

White Paper

**How CRG's Personal Style Indicator
Differs from the MBTI**

by

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Foreword

While training consultants and professionals in the use of the **Personal Style Indicator (PSI)** CRG is often asked, “How is the **PSI** different from the **Myers-Briggs Type Indicator (MBTI)**?” After answering this question at thousands of times, we finally decided to write this white paper.

The main purpose of this article is to identify the main ways in which the **PSI** differs from the **MBTI**. It is not an attempt to completely review the **MBTI** and only refers to information that supports the points being presented about the **PSI**.

The **MBTI** has a very long history of being used. It generally reflects Carl Gustav Jung’s theory of personal types, but is not identical to it. It is being used by many trainers, consultants, and educators. Yet, it should also be stated that the **MBTI** has also been rejected by many other trainers, consultants, and educators who have chosen to use different educational tools (the **PSI** being one such tool) for many reasons. Some of these reasons are similar to ones listed in this white paper, while others are not.

This review is only focused on discussing how the **PSI** and the **Personal Style Model** are different from the **MBTI** and Jungian typology. If you would like a more in-depth analysis of the **MBTI** please refer to **Consulting Psychologists Press, Inc.** (577 College Avenue, Palo Alto, Ca. 94306).

We admit upfront as co-authors of the **Personal Style Indicator**, that we prefer the **PSI**ⁱ over the Myers-Briggs Type Indicatorⁱⁱ (or any other personal style tool for that matter). In fact, the main reason that the **PSI** was created was to address concerns that Dr. Anderson experienced when using the **MBTI** and DiSC, dating as far back as 1979. So be advised that this white paper is based on our research, learning, perceptions and experiences.

After you have finished reviewing this white paper, and have further questions feel free to contact CRG by calling 604-852-0566, faxing 604-850-3003 or e-mail info@crgleader.com.

Regards,

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Introduction

The most obvious difference between the two assessments is that the **PSI** has been developed from Personal Style Theory and the **MBTI** has been developed from modified Jungian Typology. These two theories are attempting to measure the same personality preferences, characteristics and behaviors (whatever terms you wish to use) using different points of view most commonly called theories.

Jungian Typology and Personal Style Theory are theories that attempt to explain that part of the personality referred to by CRG as personal style and by Myers-Briggs as personality type. Before getting into a detailed discussion of some of the theoretical differences between the two approaches, let us say that long before either one of these two assessments were developed, these same personality preferences, characteristics and behaviors were observed and described by others. Historically, this part of the personality was first referred to as a person's "humor" and later as being their temperament.

In The Beginning

"The earliest recorded attempt to classify individual differences into types was probably produced by the Greek physician/philosopher Hippocrates (approximately 460-377 BC). He believed that the behavior of humans was influenced directly by the four elements EARTH, WATER, AIR, and FIRE. Since each of these elements possessed different properties, they had different effects on people. The source of these differences were purported to be four different liquid substances called "humors" that were allegedly produced in the liver."

Hippocrates believed that these "humors" influenced people so strongly that they had to behave in very specific ways according to each humor. His idea about the liver being the source of personality differences has long since been disproven, but the classification part of his theory is still in use today.

Hippocrates's theory led to the first recorded categories or labels for personality differences that we know of, which were: Sanguine (happy), Choleric (restless), Melancholic (sad) and Phlegmatic (reserved). These four terms have been kept alive throughout history by individuals such as Galen (130-200), Laveter (1755), Gall (1835), and Wundt (1904), and are still used today by people such as Eysenck (1963), LaHaye (1966) and Littauer (1992).

Many other personality theorists have also attempted to describe temperament or personal style preferences using various models and terms. Some of the more predominant ones include Jung (1921), Marston (1927), Lewin (1936), Horney (1942), Fromm (1964), and Merrill and Reid (1981).ⁱⁱⁱ

1. The *PSI* Measures Different Constructs, and Measures them Differently

The *PSI* measures how people rate themselves on three continua of style behaviors:

Introversion/Extroversion
Verbal/Nonverbal
Task-Oriented/People-Oriented.

These three continua have been used to develop a four-dimensional model of personal style. The four personal style dimensions created by the intersection of the three continua, influence people to behave as follows:

<u>Personal Style Dimension</u>	<u>Influences people to be:</u>
Behavioral Action	- extroverted, nonverbal, task-oriented
Cognitive Analysis	- introverted, verbal, task-oriented
Interpersonal Harmony	- introverted, non-verbal, people-oriented
Affective Expression	- extroverted, verbal, people-oriented

Using different score intensities (low, moderate, strong, very strong) for the four personal style dimensions, produces 21 personal style patterns possible to describe personal style behavior.

Personal Style Theory allows for style flexibility, because everyone is influenced by all four personal style dimensions. No one is just one of the four style dimensions. It also allows for style flexibility in that it is possible for some people (at different times) to demonstrate a range of personal style behaviors and these variances can be different than their typical pattern.

The **MBTI** assesses people using what they term to be three personality structures and one attitudinal classification:

<u>Personality structures</u>	<u>Attitudinal Classification</u>
Sensing/Intuition	Extroversion/Introversion
Thinking/Feeling	
Judging/Perceiving	

These four personality dimensions create 16 psychological types. Jungian typology states that people are locked into their type (it is, for the most part, thought to be a permanent mindset) and, in theory, each individual can only be one of the sixteen types.ⁱⁱ

2. Style Preferences vs. Type Casting

Personal Style Theory states that some people naturally move along it's three continua of behavior. Our model allows (and believes that) individuals to be introverted **and** extroverted, verbal **and** non-verbal, task-oriented **and** people-oriented. For example, some people have strong natural preferences to be extroverted in certain situations and just as strong natural preferences to be introverted in other situations. These individuals are naturally more style-flexible than individuals who are not balanced on the continua. Personal Style Theory asserts that this more versatile view of people reflects their personal preferences more authentically.

Personal Style Theory also asserts that people who are more dominant on one end of the three continua than on the other end, their style preferences are more fixed. This imbalance could be on any one or two or all three of the continua. These individual's natural preferences are not balanced. They tend to be either extroverted **or** introverted, verbal **or** non-verbal, task-oriented **or** people-oriented. They are not naturally style flexible and find it more difficult to move along the continua of personal style. So, if a person prefers a more fixed rather than versatile approach to people and tasks, this will be reflected in their **PSI** profile and **PSI In-Depth Interpretations**.

While the **PSI** has style flexibility built into it, the **MBTI** does not. In fact, **MBTI** philosophy is quite the opposite in that Jungian typology slots people into types that have no range of variability. It's classification process is style-rigid because it places people into one of 16 "boxes" from which they cannot move. While a counselor or facilitator may help clients who take the **MBTI** to discover their range of versatility, the **MBTI** tool itself does not help a person accomplish this desirable goal.

One **MBTI** educator states it this way: *For example, extroversion can be seen as a type preference or as a trait. Jung devised the term to characterize a type preference, as the polar opposite of introversion. It is an either-or category. Like pregnancy – one is either pregnant or not; no one is a little pregnant or a lot. The Myers-Briggs Type Indicator sorts people into one category or the other.*^{iv}

In contradiction to this foundation concept, Jungian theory also states that even though people are dominant on one end of each of it's four mental processes, they also have an auxiliary on the other end. The "auxiliary" works to keep balance within the personality. We believe that this is incompatible with the whole concept of "typology" and suggests that people really do naturally behave at different levels along the continuum, if only at certain times. Perhaps this is the **MBTI**'s attempt to allow some versatility to be included into the interpretation process?

3. Learning Tools vs. Misleading Scientific Claims

Foundational to Personal Style Theory is its assertion that no Personal Style Assessments (**PSI**, **MBTI**, **DiSC**, etc.) can be standardized into a personality test which can to have predictive validity. **From the beginning, the authors of the PSI have not claimed predictive validity and have stated the PSI is not a normative test.**

CRG has developed learning and communication tools rather than a psychometric test. The **PSI** is not a test. It was not created for use with abnormal or unstable populations. It was not developed to fit pre-identified norm groups so that participants might be compared to those groups. It is CRG's philosophy that such an approach to personality testing is biased and does not allow for the full range of interpersonal interaction that adult learners want and need to discover and develop their potential. We agree in principle with the criticism that Epstein (1979) levels at traditional testing:

In our zealous pursuit of rigorous, experimental research models we have somehow lost track of our subject matter. Instead of following Murray's example of studying individuals in breadth and depth, we have pursued a narrow vision of science, one in which method has become more important than substance. As a result, our journals are filled with studies describing laboratory manipulations of variables of little significance to the people in the experiments (p. 649).^v

In particular, we believe any kind of "ipsative" (non-normative) measure which claims it can predict anything from the four inter-related scores is inappropriately misleading people into believing that the assessment can do something which it cannot do. An ipsative test is any measurement that uses two or more interrelated scales to produce individual scores. The **PSI** uses such an ipsative measure.

Inasmuch as these types of scores are only used for the individual, their scores are valid for them. When applied to groups to establish norms for future predictions or interpretations for other individuals, these test measures are not valid due to the limitations of their own construction.

This interrelationship between the four scales affects the discreteness of each scale and therefore prevents the **PSI** from being used as a normative measure. Therefore, information gained from the administration of the **PSI** on one employee or applicant cannot be applied to information about any other employee, applicant (**PSI/JSI Professional's Guide**, p. 37).

Most personal style assessments are "ipsative" measures because they produce scores which are not independent from each other. They are developed using forced-choice scales that clearly ask people to rate their personal preferences based on scales that are interrelated. Johnson, Wood and Blinkhorn stated strong concerns about false reliability and validity claims when they described the use of ipsative measures.

One of the more worrying features of recruitment and selection practices in the United Kingdom is the misuse of ipsative personality tests. Employers are understandably attracted by claims that these quick and easy to administer tests will give valid insights into the personality of job applicants. However, on the evidence we have seen, the publishers and the promoters of these tests are either unaware of or do not understand, or are choosing to ignore their limitations. This is not to say that ipsative tests have no utility but that the claims made for their validity and reliability and their applicability to inter-individual comparisons are misleading. Failure to take into account the mathematical properties of ipsative tests leads users to treat them as if they are normative measures, with startling consequences which ought to be obvious but are not.^{vi}

The authors of the **PSI** openly state that normal correlations and factor analyses cannot be used appropriately with the **PSI**. Many personal style assessments, trying to appear to be more than they are, misrepresent their findings and make great claims that they are normative measures or standardized tests that have reliability and validity (such as all of the Marston-based tools...e.g., TTI, DISC, Thomson International, etc.)

However, some people say that the **MBTI** is a normative measurement not an ipsative measurement. They claim that its scales are separate and not inter-related to one another. Therefore it is possible to use normative statistics and on the basis of certain findings claim to have predictive validity. It is well known that there are conflicting results from a range of studies that have been conducted using the **MBTI** - some reflecting validity, some not.

The primary way to decide whether a test is ipsative or normative is if the scores on the dimensions of the test are *compared to a reference group*. If an individual's scores are compared to a reference group, then the scores are normative. If there is no reference group, the test is ipsative.

The secondary way to determine if a measurement is ipsative or normative is how the scales are designed. If the items are forced-choice or rank-ordered, then the test is ipsative.

The **MBTI** is therefore technically an ipsative test as it does not compare individuals with any reference group, and forces people to choose between two alternative phrases. However, some practitioners have created a database of all scores on E,I,S,N,T,F,J and P scales and their various combinations...and created a reference group to compare individuals with. They have then called the **MBTI** normative and "valid" for use in career and psychological counseling.

Unlike the DiSC, the Myers-Briggs publisher (Consulting Psychologist Press) explicitly states that the **MBTI** is not appropriate or valid for use in personnel selection. The following is from their test manual, 'It is inappropriate to use the **MBTI** for hiring, promotion, or selection. Results on the Indicator simply do not give information that will be helpful in these functions.' (Briggs Myers, McCaulley, Quenk, & Hammer, 1998, p.

360). It seems that some **MBTI** practitioners don't read these manuals?

It would appear from examining many of our competitor's manuals that they do not recognize that there is a substantive and qualitative difference between a learning tool and a psychometric test. Also, there are only a limited number of studies that would indicate that using psychological assessments for predicting anything is feasible, and evidence suggests that this is only possible with well-established norms in controlled situations with specific and limited populations (the 16-Personality Factors Inventory, for example, is one that has achieved some of this validity, and reliability). To use a personality assessment appropriately within an organization would require large sectors of a population to develop its own norms which then could only be used for comparisons in that specific environment.

The **PSI** stands out as being significant and innovative because of the manner in which it is presented and its results are interpreted. By not claiming to be a psychometric test, by sharing the results in an interactive environment with the respondent and by drawing upon an integrated perspective of personality, some of the traditional pitfalls associated with self-report approaches to assessment are avoided.

Reliability of the *PSI*

The reliability of any measurement is determined by how trustworthy it is to repeat the results that were first revealed. In other words, can it consistently repeat the same results test after test, regardless of time lapses.

With this in mind, all self-report measurements (including the **PSI**) are only as reliable as the person who is taking the test. If that individual marks the assessment differently the second time from the first time then there will be a corresponding change in their results. If the individual marks the words on both (or subsequent) assessments exactly the same then obviously the results will be the same.

The **PSI** is 100% reliable if the person makes the same choices each time it is taken and correctly adds the scores. Most (over 90%) of the hundreds of people we have talked with who have done test-retest checking after two to six months have been very surprised that their scores changed very little (less than 5 points on any one scale) and their personal style patterns were the same.

Small, informal, unpublished test-retest reliability studies in three of Dr. Anderson's university classes (n = 26-32 in each class), reveal correlation coefficients in the upper 80's consistently. This level of reliability is a strong indication that the **PSI** can be used as a learning and communication tool without being concerned that the results one gets are a function of ineffective characteristics of the internal workings of the **PSI** itself, but is a relatively accurate reflection of one's self-perception. More recently CRG Associates Dr. Edith and Gunther Singer conducted reliability research on the German **PSI**. N=108 with reliability coefficients achieving upper 80's as well.

Validity of the *PSI*

Validity for any assessment lies in its ability to measure what it says it will measure. The *PSI* states that it measures an individual's personal style according to four personal style dimensions which are a part of Personal Style Theory. To this extent the *PSI* is valid, in that it clearly discriminates between the four dimensions in such a way as to help participants understand the differences between the dimensions. It helps them to pinpoint their preferences for various behavioral styles and locate their behavioral preferences on a continuum of possible behaviors.

From a traditional viewpoint, predictive validity for tests must be measured by some kind of statistical analysis. As we have pointed out in the previous section, this type of predictive validity assessment is not possible for ipsative measurements. The *PSI* is an ipsative measurement. It is important to again state that ipsative measurements should not be presented as statistically valid instruments as they are not designed for data analysis.

Johnson, Wood & Blinkhorn's findings add their opinion:

The standard statistics used in the evaluation of tests are not appropriate with ipsative tests. In some cases the authors of these inventories have made the claim that they are not tests. This is a perfectly reasonable claim to make but they should not then present standard statistics in an attempt to give the inventory credibility (p. 161).^{vii}

This does not mean that the *PSI* has no validity – it means that it has no predictive powers, and has no comparative or “reference” norms. This feature of CRG products has actually made them more attractive to many organizations whose leaders do not want something officially “psychometric” being included in training or into their employee's personnel files. Many organizations do not want psychometric tests because of union difficulties and legal issues. What they like about the *PSI* is that it is “user friendly” while still having perceived, or “face” validity.

Face Validity

Face validity means that a measure is perceived by the individuals who take it to be valid and accurate. For CRG this is the most important type of validity because we want individuals to develop their potential. If people do not agree with or cannot understand their assessment results then the chances of their using the results for future improvement will decrease.

The *PSI* in particular has an extremely high level of face validity. To our knowledge, after years of using it with a wide range of groups, 95% of the people who take it say that the results as represented by their interpretive summaries fit them. In one of our

research groups N = 455 over 90% rated the **PSI In-Depth Interpretations** as *Accurate* or *Highly Accurate*. People are actually amazed that we can provide them with such in-depth feedback from a one-page word list – and more impressed that we encourage them to cross out comments that do not typically represent their behavior, and add comments to the results of their **In-Depth Interpretations** so that the interpretive comments better fit how they perceive themselves. We also encourage people to have others complete a **PSI** assessment for them to compare their self-perceptions with how others perceive them. As far as we know, this adult learning approach has not yet been utilized in other tools. People even report that the “areas of difficulty” in their **In-Depth Interpretative** Results describe them accurately. And for adult learners, it is most often face validity that counts!

Personalizing the Results To Avoid "Pigeonholing"

We request participants to underline, cross out, or add to everything they read so that they personalize the interpretations. This means we allow them to alter their interpretations to fit what they think is true for them. By doing this we avoid the "pigeonholing" that many other measurements do. While our participants do receive pre-written personal style patterns we allow them to have more than one pattern if they think other patterns fit them and we encourage them to eliminate parts of the interpretations which do not fit for them, and add their own interpretive comments to develop their own, more complete and unique style description. By doing so we allow people to decide what is valid for them as individuals rather than use artificial norms from groups of people with whom they may have little in common.

The significance of CRG's learning and communication tools is that they place emphasis on the person/learner rather than on the test.

In addition, CRG explains an individual's personality as including several factors as outlined in our Personality Development Factors Model. These factors include Personal Style, Bio-Physical Factors, Self-Worth, Environmental Systems, Social Teachers, Emotional Anchors and Spirituality. This model is proprietary to CRG and our holistic approach is not taught by other assessment providers and to our not knowledge not part of any MBTI training. Details can be found in Chapter 3 of our book ***Why Aren't You More Like Me?*** 2011 by Keis with Robinson.

Do MBTI claims of Reliability and Validity Hold Up?

A study by a National Academy of Sciences (NAS) special committee reviewed **MBTI** studies to examine it's claims of reliability and validity as a predictive tool for individual and organizational career development applications. The following statements from a review^{viii} of the committee findings illustrates the truth about Ipsative tests:

*In general, the NAS review committee found that the test/re-test reliability of the **MBTI** appears to be weak in most previous research.*

Additionally, some limited research also suggests the “judging-perceiving” (J-P) scale is not completely independent from the “sensing-intuition” (S-N) scale, with correlations between these scales ranging from .23 to .48 (i.e., sensors tended to be judges, while intuitors tended to be perceivers).

*Overall, the review committee concluded that the **MBTI** has not demonstrated adequate validity.*

*Overall, there appears to be a lack of systematic research on the effectiveness of the **MBTI** and much of what is published is based on weak methodological designs.*

*The review committee concluded that, although popular, the overall effectiveness of the **MBTI** has not been adequately demonstrated.*

*At this time, there is not sufficient, well-designed research to justify the use of the **MBTI** in career counseling programs.*

This same conclusion was voiced in an article published in the Consulting Psychology Journal Summer 2005 by Dr. David J. Pittenger of the University of Tennessee including this statement – *At this time there is not sufficient, well-designed research to justify the use of MBTI in career counseling and other programs.*

The **PSI** is presented and sold as a learning and communication tool. It was never created to be a standardized test or normative measure – even though 9 out of 10 people say it is very accurate and describes them and others they know extremely well.

4. Rating All Preferences vs. Either-Or Choices

The **PSI** provides people with more choice in identifying who they are because it does not use an either-or questionnaire format like the **MBTI**. To reflect Jungian typology the **MBTI** uses an either/or system for determining type patterns, forcing participants to choose one questionnaire item out of every two. One psychologist accurately describes the either-or process by saying, “The “Myers-Briggs Type Indicator” is quite simple. It gives choices to its ... takers, such as, *Do you usually value sentiment more than logic, or value logic more than sentiment?*”^{ix}

The **MBTI** process cancels one item every time a person makes a choice for the other item. Thus, your type consists of only one side of each dimension. Rejection of the other side of the dimension is entirely based on how the test is constructed and the philosophy of “type” that is used. For example, a person **cannot** be both sensing and intuitive, thinking and feeling, extroverted and introverted, judging and perceiving. Once you choose one end of the classification, you have eliminated the other end. There is no room for individual differences between the ends of the continua on the **MBTI** scales.

In contrast, the **PSI** word list consists of 16 rows with four descriptors in each row. One descriptor in every row represents one of the four personal style dimensions.

Participants are asked to rate each row of descriptors 1, 2, 3 or 4 by giving the word they think is most like them a 4, next most a 3, next most a 2 and the word that is least like them a 1. They can only use each number once in a row and all four words in each row must be ranked. By following the instructions participants rate all four personal style dimensions and avoid eliminating any.

This assessment format also allows each dimension to get a score that reflects how intense it is when influencing a person to think or behave a certain way. So every person who takes the **PSI** knows how strong each of the four personal style dimensions are self-perceived to be within them. This allows for more accurate comparisons of dimensional scores within the individual.

In contrast to **MBTI** typology which states that people are “fixed” on one end of each continuum, Personal Style Theory stresses the idea of style flexibility. Discussing introversion-extroversion Eysenck describes style flexibility this way:

We do not, then, divide the population into extroverts and introverts: we measure the degree of extroversion or introversion shown, and allocate the person in question to some place along the continuum--very much as we would do if we measured his height, or weight, or intelligence. When in what follows we speak of extroverts or introverts, we mean people falling towards one of the other end of this distribution; those in the middle are usually referred to as ambiverts (p. 247).^x

5. Style Flexibility vs. Type Rigidity

Another distinction between the **PSI** and **MBTI** is the how they assess and describe style flexibility. In responding to the **PSI**, a person must completely rank all 16 rows of four words. Every participant makes over 64 decisions about their preferences when comparing and evaluating the word sets. The **PSI** identifies weak (scores 16-29), moderate (scores 30-39), strong (scores 40-49) and very strong (scores 50-64) preferences. None of the four personal style dimensions are ever eliminated, even if they score weak or moderate.

Weaker preferences also influence how people *prefer* to behave and are considered to be just as important as the stronger preferences. In fact, when it comes to developing style flexibility, weaker preferences are more important because they are the areas targeted for development – if they adult learner chooses to augment one of their four style dimensions in order to become more versatile or effective in their job or with a particular person.

Jungian terminology states that there are four mental processes: Dominant, Auxiliary, Tertiary and Inferior. *Jung called the opposite of the dominant process the inferior process because it is at the bottom of the hierarchy of the four processes for that type.^{xi}* These terms do not refer to four different types of thinking but to what process is stronger (more intense) than the others. For example, whatever is classified as Dominant is always stronger than everything else.

The Dominant is the person's "mind" and cannot be changed. The Dominant is always stronger than the Auxiliary, the Auxiliary stronger than the Tertiary, and the Tertiary stronger than the Inferior. However, in Jungian reality, it is impossible for someone to be equally strong in these four mental processes. In Personal Style Theory it is possible for individuals to be equally strong in any two, any three, or even all four of the personal style dimensions.

The Inferior and Tertiary are not considered to be essential in the **MBTI** interpretation process. We believe this approach by Jung leads to an incomplete reflection of a person's preferences and self-perception. Jung considered a person's type as a person's "path through life" that could not be left if that person was to develop their inner potential. Jungian typology directs individuals to their dominant processes and influences them to develop their strongest mental "pathway" rather than focus on developing their weaker mental processes. It's weakness is that for some unsophisticated people it can rigidly lock them into one of 16 types or "mindsets".

Therefore, the **MBTI**, because of Jungian typology and its either-or construction, over-focuses people on their strongest preferences and ignores their weaker preferences. Its underlying assumption is that people cannot be more than their strongest preference, and cannot develop in their areas of weaker preference. When the in-depth interpretations for each **PSI** pattern were written the weaker preferences were taken into consideration along with the stronger preferences. Both are real in the authors' experiences and clinical observations.

Reality tells us that only focusing on strengths and not understanding weak areas leads to imbalance and many human breakdowns. Alexander Dumas stated it perfectly when he said, "Any virtue carried to an extreme can become a crime."

We know that many **MBTI** practitioners are aware of these limitations of the **MBTI** and work around them in how they present the tool, and how they work with their clients or trainees.

We encourage those who go through **PSI** training with CRG to help their clients and trainees to not limit their self-interpretation and identity to their particular **PSI** Pattern(s); and in fact teach them a more integrative model of personality that includes many factors (see our book, *Why Aren't You More Like Me?*, or the **PSI Professional's Guide**).

6. Style-Shifting vs. “Learning to Live With It”

Personal Style Theory states that we are born with a predisposition towards perceiving, approaching and interacting with the environment (definition of personal style). This means that our personal style pattern is embedded in our deep structured behavioral patterns (personality) from birth until death. Rubin put it well when he said, *Though our bodies may be bent by the years and our opinions changed by the times, there is a basic core of self – a personality – that remains basically unchanged.*^{xii}

Personal Style Theory also asserts that we have the freedom of choice to expand our thinking and behavior patterns beyond our natural predisposition through learning and experience. While these two beliefs seem incompatible, they both are very real. Phares addressed this when he wrote:

It is surely true that no two people are ever exactly alike. It is equally true that in certain ways all people are the same. This seeming paradox is the vessel that contains the concept of personality.^{xiii}

People can, and do, choose to behave outside of their personal style pattern once they learn how to do so. The **PSI** model is designed to help individuals learn how to “style-shift”.^{xiv} Style-shifting is the process of developing new thinking and new behaviors that are associated with a person’s preferences, and then understanding when and how to apply their new knowledge successfully. Style-shifting extends a person’s range of personal style responses. Style-shifting skills assist people to develop their style-shifting ability (flexibility) more effectively.^{xv}

While people cannot change their personal style pattern, they can greatly improve their personal style flexibility in how they think and behave if they are effectively shown how to do so. Style-shifting suggests that teachers recognize and reward learners for their natural style preferences, and then assist them to develop style balance regardless of their natural style strengths and weaknesses.

By contrast, Jungian typology states that people cannot change their thinking processes (typology). **MBTI** practitioners encourage people to work within their type and to accept that they cannot change what Jung referred to as their destiny or “pathway”. As one **MBTI** author writes (remember the reference to neuroses when you read point 7 below),

It is time to insert another of Carl Jung’s ideas: one’s type implies a developmental pathway through life. The 16 paths differ in just the ways that the types themselves differ. When a child is allowed and encouraged to stay on the path, the development that results is strong and healthy. If circumstances, including school life, push the child off the path, development is hindered; the child’s energy goes into non-integrated skills and defenses; the process of becoming one’s own person is slowed or stalled; and in adult life this person will have neuroses that absorb much energy and require still more energy to overcome.^{xvi}

7. Different Definitions of Introversion-Extroversion (I-E)

A major difference between Personal Style Theory and Jungian Typology can be found in the use of the terms introversion-extroversion. While Jung receives credit for popularizing the terms in early psychology, it is important to point out that he did not originate the terms as many believe. B. R. Bugelski writes;

The words extroversion and introversion have been in use for several centuries, considered etymologically; they may be construed respectively as an “outward turning” and an “inward turning”. They have long been used, in fact, with essentially those meanings, both in a physical and a psychological sense. The psychological usage can be found in writings dating as far back as the seventeenth century, where extroversion referred to the turning of thoughts toward outer objects, and introversion to the turning of thoughts inward to one’s own mind or soul or the spiritual realm (p. 542).^{xvii}

Personal Style Theory does not disagree with the fact that extroverts tend to focus outward first and inward second, and that introverts tend to focus inward first and outward second. In addition, Personal Style Theory **does not agree** with what Jung added to the definitions of these terms. Jung suggested the idea that extroverts are more “objective” in their thinking and that introverts are more “subjective” in their thinking. Personal Style Theory also disagrees with the Jungian concept that extroverts’ thinking (and therefore behavior) is controlled by external objects while introverts’ thinking (and therefore behavior) is controlled by their internal self.

Jung defined *extroversion* as an outward turning of libido or psychic energy. This is equivalent to saying that extroversion means a directing of interest toward objects (other people or things) in the environment and functioning in relation to those objects. In an extroverted state one perceives, thinks, feels, and acts in relation to the object. We might also say that action and experience are determined directly by the object.

Jung defined *introversion* as an inward turning of libido. This implies a directing of interest away from the object toward the subject--toward the individual’s own conscious experience. In an introverted state perception, thinking, feeling, and action are determined more directly by subjective factors than by the object.

The extrovert--the individual habitually in an extroverted state--tends to respond immediately and directly to stimuli from without. Habitually in an introverted state, the introvert tends to withhold immediate responses and act on the basis of subjective considerations that follow the external stimulus (p. 542).

Personal Style Theory states that both extroverts and introverts can and do think “objectively” and that both can and do think “subjectively”. It rejects any type theory or assessment that states individuals cannot do otherwise. A key difference here is that type theory is based on “habitual” or “abnormal” thinking patterns whereas Personal Style Theory is based on “normal” thinking patterns.

8. Normal vs. Abnormal Perspectives

The Personal Style Model was developed to address normal personal style characteristics. The authors were very careful to **exclude** terms or concepts that attempted to measure abnormal or psychiatric (based on the medical model) characteristics associated with personal preferences. For instance, Eysenck's model crosses introversion-extroversion with emotional stability-instability.^{xviii}

While Eysenck's research on extroversion-introversion was strongly considered in the construction of Personal Style Theory, his model of personal style was not used because it contained the concept of emotional stability-instability which describes and discusses personality according to abnormal functions.^{xix}

Jung's use of the terms extroversion-introversion are also in conflict with Personal Style Theory because they were developed primarily while working with abnormal populations. One **MBTI** trainer clarifies this point by saying,

*When Jung developed his theory of psychological types he foresaw it being used by professionals trained to treat emotional problems; he did not anticipate the need to identify the types with an instrument such as the **MBTI**.*^{xx}

In using Jung's model to create the **MBTI**, Myers and Briggs have transferred Jung's abnormal concepts and definitions of extroversion-introversion to normal populations.

To highlight this therapeutic bias more clearly, we have listed below some revealing statements from Jung talking discussing his clinically judgmental views of extroverts and introverts. Please note the negative clinical labeling of both extroverts and introverts.

Extroverts

*I have given a detailed description of a purely psychological typology in my book *Psychological Types*. My investigation was based on twenty years of work as a doctor.....(p. 548)^{xxi}*

Hysteria is, in my view, by far the most frequent neurosis of the extroverted type (p. 336).

This is the extrovert's danger: he gets sucked into objects and completely loses himself in them. The resultant functional disorders, nervous or physical, have a compensatory value, as they force him into an involuntary self-restraint (p. 336)

This type of man elevates objective reality, or an objectively oriented intellectual formula, into the ruling principle not only for himself but for his whole environment. By this formula good and evil are measured, and beauty and ugliness determined.

Everything that agrees with this formula is right, everything that contradicts it is wrong, and anything that passes by it indifferently is merely incidental. Because this formula seems to embody the entire meaning of life, it is made into a universal law which must be put into effect everywhere all the time, both individually and collectively. Just as the extroverted thinking type subordinates himself to his formula, so, for their own good everyone round him must obey it too, for whoever refuses to obey it is wrong--he is resisting the universal law, and is therefore unreasonable, immoral, and without a conscience (p. 347).

Accordingly, the extrovert's philosophy of life and his ethics are as a rule of a highly collective nature with a strong streak of altruism, and his conscience is in large measure dependent on public opinion. Moral misgivings arise mainly when "other people know." His religious convictions are determined, so to speak, by majority vote (549).

Introverts

But whether introverted thinking is concerned with concrete or with abstract objects, always at the decisive points it is oriented by subjective data. It does not lead from concrete experience back again to the object, but always to the subjective content. External facts are not the aim and origin of this thinking, though the introvert would often like to make this thinking appear so (p.380).

Facts are collected as evidence for a theory, never for their own sake. If ever this happens, it is merely a concession to the extroverted style. Facts are of secondary importance for this kind of thinking; what seems to it of paramount importance is the development and presentation of the subjective idea, ... (p. 380)

The introvert is not forthcoming, he is as though in continual retreat before the object. He holds aloof from external happenings, does not join in, has a distinct dislike of society as soon as he finds himself among too many people. In a large gathering he feels lonely and lost. The more crowded it is, the greater becomes his resistance. He is not in the least "with it", and has no love of enthusiastic get-togethers. He is not a good mixer.

What he does, he does in his own way, barricading himself against influences from outside. He is apt to appear awkward, often seeming inhibited, and it frequently happens that, by a certain brusqueness of manner, or by his glum unapproachability, or some kind of malapropism, he causes unwitting offense to people.

His better qualities he keeps to himself, and generally does everything he can to dissemble them. He is easily mistrustful, self-willed, often suffers from inferiority feelings and for this reason is also envious. His apprehensiveness of the object is not due to fear, but to the fact that it seems to him negative, demanding, overpowering or even menacing. He therefore suspects all kinds of bad motives, has an everlasting fear of making a fool of himself, is usually very touchy and surrounds

himself with a barbed wire entanglement so dense and impenetrable that finally he himself would rather do anything than sit behind it (p. 551).

As you will notice in reading Jung's descriptions of extroversion-introversion, his discussions are constantly filled with language that attributes negative moral, spiritual, mental, medical, and social attributes to these dimensions. Extroverts are portrayed as having no social consciousness believing only what others around them want them to believe. Introverts are described as being unable to be objective because they are so self-centered and withdrawn. It is impossible to separate these negative attributes in Jungian typology because they are interwoven into his type descriptions.

While the **MBTI** attempts to make the dimensions sound more friendly and normal, the definitions and meanings of Jung's types still rest in his own words and psycho-social-spiritual beliefs about personality overall. **While Jung's writings and theories may have been significant for the early 1900's, we believe that they are inaccurate and outdated for the 21st Century. These kinds of judgments and labels are unprofessional when used to describe people today.**

Eysenck highlights how this "abnormal bias" is not as valued today as it once was when he discusses Jung's application of the terms extroversion-introversion to "abnormal" functions. He states:

C. G. Jung popularized the terms on the Continent, and linked them with a very complex and difficult psychoanalytic set of theories; these theories are not now widely entertained, and the Jungian meaning of the terms is only accepted by a few followers of his. Jung suggested that there were links, in neurosis, between extroversion and hysterical symptomatology, introversion and depressive/anxiety symptomatology.^{xxii}

Personal Style Theory states that no one's personal style pattern is better than another. This means that personal style preferences do not cause someone to be emotionally unstable, socially dysfunctional or unethically manipulative of others. An individual's natural style preferences do not determine his/her level of IQ, physical or mental health, occupational success, morality, interpersonal success, etc.

For instance, two people may have exactly the same personal style pattern (introverted or extroverted). One of these people could be living a very moral life while the other person is living a totally immoral life. Or one of them could have a very high IQ while the other has a low IQ. And one might be very self-centered while the other is very other-oriented. These attributes of personality are not built into a person's personal style but are created by a combination of other personality development factors (see section 12).

9. Thinking Preferences vs. Sociability or Self-Centeredness

Personal Style Theory defines extroversion-introversion as “thinking” preferences rather than as measures of social functioning or selfishness. Selfishness, negative mental health and social malfunctioning can (and does) affect both extroverts and introverts. How functional a person is, is not dependent upon how introverted or extroverted the individual is. And how self-centered someone behaves is not determined by whether or not they are introverted or extroverted. For instance, many introverts are socially very functional, have many friends and care about others, and, there are many extroverts who are self-centered, have few friends and are socially dysfunctional (prisons are full of people like this).

Jung’s introversion-extroversion definitions also reflect a bias that extroverts are socially more functional than introverts because they are outwardly focused. They inaccurately imply that introverts are more self-centered than extroverts because they prefer to focus inward rather than outward. For example, Jung’s therapeutic bias shows up in recent definitions for extroversion and introversion found in Webster’s Illustrated Encyclopedic Dictionary (our underlines);

Extroversion is an interest in and aptitude for dealing with the external world and other people as opposed to or to the neglect of oneself or one’s inner feelings.

An extrovert is an outgoing, gregarious, lively person. (p.596).

Introversion is the directing of one’s thoughts and interests inward, especially to an excessive degree, accompanied by absence of interest in or aptitude for dealing with the external world and other people.

An introvert is a person who concentrates (one’s thoughts or feelings) inward upon themselves (p. 880).

This bias is addressed more specifically by B. R. Bugelski when he says;

There has been a tendency among American psychologists and educators to view extroversion as preferable and to reinterpret the dimension in terms of social behavior. Thus, extroversion has often been understood in terms of sociability, while introversion has been regarded as a tendency to withdraw from social contacts. Jung thought of the dimension primarily in terms of modes of experience or consciousness, and the behavioral definition itself reflects a more extroverted approach to psychology.

Most efforts to construct questionnaire scales for the dimension reflect this shift in orientation, for the items have often contained extroversive scale content that pertains to sociability and introversive scale content that pertains to anxiety or neurotic symptoms. Strictly speaking, such scales cannot be regarded as measures of the Jungian dimension (p.542).^{”xxiii}

It is interesting that Bugelski states that questionnaire scales that reflect this shift between sociability and neuroticism cannot be regarded as measures of Jung's dimension. Nevertheless, we strongly believe that's exactly how Jung and the **MBTI** identifies extroverts and introverts. In discussing **MBTI** scales R. C. Adam-Terem describes introverts and extroverts with the following;

An introvert is a person whose mind, emotions, etc. are turned inward, i.e., have strong references to self. Jung believed that the introvert directs the libido inward because of feelings of inferiority, an idea reminiscent of Alfred Adler. Especially in times of stress, introverts tend to withdraw into themselves, to avoid other people, and to be primarily interested in themselves. The introvert leans toward self-sufficiency. An introvert's essential stimulation is from within, from one's inner world of thoughts and reflections. Introverts are often reserved and hard to get to know, they tend to bottle up their emotions, and they need privacy.

By contrast, extroverts are oriented primarily to the outer world, tending to focus their judgments and perceptions on people and things. Extroverts are energized by other people and external experiences, they tend to express their emotions, they need relationships more than privacy, and they are usually friendly, talkative, and easy to get to know. While extroverts may seem shallow to introverts, introverts may seem withdrawn to extroverts (p. 288).^{xxiv}

10. Environmental Sensitivity Vs. People/Self-Orientation

We believe that Jung's psychotherapeutic approach to the personality has influenced many individuals to perceive the terms extroversion and introversion as being measures of how people oriented someone is (extroversion) or isn't (introversion). In short, only extroverts are people or other-oriented and only introverts are self-oriented. It appears that this misuse of the terms is also built into the **MBTI**.

The **MBTI** sorts individuals into extroversion if they mark a preference for being people-oriented, verbal and outgoing while those not showing a preference for these characteristics are type cast as introverts. It's method of scoring I-E adds to this distortion of the truth by painting a picture that extroverts are lively, other-oriented and socially prosperous (people-oriented, verbal) - while all introverts tend to be quiet, self-centered and somewhat withdrawn individuals (not people-oriented, nonverbal).

On the **MBTI**, task-oriented and non-verbal individuals are forced into the introversion category even though they may be extroverts. Two **MBTI** trainers describe introverts and extroverts this way:

Extroverts tend to be gregarious, enjoy being in groups, and like a lot of verbal action. They also like to think out loud, and typically have a large network of friends. Introverts, on the other hand, prefer intimate, one-on-one relationships,

are typically reserved, prefer to think through ideas alone, and tend to feel drained by too much interaction.^{xxv}

Contrary to the **MBTI**, Personal Style Theory states how introverted or extroverted you are is not determined by how people- or self-oriented you are. It is determined by how sensitive you are to environmental stimuli (i.e., time, people, tasks, and things). Our sensitivity to environmental stimuli is determined by our Reticular Activation System (RAS) which is tiny bundle of nerve fibers running through our brain stems and connecting to that part of our brain which deals with attention and arousal. Extroverts have fewer nerve fibers and are less sensitive to environmental stimuli while introverts have more nerve fibers and are more sensitive to stimuli (see point 11 for more on RAS). Some individuals who are people-oriented are quite introverted (more sensitive to environmental stimuli), and some individuals who are not people-oriented are quite extroverted (less sensitive to environmental stimuli).

Personal Style Theory matches an individual's preferences for introversion and extroversion with four other personal style criteria: people-orientation, task-orientation, verbal and non-verbal. Everyone has all six of the criteria. These criteria can be very different in terms of strength, or they can even be equal in strength. It is the combination of the criteria's strength within us that determines our personal style patterns. So, an individual's introversion/extroversion preferences could appear in any of the following ways (corresponding Personal Style dimensions are also identified):

Extroverted towards People	Affective (A)
Introverted towards People	Interpersonal (I)
Extroverted towards Tasks	Behavioral (B)
Introverted towards Tasks	Cognitive (C)
Extroverted towards People and Tasks	A & B
Introverted towards People and Tasks	I & C
Extroverted and Verbal	A
Introverted and Verbal	C
Extroverted and Non-Verbal	B
Introverted and Non-Verbal	I
Extroverted and both Verbal and Non-Verbal	A & B
Introverted and both Verbal and Non-Verbal	I & C

Let's take a closer look at how this many possibilities can actually occur. For example, even though both the **Affective (A)** and **Behavioral (B)** dimensions influence people to be extroverted, they do so in opposite ways. The A dimension sways us towards being extroverted towards people. That is one reason why **A's** are very outgoing, funny, like to entertain and love crowds of people. **A's** also are very accepting of others and make friends easy. This dimension fits with the Jungian view of extroversion as measured by the **MBTI**.

The **B** dimension also affects individuals to be extroverted, but only towards tasks. Individuals who have strong **B** preferences are hardworking and goal-oriented people

who want results quickly. **B's** prefer to be alone because they can get work done faster. On the **MBTI** people with strong **B** preferences are classified as introverts because they are not people-oriented. On the **PSI** they are extroverts because of their lack of fear of the environment (less sensitive to environmental stimuli). If someone scores high on both the **A** and the **B** dimensions then they are extroverted towards both people and tasks.

On the other end of the continuum we have Introversion, which is represented in the **PSI** model by the **Interpersonal (I)** and **Cognitive (C)** dimensions. People who score high in **I** are introverted towards people. This is easy to observe in that they tend to be very shy individuals. Even though they love people, they don't like being in front of groups or being stared at. But that does not mean they are over focused on their internal world, to the contrary, they are often very busy completing tasks for others who are outside of themselves. They are other-oriented, not self-oriented as the **MBTI** might indicate.

The **C** dimension influences people to be more introverted towards tasks than people. This means that people with high **C** scores like to think about doing things, they like to talk about doing things, but they don't actually like doing things. They often hesitate or stall because they are afraid of failing or not getting it perfect the first time. They prefer to figure out how it should be done and then tell others how to do it. They spend much of time inside their thoughts and are more analogous with the Jungian type introvert.

11. RAS Development vs. Mental Attitudes

Traditional (Jungian) I-E definitions define extroversion as being an attitude or “mental energy focused outward,” and introversion as being an attitude or “mental energy focused inward.”^{xxvi} Personal Style Theory states that the mental energy for introverts and extroverts is focused both inward and outward, but at different times and for different reasons due to the individual's RAS development and the strength of environmental stimuli around them at the time.

Personal Style Theory states that a person's introversion and extroversion (I-E) preferences are determined by the development of their **Reticular Activation System (RAS)**.^{xxvii} Blitchington goes on to say,

In fact, whether you're an introvert or an extrovert depends largely upon your RAS. There are other contributions to be sure. But people who inherit an “overdeveloped” RAS will be predisposed toward introversion. Those who inherit an “underdeveloped” RAS will more likely become extroverts.^{xxviii}

How extroverted or introverted a person is depends on how sensitive they are to the environmental stimuli that is around them at any given time. For instance,

Extroverts are biologically programmed to respond to stronger, rather than weaker, stimuli. They need strong stimuli for something from within the

environment to gain and hold their attention and to motivate them toward action. When environmental stimuli is weak, it does not hold their attention because they lack the biological sensitivity to appreciate (value) it. ... Unlike extroverts, introverts are very sensitive to environmental stimuli and react more quickly to subtle elements in their surroundings. In fact, they prefer weak stimuli to strong stimuli, which often overwhelms their 'sensing levels'.

Extroverts are people who are less sensitive to environmental stimuli.

Introverts are people who are more sensitive to environmental stimuli.^{xxxix}

Based on these definitions, Personal Style Theory goes on to make clear distinctions between people who are introverted and people who are extroverted.

It suggests that extroverts are those individuals who naturally initiate behavior towards the environment because they have less fear of environmental stimuli. They tend to behave first, evaluate the consequences, and *then* determine what their next action will be. Introverts, on the other hand, are people who have a stronger need and preference to "wait and see" before behaving because they are more naturally cautious of the environment. They prefer to react and adapt to, rather than act upon, environmental stimuli due to their higher levels of sensitivity.^{xxx}

RAS development is directly related to arousal and attention processes within our brains. Introverts tend to pay attention to, and are aroused by, low-to-medium environmental stimuli. High levels of stimulation turns them off, because it overwhelms their sensitivity preferences. Extroverts, on the other hand, tend to pay more attention to, and are aroused by, medium-to-high stimuli. They spend much of their time seeking out such stimuli. They become quickly disinterested when presented with low stimuli that is not strong enough to hold their interest.

Eysenck describes our tendencies towards introversion-extroversion in more technical terms by saying,

Underlying extroverted or introverted behavior there must be some physiological-anatomical structure, presumably in the central nervous system, which mediates these personality differences. Recent experimental work has suggested that this is indeed so, and that extroversion is linked with resting states of low cortical arousal, introversion with resting states of high cortical arousal.

At first sight this would seem to be the wrong way round; one would have thought that the active, uninhibited extrovert would be the person with high cortical arousal. However, the main function of the cortex is one of inhibiting lower centers; effective functioning of the cortex, due to high arousal, produces inhibited (introverted) behavior. In the same way alcohol, a depressant drug

which lowers the arousal of the cortical centers, produces extroverted, uninhibited behavior; it frees the lower centers from cortical control.

Cortical arousal in turn is determined by the so-called ascending reticular activating system, a group of cells lying in the brain-stem and responsible for reacting to incoming sensory messages by alerting the cortex so that it may be better able to deal with these messages. Here, theory suggests, is the causal locus of extroverted and introverted behavior. The evidence for this theory is by now quite strong.^{xxx1}

12. Whole Brain Thinking Research vs. Jung's Observations

Jungian typology is a theory of personality that was developed during the 1920's. For that time period, and decades to follow, it was one of the most popular personality theories we had available to us. With new technologies making brain functioning studies possible we are now able to actually track thinking processes within the brain. This obviously is an advantage that Myers and Briggs did not have in 1962 when they developed the **MBTI** based on Jung's turn of the century model of abnormal personality.

Personal Style Theory is based, in part, on research examining split brain influences upon the personality and behavior.^{xxxii} "The human brain has two main divisions which are called the left and right hemispheres. Investigations into how the brain processes information suggest that individuals may possess temperamental differences due to left-right brain predisposition."^{xxxiii}

Research in how people think when they are learning also points in the direction of split-brain functioning.^{xxxiv} "Some students are analytic thinkers and some are global thinkers, instruction which best fits the student's particular style of processing information will stimulate the higher level of achievement. Student differences in right-left brain preferences can be related to learning style differences."^{xxxv}

How personal style differences are related to reticular activating system development and left-right side brain preferences can be illustrated by examining Chart 12.1. This chart represents the state of our current knowledge about the origins of personal style preferences. It is an incomplete picture and will need to be revised in future as additional findings are revealed.

Chart 12.1. Factors Influencing Personal Style Development

	BEHAVIORAL	COGNITIVE	INTERPERSONAL	AFFECTIVE
BRAIN SIDE PREFERENCE	Left	Left	Right	Right
RAS DEVELOPMENT	Less developed	More developed	Less developed	More developed
AROUSAL LEVEL	Less Sensitive To The Environment	More Sensitive To The Environment	More Sensitive To The Environment	Less Sensitive To The Environment
ATTENTION LEVEL	Motivated By Strong Stimuli	Motivated By Minor Stimuli	Motivated By Minor Stimuli	Motivated By Strong Stimuli
ENVIRONMENTAL APPROACH	Extroverted	Introverted	Introverted	Extroverted

When you cross RAS development and Left-Right Thinking Processes (see Chart 12.2) it explains some of the foundational differences between how the four personal style dimensions influence our thinking and behavior as described by Personal Style Theory.

Chart 12.2. The Influence of Biological Factors on Style

- Left-side brain/Extroversion = The **Behavioral ACTION** dimension
- Left-side brain/Introversion = The **Cognitive ANALYSIS** dimension
- Right-side brain/Introversion = The **Interpersonal HARMONY** dimension
- Right-side brain/Extroversion = The **Affective EXPRESSIVE** dimension

As you may have noticed, Chart 12.2 illustrates more of a quad-brain explanation for how the mind works rather than just a left-right brain construction. The idea of the mind being influenced by four parts of the brain rather than two is not new. Previous investigations of brain functioning by Ned Herrmann suggests that thinking within the brain actually follows a Quad (rather than Split) brain process. Herrmann describes his four-quadrant theory of brain functioning as follows:

The limbic system was also divided into two separated halves, and also endowed with a cortex capable of thinking, and also connected by a commissure--just like the cerebral hemispheres. Instead of there being two parts of the specialized brain, there were four--the number of clusters the data had been showing! ... So, what I had been calling left brain, would now become the left cerebral hemisphere. What was the right brain, now became the right cerebral hemisphere. What had been left center, would now be left limbic, and right center, now right limbic.^{xxxvi}

A possible match between Personal Style Theory and Ned Herrmann's Model might look like Chart 12.3.

Chart 12.3. *PSI* Dimensions and Herrmann's Whole Brain Model

<p>Herrmann's <u>Upper Left Cerebral</u></p> <p>The Behavioral dimension Left-side brain/Extroversion</p>	<p>Herrmann's <u>Upper Right Limbic</u></p> <p>The Affective dimension Right-side brain/Extroversion</p>
<p>Herrmann's <u>Lower Left Cerebral</u></p> <p>The Cognitive dimension Left-side brain/Introversion</p>	<p>Herrmann's <u>Lower Right Limbic</u></p> <p>The Interpersonal dimension Right-side brain/Introversion</p>

Ned Herrmann's study of how the cerebral hemispheres (left and right) and limbic system (left and right) influence human thinking and behavior is too vast to discuss here. His book **The Creative Brain** has a more detailed explanation of his work.

It is safe to say that people must learn how to develop a whole brain approach to understanding their personal style preferences, and how other personality development factors influence thinking and behavior beyond personal style preferences, if they want to begin to grasp the real power of personal style flexibility. The Personal Style Indicator challenges learners to develop a whole brain approach by encouraging them to stretch into more versatile thinking and acting in order to improve their interpersonal and work performance.

13. Multi-Theoretical vs. Personal Opinion

Historically, psychology has rejected temperament and personality type models (Jung's included) because they have attempted to capture all of the personality with just one theory. Many people call style theories "fortune cookie psychology" or "horoscope readings" because they attempt to explain the whole personality from a temperament, trait or type model. **This cannot be done!** Jungian typology makes no allowance for other personality development factors. Even though many **MBTI** trainers say other factors should be considered, what they present is simply Jung's personal opinion of personality.

Personality, thinking and behavior are far too complex to assess using any one personality tool (including the **PSI**). It requires a multi-theoretical model that answers why certain parts of the personality (thinking and behavior included) change over time why other parts do not. Personal Style theory attempts to address this where most other style theories, including Jungian Typology, do not include it in their models.

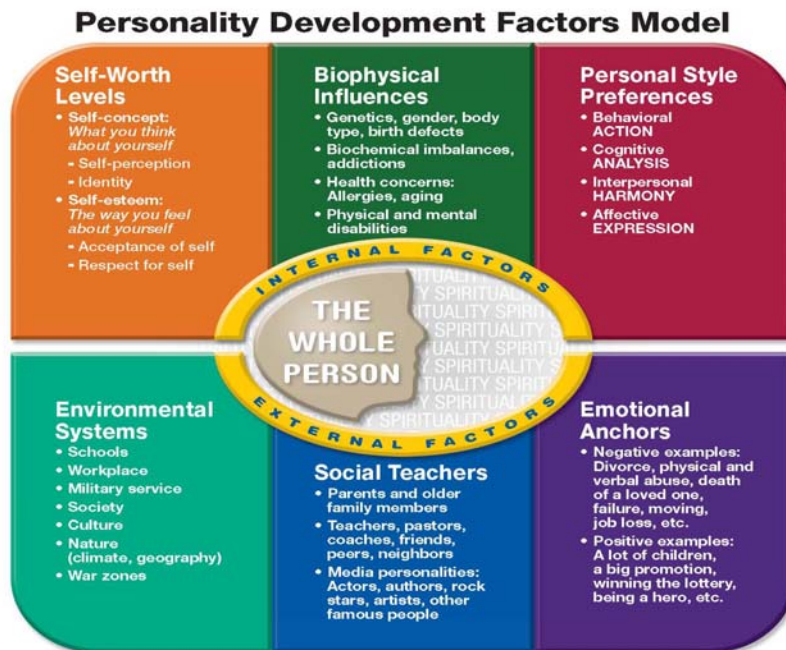
Personal style preferences are not the only thing to be considered when examining personality and behavior differences. In short, it is only one piece of the personality “puzzle”. In Personal Style Theory behavior is defined as being “personality in motion.” To understand behavioral differences we must also understand personality differences.

Personal Style Theory was developed to fit into a holistic model of personality development.^{xxxvii} It presents personal style as being one of seven developmental factor categories that influence personality development during a person’s lifetime. A list of the categories and examples of corresponding theories and practitioners are provided below:

Personality Development Factors Model ©

Personal Style Preferences; Bio-Physical Influences; Self-Worth Levels: Environmental Systems; Social Teachers; Emotional Anchors and Spirituality

A person’s decision to behave one way or another can be controlled by factors in any one of the categories at any give time. For instance, take a man who is typically the life of the party (Extroverted towards people). Two days before the next party he gets a three day virus and can’t go to the party. After the virus leaves his body he goes to every party for the next year. This would be an example of how one Bio-Physical Factor (the virus) temporarily canceled a person’s personal style preference. It is the interfacing of all of these factors within our personalities that makes each one of us so wonderfully unique.



14. Fast to Assess, Easy to Score, Immediate Results vs. Waiting

The **PSI** was designed for the user to receive immediate feedback from their efforts. There is no mailing of scores away and waiting for a computerized printout to be sent back or emailed later. In print format the participants need only 10 minutes to complete the **PSI** word list, and 10 to score - online the scoring is done for you. It is only another 20-40 minutes to read the rest of the information in their **PSI** and their **PSI In-Depth Interpretation** pattern.

With one hour's worth of work a person can have comprehensive information about their personal style preferences. This not to say that learners can learn everything there is to know about personal style preferences in one hour but it does mean that they can grasp the main building blocks of the model and know how it shapes their personal style pattern. The **PSI Model** is easy to apply to everyday life.

A senior manager of leadership development for a well known international association put it this way:

One month before I left for this assessment center, we were asked to take the Myers-Briggs test. At the assessment center, we were given the results to this test and also asked to take the Lead and the DiSC tests.

*While all three of these tests were useful, I found them to be far more confusing and cumbersome than the **Personal Style Indicator**. I prefer the **PSI** over the Myers-Briggs for several reasons. The **PSI** can be taken right at our meeting and the results scored by the participant immediately. In a more timely manner, the individuals can determine their personal style and learn how they react to people and to tasks.*

*The **PSI** also provides the tools to determine the style patterns of others. It equips you to adjust your own style so that you may effectively relate with others. All of this results in more dynamic team development. It is my opinion that the Myers-Briggs fails to do any of the above.*

*Many of the participants in the assessment center indicated that they didn't know what to do with the Myers-Briggs now that they had the results. When you presented at (name of the association withheld) using the **PSI**, none of us came away confused.*

15. Understanding and Remembering vs. Confusion

Everett was first exposed to the **MBTI** as an intern in a counseling center. It made little or no sense to him at that time because he found it very complex. Everett: *After we were trained in it for a day I felt frustrated because it was so difficult that we could not use it with our clients. Our feelings of guilt soon disappeared when we asked other counselors who had gone through the training if any of them were using it with their clients. Not one of them was or ever planned to, they said it was too confusing for the average client they served.*

We had this experience occur over and over again. For instance, our team was giving an overview of the **PSI** to a group of trainers when their director stopped the presentation to inform us that the **MBTI** was a far superior model and the only one he wanted his trainer to use. We immediately asked him to stand up and tell the rest of his staff what his **MBTI** pattern was and to tell them five limitations of having that pattern. He couldn't do it because he couldn't remember what his pattern was. We then asked his trainers how many of them wanted to continue using the **MBTI**, only 1 out of 9 raised their hand. After we had outlined the benefits of the **PSI**, everyone chose the **PSI**.

In the many workshops and as a professor in his classes Dr. Anderson often asked those who have previously taken the **MBTI** how many of them remember their **MBTI** profile. Less than half of those who took the **MBTI** in the last two years could remember their "type," and less than half of those could even remember what the four letters in their profile meant! Those who did remember tended to have higher **C (Cognitive Analysis)** scores on the **PSI**.

After training the top 200 senior executives of a Fortune 500 Telecommunications company, the Training and Organizational Development manager wrote us the following:

*I've used a number of style indicators over the last few years, especially the Myers-Briggs Type Indicator (**MBTI**). While I consider the **MBTI** to be an effective tool for providing feedback, it can be cumbersome to use. Workshop participants frequently struggle with grasping the interrelationships between the four different continuums (EI and SN for example) and rarely remember their type. On the other hand, the Core I participants easily understood the **PSI** and style-shifting. More importantly, because of its practical, straight forward nature, I believe participants will be able to easily use the **PSI** back on the job.*

Many of the **MBTI** trainers who tell us that they would like to change over to the **PSI** say that a major reason they can't switch (even though they think the **PSI** is a more effective style assessment model) is that they have spent too much time and money being trained with the **MBTI** to switch. It would appear that many organizational and private trainers have become too "dependent" upon the **MBTI** to change. What concerns us as professionals is that they pass that same dependency on to their learners, robbing them of an opportunity to learn how to be more self-directed.

16. *PSI* Independence vs. *MBTI* Dependence

The *Personal Style Indicator* is designed to be self-administering, self-scoring and self-interpreting. The *PSI* is designed to build independence in learners, the *MBTI* is not. The *PSI* model is “user friendly” so learners can understand their results without professional interpretation. The *MBTI* model is so confusing to understand that the average person needs a translation of their own scores to know what they mean. Even with this additional information many people have trouble using their results in everyday life. The *MBTI* approach builds a dependency for learners and trainers on *MBTI* professionals while the *PSI* approach allows people to be self-directed learners.

We feel that the *MBTI* process can be a controlling one that assumes everyday people cannot understand Jungian concepts on their own without “professional” assistance. This statement is actually true because they must learn Jungian psychology to understand the tool and after many training sessions several trainers have told me it still isn’t clear to them. Trainers (who must already have professional degrees) need hours and hours of expensive workshops to be “certified” as *MBTI* trainers so that they too can control how much information is given to the user.

The *PSI* doesn’t require you to be “certified” to obtain information they have a right to receive in the first place. Though we encourage professionals to attend **CRG Assessment Systems Certification** to understand the CRG models because as you can see from reading this white paper, you cannot transfer your understanding and knowledge from other tools to the *PSI*. For example, when everyone completes a *PSI* it is recommended that they also receive a *PSI In-Depth Interpretations* booklet which contains all 21 patterns, not just their pattern. We encourage participants to read and study all 21 of the In-Depth Interpretations so that they can understand others as well as themselves. Note: this is referring to the print version of the *PSI*. The online version of the *PSI* only references the patterns that apply directly to you.

To learn more about CRG’s 3-Day Intensive Workshop download this PDF.

http://www.crgleader.com/downloads/CRG_Certification_Brochure.pdf

It is CRG philosophy that if you care about people and their relationships, then you give psychology away in a manner that they can easily access and apply. At CRG we help people to learn it on their own. We strongly believe in giving the control to the learner so that they can increase their independence and effectiveness in their own way, and at their own pace.

The on-line *PSI* brings even greater access to the *PSI* world-wide. The *PSI* can be accessed at www.crgleader.com.

At the time of the publishing of this white paper the *PSI* print is also available in Spanish, French, Swedish, Dutch, Japanese, Vietnamese, Indonesian, Arabic, with German and Chinese online only.

Endnotes

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