefore when motivating gen Y (and X and Z!), make sure you target Motivators to each temperament's core needs and values, and look for opportunities to engage their innate talents.

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- For more information on Keirseyan Temperament Theory**
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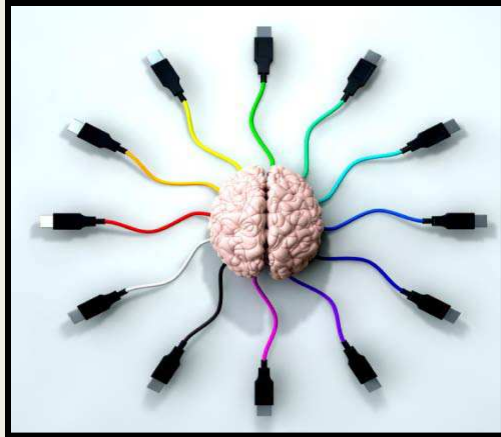


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Wired For Success: The Brain and Type at Midlife

Article by Dario Nardi

This article first appeared in the Summer 2013 issue of 'TypeFace', Vol. 24, No.3, pages 14-18.

How do we develop with experience and age? In his psychological framework, Jung proposed that we undergo individuation, a mysterious process. As type users, we often simply focus on the rubric of type development, which proposes that people grow to incorporate their opposite type preferences—"opposing" cognitive processes—into the pattern of who they are. For example, an INFJ likely integrates aspects of ESTP into his or her life and psyche. Presumably, this process is more than a stretching of values and interests; the person's brain is changing.

The brain-savvy insights you've read about in past issues were based on university students of various personality types and ethnic backgrounds. They were 17 to 25 years old. So what about the rest of us? How goes development? Not enough time has passed to reassess my students. Instead, I'm looking at new folks, adults ages 37 to 45. I'm focusing on males of select personality types with similar professions. The upshot: Career and type both influence how our brains are wired.

The Wired Brain

Before analyzing a few folks, please say hello a new neuro-mapping tool: The brain dynamics map, or "dynamap" for short. In past presentations, you've likely seen maps like Figure 1, a bird's eye view of the neocortex. It's divided into regions. The color or shade of each region shows the *amount* of activity measured there during the person's lab session. However, we can delve deeper!

As Figure 2 shows, the brain's various regions are connected. Knowing the individual gifts of each region is useful, and knowing how those strengths link up to function together in concert reveals much more. The brain's pathways reveal key skill sets, the situations we find most comfortable, and how we have developed over a lifetime. A single EEG lab session might not tap some skills; so knowing the hardwiring is useful.

EEG technology can map neural pathways by noticing when various regions *change together*. And neurons that fire together are ultimately wired together! Figure 2 is a bird's eye view that shows the top 30 or so significant connections out of 120 theoretical combinations. "Significant" means regions fire together every 2 or 3 seconds, maybe faster; otherwise, regions may only fire together every few minutes or hours, if at all.

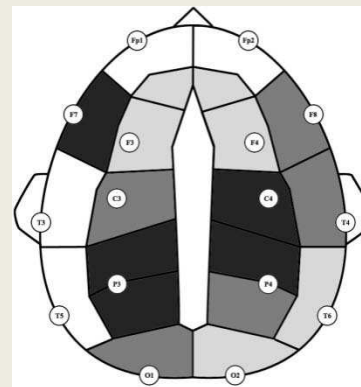


Figure 1: Brain Activity During Lab

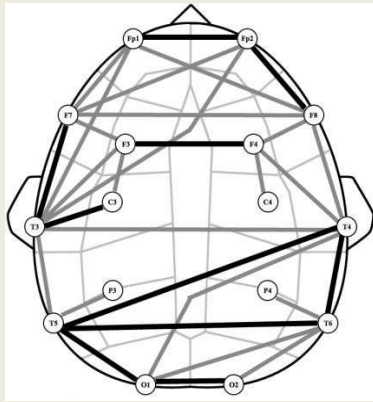


Figure 2: Brain Wiring From a Lifetime

Connections grow with use. Consider the hobbies, work habits, and relationships you've enjoyed (or not) day in, day out, over many years. Repetition makes these a part of you. Or imagine each neural path as a garden channel. As water flows more often, the channel deepens to become more defined and less flexible. In the same way, we "burn in" neural pathways as we use them. These paths become key to how we operate and the situations we like.

Three INFJs at Midlife

I recruited three male INFJs around 40 years old with varying skill at music and fine art. The table below is a quick look. I've changed the names.

Baldwin Male early 40s INFJ	Film Editor and amateur painter with some music skill. He is the most sociable of the three.
Jerry Mal Early 40s INFJ	University music professor and keyboardist with music theory background. Also, very type knowledgeable!
Stephen Male late 30s INFJ	Professional musician, adept with many instruments, and also a fine singer and composer.

Please take a gander at the three dynamaps below. Baldwin (Figure 3) differs from Jerry

(Figure 4) and Stephen (Figure 5), though they all share similarities, as we'll see. For upcoming analysis of these maps, the salient points are listed in order of significance. Feel free to refer to the call-out box to make your own analysis.

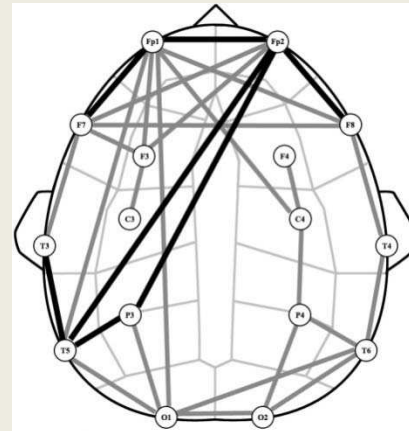


Figure 3: Baldwin

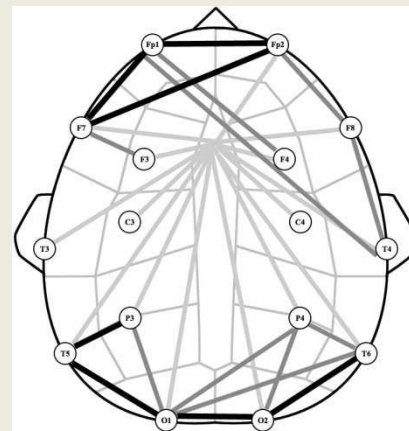


Figure 4: Jerry

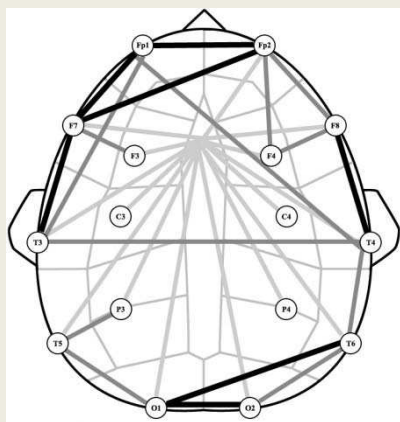


Figure 5: Stephen

Baldwin’s Wiring: Baldwin is a film editor and amateur painter. He is self-taught at drums and flute, relying on rhythm and intuition. He is adept at social tactics as he swims the shark-infested waters of glamorous Hollywood.

What’s his wiring?

- Strongest: He is really adept at social tactics, particularly for evoking romantic potential. This shows as the three regions Fp2, P3, and T5 working together. T3 also links in. How do these regions aid us? P3 helps with tactical motion in the environment—it provides a ton of hunting and sport-related skills. T5 helps us analyze facial expressions, attend to social feedback, and turn sexual impulses into useful romantic actions. Baldwin does all this in an open-ended way, lead by region Fp2 (at the top right on the map). Fp2 is the brain’s open-ended, novel-seeking executive.
- Baldwin also enjoys well-integrated executives. In type language, his judging and perceiving functions work well together. This shows as Fp1 linked with Fp2.
- Solid talent for rapport building, imagination, empathy, and following analogies. These skills are visible in many of his interactions, particularly goal-oriented ones. This shows as Fp1 working with F7.
- Strong ability to introspect and explore his personal identity, as shown by the strong link between Fp2 and F8.

- Conscious artistic ability: That is, he consciously engages in artist activities, but in isolation of other skills. Moreover, he has an abstract understanding of art, which is likely fairly metaphorical. This shows as Fp1 with C4, with F4 tacked on.
- Step-by-step logical reasoning: This skill supports his executive decision-making and introspection, as shown by the numerous connections to region F3.
- Strong visual imagination and interest in symbols and the future, but these abilities are not directly connected to his executives. He must “go inside” to use these.
- Conscious, goal-oriented, manipulative control over visual images, as shown by the long vertical superhighway between regions Fp1 and O1.

Jerry’s Wiring: Jerry is a music professor. He has a strong historical and theoretical understanding across the discipline of music and of course he also plays. He also enjoys exploring type theory. What does his wiring show?

- Really well integrated executive regions. In type language, his judging and perceiving functions work very well together. This shows as Fp1 with Fp2.
- His top talent, which he may draw upon thousands of times before lunch, is a brainstorming mode. In this mode, all regions except Fp1 fire simultaneously, in concert. This means his goal-focused executive (Fp1) is quiet while his open-ended executive (Fp2) leads a holistic chorus of activity, for novelty or introspection.
- Talent for rapport building, imagination, empathy, and using analogies. These come with all his moment-to-moment interactions. This shows as Fp1 and Fp2 with F7.
- Somewhat adept at social tactics. His skills focus on analyzing facial expressions and attending to social feedback. We see a mix of links

between T5, P3, and O1. These do not link to either executive region, so he may need to “step back to observe” people.

- Excellent visual skills, particularly for symbols, visualizing the future, and systems thinking. The tip-off? The box formed by T6, P4, O1, and O2. These regions even link to region T5, suggesting he “sees” others’ growth potential. This may help him as a teacher.
- Strong executive link between goal-focused Fp1 and T4, the region most involved in music, particularly melody, memory for songs, all aesthetic qualities of music. His understanding is consciously available to him as something he can explain to others.
- Enjoys good use of metaphor, abstract humor, and thinking in terms of categories and concepts. This shows as Fp1 with F4. Region F4 is a favorite among introverted Thinking types, particularly INTPs. This region likely aids his theoretical understanding of music and perhaps smoothens his collegial interactions with INTP peers!
- Notable ability to introspect and explore his personal identity, as shown by the strong link between Fp2 and F8, and this goes on to inform his music in T4.

Stephan’s Wiring: Stephan is a professional musician. He does stage performance—rehearsed or improvisational, solo or in a group, with or without singing. He knows many instruments and adept at playing under stress. He is self-taught. His wiring in Figure 5 is much like Jerry’s in Figure 4. The main different: His auditory regions (T3 and T4) are better connected to each other and adjacent regions while conceptual regions (F4 and P4) are less so.

The Brain in Context

How we use our brain in situations may not reflect our strengths. When looking back at college-aged subjects, their neural circuits and

in-lab brain use were fairly similar. But adults may flex to context or show brain activity that mirrors opposing type preferences. Figure 6 shows Stephen’s average brain activity during his lab session while Figure 7 shows his likely activity given his brain wiring (in Figure 5). They’re almost opposites! His in-lab use looks like a classic introverted Thinking type with strong reasoning and poor listening, not his actual type, INFJ!

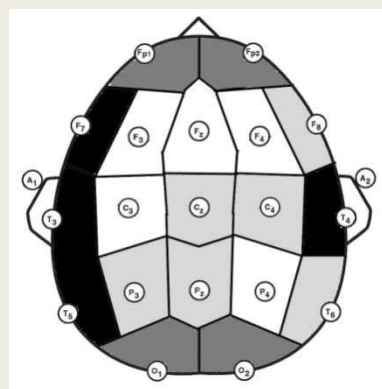


Figure 6: Stephen’s in-lab activity

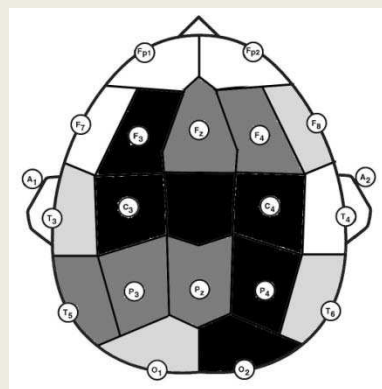


Figure 7: Stephen’s long-term activity

Implications for Midlife

Because I conducted a face-to-face EEG session with each of these gentlemen, there is a ton more to report than the wiring diagrams. In particular, while they played music, I witnessed several brain patterns, reminding me that expertise can show in multiple ways. Alas, a deeper report would take many pages! Moreover, in addition

to these three INFJs, I've looked at 4 other persons at midlife and beyond, of types INTJ, ENTJ, ENTP, and ISFP. With all of them, I spent 3 hours and learned a lot about them. Indeed, hearing their type was just a start. And of course, research wise, seven adults is just a toe in the water. That said, here are some tentative lessons about the brain, type, and midlife.

1. Type development is a useful notion. When looking at young people, it's easy to locate brain patterns unique to type. The dominant and auxiliary functions play unmistakable roles. Youth relied on their preferences with hints of development. In contrast, the brain of someone at midlife expands and shifts how it implements its preferred functions, often in the fertile ground of neurological patterns normally linked to one's opposite type.
2. Adults specialize to their careers. For example, the INFJ and INTJ film editors shared a crucial superhighway between their executive brain and left visual cortex. The musician INFJs had a superhighway to a right-brain auditory region instead. At the same time, all three INFJs retained commonalities: their love of imagination and deftness with people. This suggests we ought to consider career when exploring type with someone.
3. Adults have well-integrated executive regions—those two key regions that sit behind the forehead. Among university students, these two were often connected, but not well. In fact, in retrospect, the few university students who sported strong executives felt like pugnacious versions of their type. In contrast, the midlife adults showed well-linked executives yet maintained behavior that felt comfortable and natural to their type.
4. Conscious self-development can shape brain activity. The adults described ways they worked on themselves over years. These efforts showed in various

ways, such as the INTJ who learned to be more conscientious of others' feelings and the ENTP who learned to store his rampant enthusiasm in reserve. The surprise: Often what appeared was unusual whole-brain activity or a change in relationship between the neocortex and the limbic system, that shadowy place of primal instincts and early learning.

5. Adult brain activity is more sophisticated and contextual. For adult subjects, two or three brain regions—ones they strongly resonated to on paper—showed very little activity using the usual mapping technique! An adult INFJ might seem unimaginative, socially disinterested, and such. Yet when looking deeper, at brain wiring, these regions acted as complex hubs. Apparently, just as signing one's name hardly provokes the brain, one's favorite, well-developed regions are not always tapped during a simple lab session.

Type is a useful map. And like all maps, it is a convenient simplification. A person's individuation and type develop seem to link to the brain in complex and subtle ways that make sense in light of his or her career, relationships, and such. There is no one-to-one discrete correspondence between type code and brain regions. And happily so: We're more interesting than that! Similarly, type development has many facets.

Callout Box: Quick Reference of Brain Regions

Here is a quick reference to various regions of the neocortex.

Fp1 Focus, decide, explain, work, and filter distractions.

Fp2 Explore, brainstorm, play, integrate, track, and reflect.

F7 Mirror others, watch to learn, analogize, and imagine.

F3 Derive logical, step-wise solutions using language.

F4 Categorize and define, use metaphors, make jokes.

F8 Emphasize beliefs, stay modest, and recall literal details.

T3 Hear content, parse words, and use correct grammar.

C3 Follow steps, recall facts/figures, and use your right hand.

C4 Move with rhythm, recall beauty, and draw artfully.

T4 Hear voice tones, detect intent, and weigh ethics.

T5 Attend to social feedback, analyze faces, and tame impulses.

P3 Track movement, identify objects, read, and calculate.

P4 Feel body sensations, and weigh many variables.

T6 Notice symbols, foresee the future, and recall faces.

O1 See construction and mentally manipulate objects.

O2 See artistic themes and attend to body language.

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Dario Nardi, Ph.D, heads Radiance House, a media publisher that delivers

human resource materials, workshops, and certification in the neuroscience of personality. He is also a fellow at the University of California at Los Angeles, where he taught for 14 years and was honored with two teaching awards while co-founding the Human Complex Systems degree program. Dario was Myers-Briggs certified in 1994. He is author and co-author of 10 books and 2 apps for the Apple iPhone/iPad including “Personality Types”. After 5 years of hands-on brain research, Dario continues to break new ground with a brain-savvy understanding of personality.

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Confessions of a Sexagenarian: How an INTP found his inner ESFJ

Article by Philip L. Kerr

As I get older, I find that I am more tolerant. I like people more. ... I learnt books before people.

—Harold Macmillan (British prime minister, 1957–1963), aged 69

I recall a bigger, brighter world / A world of books / And silent times in thought

—The Go-Betweens, ‘Cattle and Cane’ (1982)

INTPs have “little liking for parties”, says the MBTI® Manual². And I identify with that: for most of my life, I’ve been ambivalent about parties and social occasions generally. As I’ve matured, however, my ambivalence has mellowed. Lately, I’ve even crossed over into active enthusiasm.

As an INTP, my dominant function is **introverted Thinking** (the function Susan Nash calls “analyzing”), internally focused on creating logical order. My inferior function is **extraverted Feeling** (“harmonizing”, in Susan’s terminology), externally focused on creating cooperation and harmony. It’s no surprise, then,

² Note: quotations on type characteristics are all from I.B. Myers and M.H. McCaulley, *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*, Palo Alto, CA: CPP Inc, 1985.

that we INTPs can be seen as “quiet, contained, calm, and detached observers”.

The first time I took the MBTI, I scored 28 to zip for Introversion. Does that mean I’ve gone through life shunning social situations, seeking the sanctity of solitude? No – or, at least, not *all* of the time. Sure, I’ve spent many happy hours engrossed in books or thoughts; but I’ve been able to handle most of life’s social obligations when the situation demanded.

Much of the credit for that must go to the two most important women in my life, whose Feeling preferences have complemented and moderated my Thinking preference. I’m pretty sure that my mother, Dulcie, had ESFP preferences, and my wife of 34 years, Chris, has validated preferences for ISFP.

But let’s note a key distinction here. The preferred judging function for ESFPs and ISFPs (indeed, for all FP types) is **introverted Feeling** (“valuing”), focused on internal values. That’s quite different from my version of Feeling, **extraverted Feeling**, (in the inferior position, in my case), with its focus on external harmony.

As Jung famously noted, “We cannot live the afternoon of life according to the program of life’s morning”. I’m now well into the second half of my life: how do my lived experiences accord with the theory of type development? Beneath my dominant *introverted Thinking* and auxiliary *extraverted Intuiting* lurk tertiary *Sensing* and inferior *extraverted Feeling*—the less-preferred functions that, according to some theories, begin to manifest in midlife.

Over the two decades or so since I entered midlife, Sensing and Feeling have indeed occasionally bubbled up to offer glimpses of my “inner ESFJ”. The MBTI Manual says that ESFJs are “active committee members” and “born co-operators”. I’ve spent most of the last decade on the boards of the Australian and

International associations for psychological type, seeking to bring together people from around the world of type.

While I don't actively dislike office parties (and I found my life partner at an office Christmas party in 1975!), making small talk can be tedious. When I joined a new workplace late in 2001, I faced the prospect of an end-of-year party with people I didn't know. I solved that by volunteering to work behind the bar, dispensing long drinks and short bursts of banter. A few years later, in an IT organization where Thinking was manifestly the predominant preferred function, I somehow became the chief information officer's go-to person for organizing and hosting get-togethers for his staff and his CIO peer group.

Last year brought a series of significant events for family and friends: "zero" birthdays and anniversaries, bookended by my mother's 80th and my 60th birthdays. I branded 2012 "Year Zero" and resolved to mark the milestones in company, with due ceremony. My inner ESFJ came out to plan, organize and host those events.

This year, 2013, has brought more events which, for better or worse, have set me in the social spotlight and called up my developing extraverted feeling.

In January I turned sixty. The personal significance was heightened by the knowledge that my Dad had not made it to that age, and I was determined to celebrate with people from every phase of my life. Friends flew in from the far corners of the continent to a hired hall in the suburb where I've lived for 25 years. My musician friends and I played a set of songs selected for their thematic relevance—and, just this once, I set aside the inhibitions of my limited vocal ability to sing lead on a few songs.

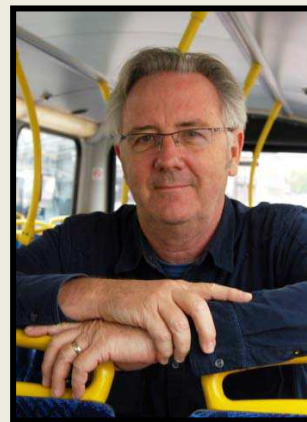
In February, my mother passed away. As the eldest of her six children, I found myself cast

into the role of family figurehead. As we laid her to rest, we were consoled by our memories of her 80th birthday last year, celebrated, in ESFP style, with a multitude of siblings, cousins, nieces, nephews, children and grandchildren.

After the sadness of my Mum's passing came the joy of the birth of my first grandchild. Felix has brought a whole lot of love into our lives, and we happily center our social calendar around him.

I'm now 'wearing-in' my new roles of patriarch and grandfather like a new pair of shoes. And I'm finding that they fit surprisingly comfortably.

I'm looking forward to more social duties next year, when the Australian APT holds its biennial conference here in Brisbane. I've volunteered for the role of conference convener. Maybe I'll see you "right here in River City" in September or October of 2014? Check for dates and details at www.AusAPT.org.au. You're assured of a warm welcome!



Philip L Kerr (INTP) serves on APT International's board as Director of International Development. He is a past president of the Australian APT and he edited the *Australian Psychological Type*

Review for 13 years. Phil is based in Brisbane, Australia, the site of AusAPT's 11th biennial national conference in 2014. You can reach him at: PhilipLKerr@aol.com



The Male Experience of Midlife is Influenced by Personality Type

Article by Rob Brandenburg

This article is based on a previously published article: “Follow that Dream: A Study in Men in Midlife” in the Australian Psychological Type Review – 2007.

While exploring topic ideas for my Doctor of Counselling dissertation I found I was excited by the opportunity to dive deeper into the influence of psychological type on the male experience of midlife. My enthusiasm for this topic was partly based on my own experience as a male with NF preferences and a perception that my journey in midlife seemed to be quite different from that of many other men that I knew. A book entitled “*Sixteen Men: Understanding Masculine Personality Types*” (Pedersen, 1993) further inspired me to follow my passion and undertake qualitative research that primarily focused on midlife men in terms of their career, self/masculine identity and relationships.

I recruited two contrasting groups of men, with ST and NF preferences, identifying participants through professional networks until I had 10 for each group. All of the participants were familiar with the MBTI® instrument and aware of their own type preferences.

The two groups were broadly similar in age (40 to 55), partnership status and years in employment, but there were differences in income and education. The ST group generally had higher incomes, while the NF group had higher levels of education and were more likely to be self-employed.

Differences in the Personality Types

I observed the following eight (8) differences in the two groups: (see table on next page)

	ST Participants	NF Participants	Implications
1) Eventuation of Young Adult Career Dreams	Few reported their young adult career dream had eventuated by midlife	More reported that their young adult career dream eventuated. However, only a minority report that achieving their career dream was a positive experience.	Those with NF preferences tend to be more idealistic and may be let down or disillusioned once a goal or dream is reached.
2) The Nature of Midlife Career Dreams	Midlife career dreams were more pragmatic and concerned identifying work opportunities that were more people focused.	More emphasis on the desire for greater self-determination and autonomy in their careers, and a strong desire to work in environments aligned with their personal values.	Those with NF preferences tended to want to work in an environment that aligns with their personal values. Those with ST preferences inclined to be more pragmatic regarding midlife career choices and so possibly may not change their careers as often as did the NF males.
3) Future Careers Aspirations	The majority desired a change from business and sales to human services.	No similar wish to change from the sector in which they predominantly worked, which was human services.	The change in the ST group seems to indicate type development with a desire to shift to a more human services focused career. The NF males had typically gained employment in the human services sector prior to midlife – possibly because their earlier career decisions aligned with their core values.
4) Job Loss Response	The males with ST preferences were more objective and accommodating of job loss than the NF group.	Personalised enforced job loss, reporting a strong sense of disillusionment and anger at what they perceived as personal rejection.	Those with ST preferences tended to be better able to contextualize retrenchment rather than personalise it.

5) Major Career Priorities	Indicated that new challenges could be readily achieved in their current roles.	Ranked coaching/mentoring others and experiencing new challenges as high priorities.	There may be tendency for those with NF preferences to get bored more easily resulting in their subsequent desire to change jobs.
6) Midlife Crisis	Typically reported existential concerns and lack of meaning in their lives.	Relationship issues were likely to underlie reports of midlife crisis.	The search for meaning and purpose tended to become a concern for the ST group while the NF group was more focused on the desire for greater connectedness and intimacy in their relationships. This could be reflective of type differences. In general, a search for meaning and purpose seems to be lifelong for those with NF preferences, while it comes up later in life for those with ST preferences.
7) Masculine/Self Identity	Emphasised a more traditional view of masculinity, with the majority stressing their roles as family breadwinners.	Reported self-development and increased self-awareness as integral to their sense of self and masculine identity.	Those with ST preferences tended to have an external locus of control compared to those with NF preferences who focused more on self and the individual differences amongst men.

<p>8) Intimacy and Connectedness</p>	<p>The capacities of listening and empathy were perceived as instrumental in improving intimacy with others (including spouse/partner)</p>	<p>Generally described experiencing greater intimacy with their partner by learning to reframe the relationship to one of friendship.</p>	<p>The NF participants had possibly become more discerning about relationships and had learned to appreciate the practical realities of relationships. In contrast, the ST participants likely were already aware of the importance of friendship in relationships because of their innate inclination for practicality.</p>
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Regardless of type, a majority of the men reported a greater sense of life **mastery** in midlife, and felt empowered by the variety of lifestyle options they now had. Many also identified career mastery as a key factor that had enhanced their life and allowed them greater work-life balance, connectedness with others and self-satisfaction.

Both groups indicated that “**generativity**” was important in their career mastery, expressing a desire to pass on their acquired knowledge and wisdom to others in the workplace. For the NF group this manifested as a wish to coach or mentor others in the workplace; for the ST group it was expressed as the desire to use their current knowledge for the benefit of other employees and the organization.

Contrary to expectations, midlife was not characterized by **midlife crisis**: only six men (30%) reported experiencing a crisis in their transition between the ages of 35 and 45. Regardless of the difficulty, those who had experienced midlife crisis reported that in hindsight the experience had been positive. The angst, depression and soul searching that typically accompanied their crises helped the men with ST preferences honour and express their feelings more and find greater meaning in their lives. And for the NF participants, it provided an opportunity to refocus their priorities, including maintaining a healthy

relationship with their inner self and significant others.

Discussion & Recommendations

The findings of this study are consistent with the Jungian and Myers-Briggs notion that midlife is a time of psychological change. Based on the interviews this seems to be especially true for men, particularly in regard to career and work. There is no support for the view that men are less career-motivated in midlife. This study supports the notion that men see their career in a broader context in midlife as they look to attain greater balance in their lives. It is also consistent with the Jungian concept that men look to individuate in midlife and make more conscious choices, especially in regard to attaining greater work-life balance.

These findings suggest that people who are counseling or working with midlife men with ST preferences should be aware of what may be a relative discomfort with change. In identifying more fulfilling career opportunities, for example, it may be beneficial to help them identify jobs within their current or similar organization. By contrast, those with NF preferences would be more receptive to investigating a move to another organization, as well as the possibility of self-employment.

For midlife men with ST preferences experiencing a midlife crisis, it would be beneficial to focus on existential-related issues

in order to help them find a greater sense of meaning and purpose in their lives. By contrast, men with NF preferences would profit from exploring the degree of intimacy or connectedness experienced in their personal relationships, including a specific emphasis on the nature of the relationship with their spouse or partner.

An understanding of type differences is of benefit in counselling midlife couples, as it provides further insight into relationship dynamics, areas of misunderstanding, and the partners' communication and intimacy needs.

My study also highlights a way in which counsellors and Human Resources practitioners can use personality assessment with midlife clients in terms of work and career. With the exit from the labour market of increasing numbers of 'baby boomers', proactive career development strategies that allow for type differences will be important in retaining and developing midlife employees.

An understanding of the impact of type on midlife will also be of benefit in coaching and mentoring, and in providing appropriate employee assistance programs. This study also highlights the importance of issues and concerns related to generativity and individuation for midlife men, regardless of their personality type.

Limitations of the Study

The study had some limitations. Firstly, the number of participants was small, but nonetheless broadly representative of the community in terms of income, education, occupations and family types.

Secondly, the boundaries of 'midlife' are not well defined, and various age ranges have been proposed. This study identified no clear age effect in the quality and nature of the responses.

A third limitation is that only two MBTI subgroups, NFs and STs, were compared. In future it may be instructive to examine other function pairs, whole types, and the sequence of the four functions as well as temperament relationships.

Lastly, the identified type differences may be partly attributable to differences in the way I

gathered and processed the information. (For example, one ST participant possibly interpreted a question about spouse intimacy literally, as about sexual activity.) Further probing may have indicated more commonalities between the types than the study indicated.

Conclusion

This study confirms that there are many common features in the male experience of midlife—but there are distinct differences in how men walk that path, which can be partly explained by personality type.

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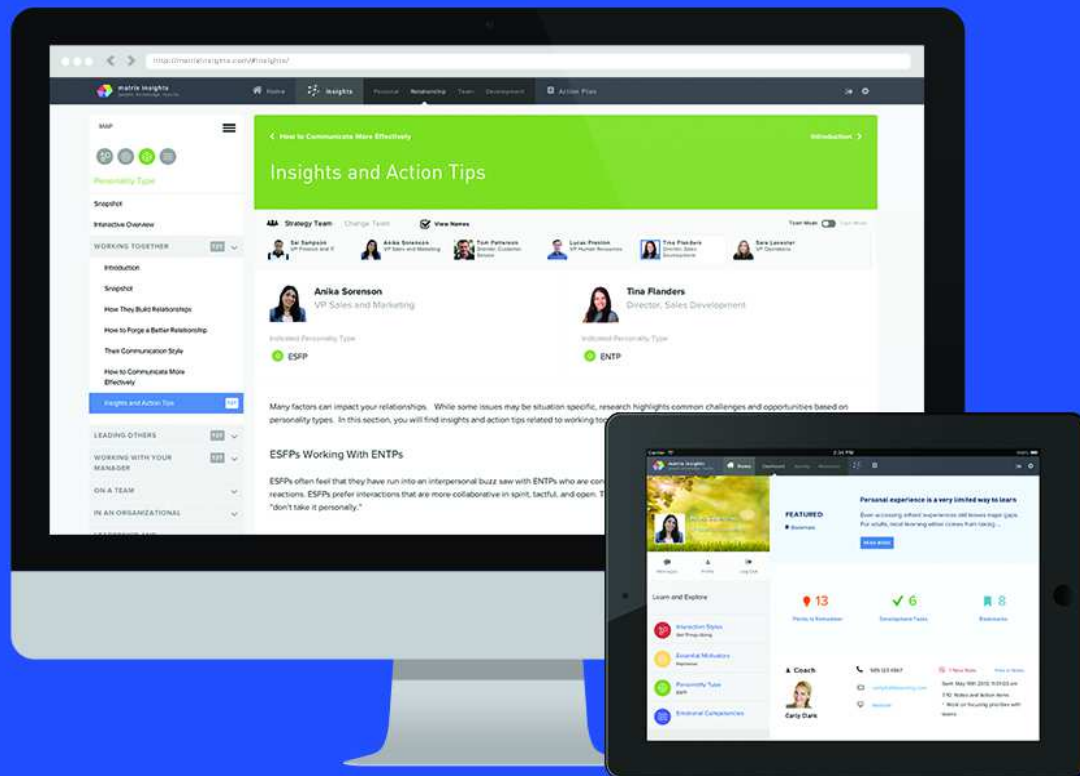
Dr. Rob Brandenburg (INFJ) is an accredited MBTI® practitioner and a South Australian committee member of the Australian Association for Psychological Type (AusAPT). Rob has extensive experience using psychological type as a

professional counsellor, outplacement consultant and, most recently, as a communication skills lecturer in the school of medicine at Flinders University. Rob's interest in type across the ages extends into conducting further research on type and differences in male and female experiences of transitioning into late adulthood. Related articles and interviews on this topic, and on the theme of midlife crisis, are available on his web site. Please email Rob if you would like further information, a copy of his full dissertation, or if you wish to make any comments regarding this article.

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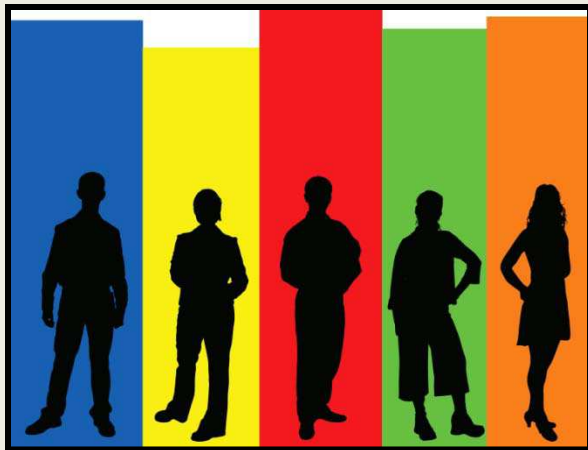
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Applying Type with Teens: A Case Study

Article by Charlene Brock

Using type with teenagers can be enlightening and rewarding. In working with this age group, I have found that teens generally have a solid sense of self. In discussing the different preferences, they understand the terminology and readily relate to examples of each of the type preferences when they are age appropriate. In describing Extraversion and Introversion, I may ask them to consider if they would go out with friends for pizza and a movie after a long and stressful week in school. Of all of the preferences, this is one I tend to see them having difficulty differentiating, seeing themselves using both preferences in different situations. This uncertainty provides an opportunity to discuss the role of choice in any given situation and the existence of individual differences within types. For Sensing and Intuition, I may ask them about the type of class work they enjoy (more practical or original) and the kind of instruction they prefer (specific or general). In regards to Thinking and Feeling I might discuss how they would decide whom they would invite to a party, which their parents have limited to 10 guests. And, in regards to Judging and Perceiving, I might ask how organized they keep their rooms and how they deal with deadlines for big school projects.

Teenagers, in my experience, enjoy learning about themselves, can conceptualize how others with differing preferences may think and act, and appreciate the validation of their style of interacting and learning. They especially appreciate sharing that information with their parents who often do not understand or “get” them. I will never forget the class session I presented in which a student yelled out, “Can you please explain that to my father!” Oftentimes, parents have expectations for their children based upon their own preferences and experiences, and the language of type can expand their understanding so that they can accept their child’s preferences and unique style of working in the world.

I often ask students at the end of a feedback session what they envision for their future as relates to their further education and career aspirations. Frequently, their interests are aligned with what might be expected for their type preferences, confirming those interests. At a time in life when teens are bombarded by suggestions and expectations from others, to learn that their desires are reasonable and of value is reinforcing. It gives the teenager the opportunity to accept and embrace what they already understand about themselves, that may have been challenged by their peers and the authority figures in their lives.

I recently had the opportunity to work with two high school seniors who were embarking on the application process for college. One of these young men verified his type as ISTP and the other as ESTP. While they differed on Introversion and Extraversion, their other preferences were similar, including the “Pressure-Prompted” facet for which they both scored 5 out of 5 on the MBTI® Step II (Quenk et al., 2001). One might expect that having this facet preference would result in these young men waiting until the deadlines were fast approaching before completing their

applications. However, expectations were not necessarily reflected by reality. In both cases, these young men decided to start work on their college essays well before the deadlines. The young man with preferences for ISTP began several months in advance as he recognized his tendency to do work at the last minute and he did not want them “hanging over his head”. He explained that “for each essay, I went through a long process of editing and revising. I would start with a basic idea, show it to a few people for opinions, then refine the idea until I hit upon the point that I wanted to make. Once I was conveying the message that I wanted, I would go through and edit the paper. At this point, I fine-tuned my grammar and word choice until I had a finished product. I completed each essay in this manner, which created a long, but thorough, process.” The feedback that he most appreciated was received early in the process, to clarify his ideas and message, and then again near the end, focusing on typos and grammar. His approach was not necessarily consistent with what one might expect from an ISTP.

The young man with preferences for ESTP took a different and slightly more predictable approach to his college essays. In this case, he began his essays two weeks before they were due. However, a month or more prior he had already completed thorough research into the schools in which he was interested, considering what they had to offer from their academics, to their sports options, location, and espoused values. He also took the time to read all of the essay prompts, think about them, talk through what he did not understand, and outline some responses (at least in his head). After that, he did not work on the essays until two weeks before they were due. At that point, he said, “I had to rid myself of distractions (social media, phone off, etc.) to start because I would always let myself have an excuse to stray away if I didn’t. I find a computer necessary though

because I can’t get my ideas out fast enough without typing. It takes me a while to start, but once I do, the thoughts don’t stop coming. I’ll put down 500 words in half an hour.” Like the other young man (ISTP), this young man said “I appreciated having a second set of eyes on my papers. The majority of what I wanted was reorganization and edits on sentence structure” to clarify the ideas that were pouring out on the paper. “It helped to talk through parts of my paper to refocus on the prompt or intent of the paper.”

In the end, both of these young men produced effective essays and turned them in by their deadlines. They differed in their approaches despite the similarities in their preferences. The first young man (ISTP) took a steady and lengthy approach, completing the essays well before the deadline, and the second young man (ESTP) took an approach reflecting his Pressure-Prompted tendency, completing them just when they were due. They looked for similar support in clarifying general ideas related to the essay prompts, and, then later, appreciated help fixing grammatical errors and typos.

Relevant lessons that can be learned from observing these young men during this process include: 1) not making assumptions based upon type, and 2) listening to individuals to determine their needs and the support that would be most helpful to them. The students guided the process on their own and asked for help from those around them as needed. I think that when dealing with type, especially with teenagers, we never want to limit or “predefine” them according to their type preferences. Teenagers are at an age of growth and exploration, and they do not want to be limited and pigeonholed in any way. Type can be an effective means of communicating and understanding their needs, but it is essential to listen to these young adults. We must allow

them to lead as often as possible, but also be aware of where they may have struggles related to type. When working with a student with a preference for Perceiving, I will ask them early on in the process if they have begun thinking about their essays, and then ask them if they need any support. I may ask them what they are already considering writing about and help them talk through their ideas. Knowing that they have begun the reflection process is a first and important step. If type is to be embraced by teenagers, it must be presented and applied in a way that is respectful of their individuality as well as their ability to change and make decisions that might be inconsistent with their preferences. By honoring that individuality, teenagers are more likely to embrace the theory as well as how they can develop and grow as a result of the knowledge of their type.

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Charlene Brock is a Master Practitioner of the MBTI. After graduating from Stanford, she worked at CPP in the Training Division. She currently is a feedback provider for CAPT, educational consultant, and works in the Study Center at

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Type for Teens

Article by Sue Blair

A version of this article appeared in the Winter 2012 edition of TYPEtype, the NZAPT magazine.

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

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

Those who do spend time with teenagers are endlessly rewarded by the results. Whilst

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

I gave a very brief introduction and then let them loose on the Personality Puzzle card sets in small groups of two, three or four, to work out their preferences. The purpose was to see how much they could achieve through self assessment and to check that their choices were as diverse as should be expected from a group such as this. They came to Nicky or me when they were done, and we gave them their whole type description card and also the careers card to see if the ideas they had suited them or to give them some ideas to kick off with. They could ask questions of either of us along the way.



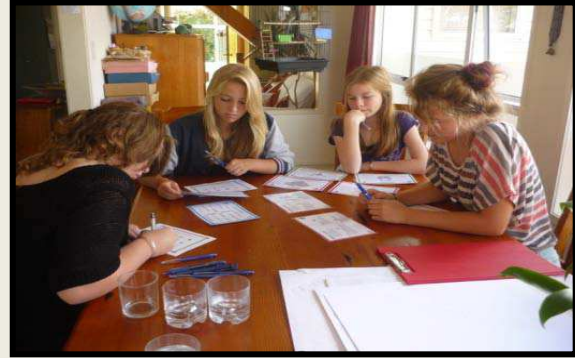
It was an enjoyable and valuable morning. After an hour and a half they were all sorted. As a group who knew each other well they valued their diversity and the spread of self selected whole types was very wide with no more than

two sharing the same type. There were many light bulb moments but here are a few of my favourites.

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

Naturally the role of a careers advisor is far more than we were able to do justice to in such a small time frame and with so many people, however, as a helpful indicator and guide it worked a treat. (Please note that advice to receive further guidance from a careers practitioner is recommended as a wise investment on each of the careers cards.) In fact, Alison Laurie, a career consultant says she has found the Personality Puzzle Cards to be an excellent tool of self discovery, particularly when working with young people and teenagers. They are easy to use, bright and non threatening, they feel good to touch, are clear to read and have aspects that appeal to all Types. If it is symbols and visuals or words and lists the cards cater for all. I find they allow the client to take ownership and create their profile easily giving the opportunity for discussion along the way.

Here's what the teens had to say:



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

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

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

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

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

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

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

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

If you have teenagers in your world, whether personally or professionally, as Type professionals we have the ability, skills and knowledge to help them. So let's give it a try. Working with youth in any capacity is great

work, whether they are thriving, striving or troubled they still need our support. The Myers-Briggs® model we all love so much needs to have a younger generation who are excited by it and are convinced that it works. If we can create opportunities for this learning to happen I believe we will be serving our families and communities well.

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

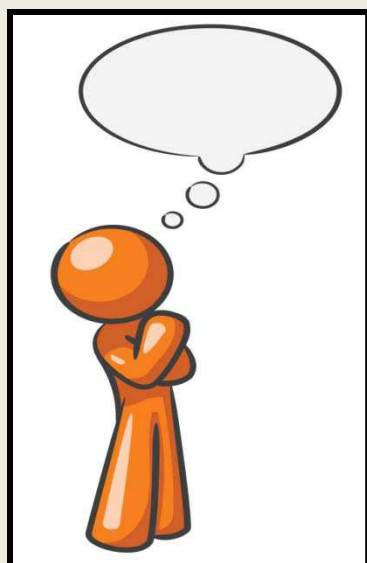


Sue Blair is the director of Personality Dynamics Ltd in Auckland NZ and author of *The Personality Puzzle*, both the classic version and a new product called 'Type for Teens'. These resources

are now used by type practitioners worldwide. She has been working with parents, teachers and businesses for over twelve years, specialising in personality type.

She has a deep interest in exploring how information on psychological type can be delivered in simple yet effective ways, which honours the integrity and complexity of the Myers Briggs model whilst making it understandable and valuable to those who are hearing about it for the first time.

She is an experienced speaker at APT conferences in NZ, Australia, Europe and the US.



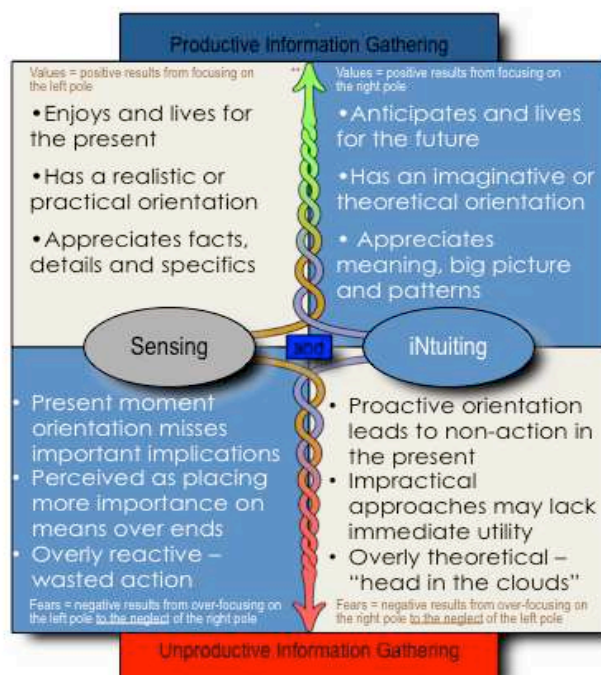
The Power of Polarity Thinking and Mapping in Optimizing Type

Article by Jean Porto and Cliff Kayser

We are two of many practitioners who administer the MBTI® assessment and debrief results in training workshops in a broad range of organizations. It is a fantastic tool with many applications, often being used to help increase understanding of self and others. In our experience, when a client first receives an MBTI report, it is read with questioning eyes, asking – ‘Is this me?’. After settling on a validated type, typically, the question becomes a statement –

‘This *is* me’. We engage our preferences for a reason—we really like and value our preferred behaviors much more than the other choices that are available so, fairly predictably, the next conclusion is: ‘I’ve got the best type!’. And that’s where the challenge for type practitioners begins. How do we teach our clients to value all the MBTI preferences equally?

While we are passionate in our practice of using the MBTI tool, we are equally passionate in our practice of Polarity Thinking and Mapping. One of the many benefits of using a Polarity Map™ is the ability to demonstrate how each type dichotomy has both strengths and limitations. This reduces the tendency to see any one type preference as “better” than another. Most of us have heard, “*every strength maximized becomes a liability.*” However, that truism is not always paired with a powerful visual to show why and how “pitfalls” or “blind spots” happen. In a Polarity Map, information about a value pair is laid out in a useful format (See Figure 1). In our example, we are using Sensing and Intuiting as the value pair or ‘poles’, with Sensing information on the left side and Intuiting information on the right side. Some upsides/strengths of the preferences are listed in the two appropriate top quadrants of the map. Downsides/challenges of the preferences are listed in the two appropriate bottom quadrants of the map. Downsides are defined as the results of a



preference being used to the exclusion of the opposite preference – in other words, an overused preference. If we are able to ‘live’ primarily on the top half of the map, it results in a Greater Purpose, in this case, Productive information gathering. If we ‘live’ primarily on the bottom half of the map, it leads to a Deep Fear, in this case, Unproductive information gathering.

Problems can begin when one person holds their view (in polarity language – ‘pole’) as if there are no down sides to their view and, at the same time, holds the other person’s view (‘pole’) as if there are no upsides. Bottom line becomes: I’m right and you’re wrong! The next step is often a negative stereotyping of the person’s whole type – those rigid ISTJ’s! Those flighty ENFP’s! Ideally, a person uses their preference and obtains the upsides of that preference. However, when the preference is overused and some downsides begin to be noticed, it is time to make some behavior changes. Downsides of a preference are strong indicators that behaviors need to include more of the non-preference.

Jean (ENFP) often presents programs with an ISTJ co-worker, and as you can imagine, we see everything from the opposite perspective! Early in our professional relationship, we were preparing to present a program to a large group of people and we drove to see the space the organization had reserved. Almost immediately upon seeing the room, my dominant extraverted Intuiting kicked in and I started to brainstorm activities that fit with the clients’ goals. After a slight pause, my co-presenter said quietly, ‘That won’t work’. Internally, my first response was a very angry and visceral reaction – he’s trashing my ideas! Thankfully, externally I was more diplomatic – ‘Why do you think that?’, I asked. The room is too small for that many people to do the activity, he said. I intentionally tried to see the activity from a more sensing view. I had to admit – he was right! I had been so focused on the big picture possibilities I had neglected the details of the room. I began to brainstorm again, doing my best to include a Sensing perspective. Again, a pause...that will work, he said. By leveraging the Sensing and Intuitive poles, the program was a great success and we received

many compliments from the client. Using Polarity Map terminology, we were able to use both Sensing and Intuiting for the Greater Purpose of Productive information gathering. Looking back, I cringe, thinking of what might have happened if I hadn’t stopped to ask – Why do you think that? That question helped us to avoid our Deep Fear of a disastrous program as a result of Unproductive information gathering. Since that time, my co-presenter and I have presented many more programs, both together and separate. And, even the programs where we aren’t working together, we call each other, knowing we’ll get information we didn’t think of. Why do you think that?, is always a part of our conversations! Asking from a place of value and respect and *adding* the other perspective rather than using it as a replacement is key to maximizing the benefits of Polarity Mapping and type.

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The Polarity Map and Polarity Thinking is based on the work of Dr. Barry Johnson PhD and Polarity Partnerships LLC.

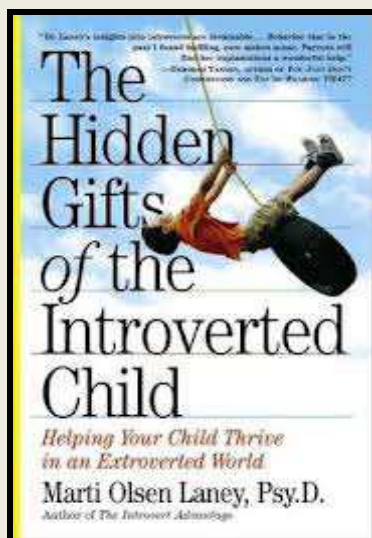


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Cliff Kayser is a VP, Owner/Partner of Polarity Partnerships and President of Xperience® LLC, which offers OD, Executive Coaching, Leadership Training services, and Kayser Ridge Retreat & Learning Center. Prior to founding Xperience in 2007, Cliff was VP of OD and Training for The National Cooperative Bank, Senior OD Consultant for The Washington Post newspaper, and Corporate Manager of HR, Training and Web Development for The Washington Post Company. Cliff holds a BS from Lenoir Rhyne University, and Master's Degrees in both OD and HR from American University where he serves on the faculty of the MSOD program.



The Hidden Gifts of the Introverted Child

Book Review by Judy Principe

Laney, Marti O. (2005). *The Hidden Gifts of the Introverted Child*. New York, NY: Workman Publishing Co., Inc.

Dr. Marti Olsen Laney, Psy.D., who authored “The Introvert Advantage,” resides in Portland, OR where she practices marriage and family therapy. She is considered one of the most prominent authorities on introversion. In the dedication of this book, Laney quotes Michael Pastore who says, “It is better to follow the voice inside, than to follow the ways of the world and be at war with your deepest self.” This seems to capture her intention that this book be a source of understanding introverted children, especially for those adults who are significant in their lives.

Laney explains in her Introduction that there are varied scientific tools which complement the knowledge and research surrounding the MBTI®. Information produced by PET scans, MRIs, and brain studies substantiate the physiological reasons for introversion. Her comprehensive discussion of introversion includes data from the fields of anatomy, neuroscience, stress reduction, early childhood

studies, psychology, and other related disciplines.

Part I, “Appreciating Different Designs,” defines introversion and discusses how it contrasts with extraversion. By carefully observing both introverted and extraverted behaviors, parents and adults working with children can often tell whether they have a preference for introversion or extraversion. For ease of reference, throughout the text she refers to those who prefer introversion as Innies and those who prefer extraversion as Outies.

Especially fascinating and insightful are the comparisons regarding neurotransmitters and the functioning of the autonomic nervous systems in Innies and Outies. Laney skillfully summarizes how these manifest in practical, behavioral terms. For example, the introvert’s tendency to avoid external stimuli and the extravert’s tendency to shoot from the lip (lip is correct!) are actually hardwired, influenced by physiology, neurology, and brain chemistry.

Naming twelve gifts or advantages of the introverted child, Laney provides a roadmap of practical tips to help adults support the Innies’ development and self-esteem. While extraverts may also possess some of these gifts, they are probably not as easily accessed or well-developed. For example, the characteristic “Innies have a love of learning” has always been an active motivator in my life as well, but I am extraverted. My MBTI Step II report indicated I possess the introverted facets of reflection and quiet, which may account for my respect of introversion and ability to relate with Innies.

Part II, “Raising Introverted Children with Roots and Wings,” addresses emotional resilience, energizing introverted children, and providing relevant forms of relaxation. Laney explains and suggests practical steps toward understanding and nurturing introverted needs regarding basic

life activities such as eating, sleeping, discipline, and play. I really enjoyed learning about the different needs and reactions of Innies and Outies regarding discipline. I can recall my introverted sister being much more accepting of discipline and correction than me. She was certainly quieter and conforming, whereas I never hesitated to talk back to our parents.

In Part III, “Family Variations,” I was surprised to learn that a small percentage of siblings remain friendly or connected into adulthood and that this is greatly impacted by temperament. This helps me understand my connectedness with my siblings, though we have had to work on maintaining healthy relationships. Laney explains how Innies especially need close bonds and relationships with the extended family. Aha! Perhaps that is why my introverted sister and I disagree regarding family events and dynamics even to this day. The tips presented regarding how to prepare an introverted child for large family gatherings would have probably been a great help to our family, if we had known about those suggestions.

Helping Innies to function in social and scholastic settings is the focus of Part IV, “Bringing Out What’s Inside.” Laney addresses the Innie’s learning style, the best educational environment for Innies, and helpful hints to foster effective learning both at school and at home. Equally important are the Innie’s social development needs and behaviors. True to form, my introverted sister had a small circle of close friends and was very outgoing, friendly, and well-liked by those peers and classmates. Again, Laney gives practical information about supporting and developing your Innie’s social and scholastic needs/preferences. Her pointers on how to “Bully-proof your Innie,” is powerfully relevant in today’s world.

In the Appendix, Laney provides information and clarification about syndromes and disorders

that may be mistaken for introversion. For example, sensory integration dysfunction is found in both introverts and extraverts, but some of its behavioral characteristics may seem more attributable to Innies than Outies.

This book provides extensive information for understanding the introverted child. Its format, content, and language are clear and well-organized despite the complexity of some of the information. The practical suggestions, the lists of Do’s and Don’ts, the informational quotations, and real-life examples make this a hands-on manual as well as a compilation of the results of multiple research studies. It is an invaluable aid for providing help and understanding to those who love, live with, or work with introverted children. I would wholeheartedly welcome such a volume on the gifts of the *extraverted* child!

Judy Principe (ENFJ) is an MBTI Master Practitioner who uses multiple type applications as a consultant. She has over fifteen years of experience using the MBTI working with groups and individuals in corporate and non-corporate environments. You can reach her at: judyprincipe@gmail.com



2013 APTi Conference: AHAs

Conference chairs Jerry Black and Jane Kise asked participants at the 2013 APTi conference in Miami to post their Ahas! Here are insights from the conference:

The Golden Rule does not work across cultures
-Gene Bellotti, INFJ

I'm committed to review my presentation through the lens of Jane Kise's top ten type tips!
-Dave Robertson, ENFP

Telephone Pictionary – interesting exercise!
-Charlene Worth

The passengers in the car grow up – Type Development and in later life the baby might even take a turn at driving!
-Nancy Silcox, ENTJ

Remember as an “I” to verbalize thoughts – no one can read my mind. (Maximize)
-Michael Spivey

Type = we're all ok!
-Fay Roseman

It's more than just understanding type. It's about using that understanding to make change!
-Fay Roseman

“Embrace your opposite type.” There is nothing more important than that. Help save the human race! Thanks Jane!
-Kathy Howard, ENFP

Sometimes when the best laid plans fall apart (keynote couldn't come) the result is worth it! Jane Kise was a fabulous plenary!
-Kim Neubauer, ISTJ

Where is the young MBTI generation?
-anonymous

Type + EQ = not significant
Type Development + EQ = significant
Thank you, Roger Pearman!
-Phillip Auman, INTP

Less is more – don't try to “dump” all your type knowledge at once.
-Julie Wright

Understanding relevant data and stats is critical to the legitimacy of type theory. Thanks Greg Huszczo!
-Ann Holm, ENFP

I'll be using Pictionary telephone and I'll find (create) ways to pull learning according to the session's objectives.
-Kim Neubauer, ISTJ

There is a difference between knowing the path and walking the path.
-Rob Brandenburg, INFJ

Introduce type in small steps to keep them coming back for more.
-Fay Roseman

“Living with and not for children” – Thank you Moosa Al-Jowaiser!
-Phillip Auman, INTP

Make my presentations “stickier” – check out Made to Stick.
-Karen Keefer, INTJ

Moral judgments come first and without cautious processing – regardless of type. Thank you Jane Kise!
-Phillip Auman, INTP

Using a hands-on activity for table teams (like a card game) facilitates “C” of T.E.A.C.H and eases the transition to the brainstorming

necessary to implement the “H”.

-Kathy Howard, ENFP

The value of the T.E.A.C.H model for leadership training.

-Charlene Worth

Everything is/is not type! Great thing to help others understand.

-Charlene Worth

Big AHA moment is when I saw that my INFP partner focuses on tone of voice and I focus on words (ESFJ) – Now we both see and appreciate the differences.

-Kathleen Murphy

Laughing about your type troubles (and those of the other types) makes it all better!

-Erika Nadal, ESTJ

New ways to connect with students and teachers!

-Jean Porto, ENFP

Realized that we often use type awareness to help people “improve” or “change”. Would like to direct people more towards embracing their type more, and go deeper.

-Robin Currie

Apply type to real business issues, not just personal life.

-Julie Wright

There are many great new tools to help us assess type that don't involve the MBTI instrument.

-Julie Wright

“What can you do when type threatens to sink the ship”

-Rob Brandenburg, INFJ

AH HA! NT's interest in financial gain vs. IST/SP interest in financial security and protection. Thank you Ray Linder!

-Phillip Auman, INTP (married to an ISTJ)

SYM 5 – Health and Wellness: For “P”

preference – ok to make health goals a parameter like exercise. 150 minutes a week rather than a very specific goal a “J” preference might prefer.

-Michael Spivey

Conflict in the “car” can cause it to crash!

-Nancy Silcox, ENTJ

Cards work for all temperaments.

-Julie Wright, ENFJ

How we choose to define the “group” makes all the difference on what we can achieve! Think politics, etc.

-Jim Peak, INFP

Managing your stressors – so critical!

-Charlene Worth

New “games” – telephone Pictionary, interaction style with Legos, living type table, etc.

-Jean Porto, ENFP

Reframe failure as a new opening and opportunity to shape a new container for the self.

-INTP

Collaboration – why not encourage my pharmacy clients to work together – focus – what is the goal – help people sooner!

-Jackie Johnston, ENFP

Telephone Pictionary – enjoyable for all types and so many applications possible!

-Sue White, INTJ

“What types learn to do they learn by doing” – Applying the T.E.A.C.H method to all future courses I develop for clients.

-Michael Spivey

Introverted thinkers will reflect after meeting and if not “right” talk to individuals. Allow time to reflect.

-Jane Winge

Realized that “chart the course” is really my coaching style – never connected to coaching before. Should help me appreciate the right course.

-Jerry Black

Kids benefit from knowing themselves for college decisions.

-Charlene Worth

We need to understand the information in emotion.

-Jim Peak, INFP

Start using type concepts and language with my speech and debate team.

-Karen Keefer, INTJ

Diversity means more than type diversity.

-anonymous

Sensors like similes.

-Kim Neubauer

When toddlers behave the way they do they are not developing their functions, they are just being themselves. Development comes later.

We need to use their type to work with them – not try to change them.

-Mary McGuiness

CS 402 – Creative You in Action. “Look for ways to encourage creativity (praise creativity) in our children. Value our creative differences.”

-Michael Spivey

Now I have to add the C and H to my presentation for Saturday! Thanks, Susan!

-Karen Keefer, INTJ

If all you have is a hammer everything looks like a nail. Type is not enough – you need more tools in your toolbox like EQ-I or Interaction Styles.

-Mary McGuiness

Bring more experiences and stories to my teaching.

-Michelle Currie

Being with a partner of our opposite type is a great opportunity to grow and appreciate.

-Kathleen Murphy, ESFJ

Accessing and reveling in my “I” at mid-life and beyond – not so easy.

-Laurie Lippin, ENFP

Ray Linder spoke of putting type into action by teaching one thing that got results and caused them to say “Ray, what are you going to teach me next?” (A cycle of developing continuing business)

-Mary Charles Blakebrough

Trust type!

-Jim Peak, INFP

I realized I haven’t been honoring my preferences, particularly in running my business. Maybe it’s ok if I started doing that a bit more?

-Doris Fuellgrabe, ENFJ

CS 504 –Personality Type and Male Midlife. Use terms “midlife transition” or “midlife revelation” instead of crisis. Find your “soul work” – it is never too late.

-Michael Spivey

I need and want to learn more!

-Michelle Currie

Promote type by using “problem solving” first. “Solve your business problems through type”.

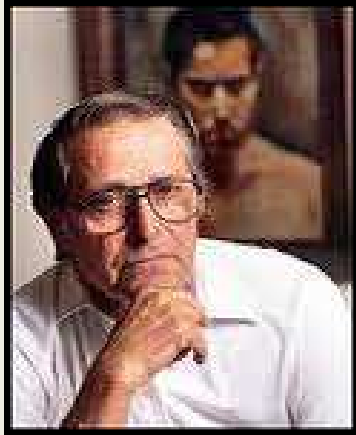
-Nick Ruehl

Tricked yet again by the Trickster function. Thanks Carol!

-INTJ

APTi Conference is one huge AHA!

-Fay Roseman



Loss of Type Luminary – David W. Keirse, Ph.D. (INTP)

Article by Linda V. Berens, Ph.D (INTP)

A brilliant mind and a caring soul is no longer with us in body, but his legacy will live on in the many lives he touched in his 91 years, not only through his books, but through his many students and the lives we touch. I first met David Keirse in 1974 when I started my Master's degree in Counseling and studied with him beyond the degree and his mentoring on my doctoral dissertation committee¹. David was a thought leader who planted many seeds for the rest of us to nurture and grow.

David was a major contributor to APTi. He shared his work with Isabel Myers at the 1979 APT conference in Philadelphia where she last presented. I was told that she embraced his work and I'm sure they would have had some wonderful conversations if she had not died shortly after that. He was sent the second copy of the first MBTI Manual. In 1980, David attended the meeting of the founding board of APTi and was on the board as a Member at Large. He generously presented at many conferences, regional conferences, and chapter meetings. Many misunderstood his work and saw it as just an adaptation of Isabel's. However, it was based in separate models, all from contemporaries of Jung and writing in the

1920's. It happened that the different approaches tapped into the same patterns of behavior, but with different underlying dynamics. It is simplistically elegant, but not simplistic. In fact it goes very deep and is a holistic view that includes how people behave when well functioning as well as how they behave in a dysfunctional way.

Most type enthusiasts and type practitioners have heard of David's work through the very popular book, *Please Understand Me*, which was coauthored with Marilyn Bates and finished after her death in 1977. He couldn't find a publisher so he self-published (one of many things he did before they were popular). It spread like wildfire and soon sold over a million copies with no marketing and no sales force other than his students who shared the four temperaments with their clients and their organizations. And who wouldn't want to read a book called, *Please Understand Me*?

With a publication date of 1978, it was the first trade book on type that was related to Isabel Myers' work. He told me that when David Saunders introduced him to Isabel's first drafts of the MBTI® instrument and he read her descriptions of his INTP result it had a big impact on him. It was as if she had been following him around. He said of her work that it brought Jung's work to life. When he first published *Please Understand Me*, he put a questionnaire in it to help readers find themselves. He was not a big believer in instruments, so he saw it just as an aide to the reader. However, the publisher of the MBTI instrument had a different view and so he had a paper with a recommendation that people take the MBTI inserted into all the books then in print. This recommendation stayed in later editions. He always gave credit to Isabel for her work. There are some who would say that this accessible, easy to read book helped build the

MBTI brand and it was the first introduction to type for many people. Having four temperaments to remember was easier than sixteen types and the information contained in the descriptions touched people in very powerful ways.

David's gifts to the world went beyond the temperament theory he is known for. In fact, while temperament was important in the masters degree program, it was not his major contribution to us students. Along with Marilyn Bates, he architected one of the most innovative counselor training programs in existence. And graduates from this program were in great demand because we got results. David had a vision of influencing the way psychiatry and the medical model treat dysfunctional behavior. This mission of his continued even in his years of declining health, as you can see in this [video](#)³ of him discussing his thoughts with his family. What a keen mind and what a mission to make a difference!

David also had a vision of changing the education system so that the learning needs of all the students would be met. He was especially concerned about the practice of reliance on medication rather than providing the stimulation and activities that would help the "SP" learner. In addition he wanted to see more focus on skills. He said "knowledge accrues to skill" and that has stayed with me to this day. He taught us skills to help teachers and parents as well as skills to use in helping individuals and families. Always ahead of the trends, David brought systems thinking to us long before it was popular as well as the teachings of Milton Erickson before NLP was created. He gave us a meta-model for intervening in systems to help

³ For a view of David Keirse and his major contributions not known by many, see my tribute to him at <http://lindaberens.com/thank-you-dr-david-west-keirse/>

them right themselves and for selecting the most effective methods for different situations and complaints.

David was never comfortable calling it Keirseyan temperament theory, yet he integrated the work of many great thinkers into something that was uniquely different and very powerful. His work influenced many in the type world. Otto Kroeger found it useful enough to use it in his work and writings. Alan Brownsword brought me in to the 1983 APT conference to do a pre-conference workshop on type that included temperament and also to do a concurrent session that covered temperament. He also designed breakout groups after he presented function theory and David spoke on temperament theory. Today people are still buying *Please Understand Me* and gaining insights that help them with their lives and their relationships. His work is being carried on and developed further by many of us with practical applications as well as deeper work like the work of Eve Delunas with *Survival Games Personalities Play*.

He will be missed and I am so fortunate to have had him as a teacher and mentor and APTi is fortunate to have had in as part of its creation.⁴

⁴ For more information about David Keirse: http://en.wikipedia.org/wiki/David_Keirse

President's Corner

Article by Linda Berens

It was great to see many of you at the conference. Our survey showed that most had a great conference experience with lots of ideas for putting type into action and a great deal of learning and fun doing it. I hope those of you were able to attend had as good a time as I did. ☺ In fact, it was such a great experience, your APTi Board is looking at ways we can expand the conference experience to involve more of you. Of course, we want input from you too! Would you like to get involved in planning our next conference? If so, let me know and I'll pass it on.

Now that the conference is over, the Board members are continuing our focus on how to better serve you and how to reach more type users and invite them into our community. You can help us in many ways. Here are a few:

- Contact any of the board members⁵ to let us know what you want from APTi.
- Contact us about ways you'd like to be more involved with committees or our next conference.
- Submit articles for the Bulletin and post in the forums.
- Spread the word about the benefits of APTi membership to your professional networks; invite type users there to join our community.
- Attend local chapter meetings or help start a chapter in your area if there isn't currently one.
- Join the many type discussion groups on LinkedIn and share your expertise on type as well as keeping APTi in the public mind.

⁵ Contact information for all board members can be found at <http://www.aptiinternational.org/about/meet-the-board-of-directors/> or at the end of this Bulletin.

Here are a few Board priorities we are working on now:

1. Develop key partnerships that will deliver you even more benefits
2. Continue to deepen and broaden our educational curriculum. Look for some more new programs soon.
3. Update our publication criteria and standards to reflect current best practices in communicating about psychological type.
4. Change our website to provide . . .
 - Faster download times and ease of finding things
 - Searchable data base of past Bulletin issues
 - Free content that gives an overview of type, along with specific application tips
 - Separate web pages for each of our Special Interest Groups and affiliated Chapters

Please contact me directly with your ideas and input about how we can enrich your APTi experience. Linda@lindaberens.com



Linda V. Berens, Ph.D. is known for developing and refining Type theories and training materials to help individuals grow and organizations thrive. Involved with APTi leadership since 1980, she presented at every conference

since 1983. She started teaching Type professionals in 1980, conducted MBTI® Qualifying Programs from 1991 through 2008, developed the Interaction Styles model, the Berens CORE™ Approach. Linda Berens Institute provides a learning community and full curriculum where she can share her work with more professionals who want to be on the leading edge and have lasting results.

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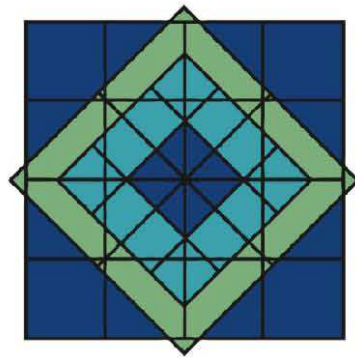
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The *Bulletin of Psychological Type* is the official publication of the Association for Psychological Type International (APT*i*). Published quarterly with articles by type practitioners from all over the world, it is designed to enhance knowledge of the practical application of type. The *Bulletin* is distributed to more than 1000 members. Current APT*i* members have access to online archives. The *Bulletin* accepts paid advertisements. Such publication, however, does not constitute endorsement by APT*i*, which reserves the right to refuse any ad deemed inappropriate.

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