



User's Manual

California State University Channel Islands

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Overview

What is the CollegeScope Student Success Program?

CollegeScope is a highly successful first-year seminar. The course combines an interactive, online textbook with classroom instruction, as well as statistically accurate assessments in personality type and learning styles. CollegeScope empowers its students by giving them critical knowledge about themselves so they can take charge of their own success, while at the same time, providing college staff with the information they need to offer meaningful guidance and support.

Features of the CollegeScope Student Success Program

Do What You Are Personality Assessment (DWYA)

The program begins with the Do What You Are® Personality Type and Career Interest Assessment, which is a statistically accurate representation of a student's personality type. Personality type is a central theme throughout CollegeScope, and each e-text is personalized based on the students' personality types.

The PEPS Learning Style Inventory

The Productivity Environmental Preference Survey (PEPS) measures twenty different learning preferences. Knowledge of learning style preferences helps students to identify how they learn best. The e-text is also personalized for all students based on their learning style.

Measure Your Success

Measure Your Success is a pre- and post-test that measures all the course objectives.

Interactive Features

The e-text contains a short portion of text and then has interactive features that keep students involved in learning.

Quizzes

Short quizzes are spaced periodically through the chapters. These quizzes help students with reading comprehension or can be used as an evaluation tool. Students are provided with immediate results of the quizzes. After completing the quiz, students can also click on the question and get the correct answer along with an explanation.

Electronic Journals

After each short portion of the text, students are asked to make a short paragraph journal entry about how they can apply the information learned to their future success.

Interactive Activities

The e-text includes checklists, rating scales, and self-assessments that engage students in learning. Immediate feedback is provided for each activity.

Online Portfolio

The online portfolio contains the Do What You Are and PEPS profiles. It also contains quiz results, summaries of interactive activities, and all entries for the electronic journals.

Tools for Faculty

In order to maximize student success, faculty are provided with the tools to assess student progress at any time and provide early intervention where needed. Here are the faculty tools available on CollegeScope:

- Add students to your class
- Access student portfolios including their assessment profiles, quizzes, activities, and online journal. The portfolio includes dates that these activities were completed.
- Create groups within your class
- Search for students by student ID or last name
- View all CollegeScope students in your college database
- Choose to receive alerts based on assessment answers that may put students at risk for college success
- Choose to receive notification of assignment completion
- Take the Do What You Are assessment
- Take the PEPS assessment
- Contact other faculty using CollegeScope Student Success Program
- Find contact information for CollegeScope
- Find answers to frequently asked questions (FAQ)

Getting Started

Setting up Your Account for the First Time

Your Human eSources representative will request information from you that will allow us to customize the CollegeScope Student Success Program for your institution. We will also help you configure your account options to match your requirements. These options can include re-ordering the chapters, deleting chapters, and more.

How to Log In

As program administrator, you will receive our “Welcome Email” that provides you with access to the program for the first time. By following the directions in the email you will be

able to login to the CollegeScope Student Success Program, provide your security information, and establish your personal administrative account.

How to Add Staff

The program administrator can add staff by following these steps:

1. Go to www.collegescope.com/csuci and login
2. Click on “All Staff”
3. Click the button at the top that says “Add Staff”
4. Select the number of staff members to be added
5. Enter the following for each staff member
 - First name
 - Last name
 - Email address
 - Click the checkbox that says “CollegeScope Student Success Program”

After completing these steps, the new staff members receive a welcome email with a password and directions for logging into the program. New staff members are given the option to select their own passwords when they have logged into the program. The program administrator has the option to change the password for staff members. This is a helpful feature to use when staff members have problems accessing the program.

How to Get Help

The best way to get technical and program support is by emailing us at support@humanesources.com. You can also call your sales representative, or you can call 860-295-1500.

Helping Your Students to Log In

To access the program for the first time your students will

1. Go to www.collegescope.com/ccs/csuci
2. Click the “Register Here” button on the left side of the screen.
3. Register and pay for the program.

After registering for the program for continued access your students will

- Go to www.collegescope.com/ccs/csuci
- Enter their email address and password.

What if Students Forget their Passwords?

If students forget their password, they can click the “Forgot Password” link from the login page, OR

You can set their passwords for them by

1. Clicking “All Students” from your homepage
2. Finding their name and clicking on it
3. Clicking on the “Set Password” link on the right side of their Portfolio page

Begin With Self-Assessment

The Student Success Program begins with a pre-test consisting of 100 items that cover the main objectives of the course. Results are presented in the form of a bar graph in Chapter 1, Understanding Motivation. This assessment will also be placed at the end of the program and serve as a post-test. A comparison with the pre-test will be provided. The post-test will be available Fall 2007.

Do What You Are (DWYA)

Administering the Personality Assessment: Do What You Are

The results of DWYA are used throughout the Student Success Program to enhance personal development and to help students understand major and career choice, learning style, and communication style. The results of this assessment are used to personalize the material in Chapter 6, Exploring Personality and Major. To get the best results from this inventory, it is helpful to explain what the test is about and how it will be used. Most students will finish this inventory in 20 to 30 minutes. These results are used throughout the Student Success Program, so getting the most accurate results is important.

It is helpful to give some history of how the inventory was developed and how it connects to the idea of preference. DWYA is based on the theories of Carl Jung, a Swiss psychologist (1875-1961), who theorized that we are born with natural preferences which we develop over a lifetime. To introduce the idea of preferences, ask students to sign their name on a sheet of paper. Ask them how it felt. Most will say that it is easy and natural. Then ask them to sign their name with their left hand and ask them to describe how it felt. They can do it, but it is more awkward and requires more thinking to do it. This is an example of inborn preference.

As a practical application of Carl Jung's theory, DWYA assesses personality types of students based on typical college situations or scenarios. These scenarios are easy to read and students can readily identify with them. Statistical validation of this assessment is available in the appendix to this document.

Here are some tips to give your students when administering the assessment which will help them get the best results:

- Personality type is a theme used throughout the Student Success Program. It is important that the assessment results are accurate. Choose a time for the assessment when you are not tired or rushed to complete it. The knowledge you will gain from this assessment will be valuable for the rest of your life.
- This assessment is not a test! There are no right or wrong or good or bad answers to the questions on DWYA. Each person has a unique personality with his or her own gifts and talents. Knowing your gifts and talents will be helpful in understanding yourself and selecting your college major.
- This assessment does not measure psychological or emotional health or intelligence.

- Be honest with your answers and answer them according to how you usually are when you are not stressed. Do not answer the questions:
 - How you want to be
 - How you have to be at work or at home
 - How others want you to be
- Do not take too long on the questions or overanalyze them. Answer what comes to mind first.

The Career Interest Survey

The Career Interest Survey is included in DWYA and is completed at the end of the personality section of the assessment. Careers that match the students' interests and personality types are provided with links to a database of career information. The career database provides the following information:

- Career descriptions
- Tasks
- Knowledge, skills and abilities
- Work activities
- Wage information
- National employment trends
- Related occupations

For most occupations, students can view a video showing people working in the career they choose to research.

Do What You Are Handbook

The DWYA Handbook is located in the Appendices to this document and includes important information for faculty to read and understand in order to interpret the DWYA results. It includes the following:

- Overview of the assessment
- The four dimensions of personality type
- Working with different students
- "What if" situations working with students
- Resource materials
- Profiles of the 16 personality types

Interpreting the Results of DWYA

It is suggested that you begin the interpretation of DWYA by explaining the four dimensions of personality type and asking students to do a self-assessment. Be careful not to bias your explanation based on your personality type. As you provide a description of the four dimensions, have your students place an X on the line to show their preferences:

How we interact with the world and where we place our energy	
(E) Extraversion _____	_____ Introversion (I)

The kind of information we naturally notice and remember

(S) Sensing _____ | _____ Intuition (N)

How we make decisions

(T) Thinking _____ | _____ Feeling (F)

Whether we prefer to live in a more structured or in a more spontaneous way

(J) Judging _____ | _____ Perceiving (P)

A student worksheet with the above information is available in the Instructor Manual in Chapter 6, Exploring Your Personality and Major.

Follow the self-assessment with an examination of the DWYA results. Some of your students will find that their self-assessed results differ from the DWYA profile. Results on the DWYA are based on how students answered the questions on the assessment. Here are some questions for discussion:

- Did you answer the questions about how you usually are or how you want to be? Remember that each type has his or her own unique gifts and talents.
- Did you answer the questions based on how you act at home, work or at school? Different environments may require that we act in a different way than what we prefer.
- Are you in a stressful period in your life and going through many changes? This may cause us to question our preferences.
- Are there some preferences commonly viewed by society as more desirable? For example, there are more extraverts than introverts in society. As a result, it is often seen as less desirable to be an introvert. What are the strengths of each type? Can you think of examples of careers where being an extravert or an introvert would be an advantage?

DWYA provides the opportunity for students to do some self-assessment. When students do not indicate a clear preference for one type or another, they are given two personality descriptions and asked to choose which one is most like them. For this reason, the type on the profile and the bar graph may not match. The bar graph on the profile indicates the results of the students' choices on the assessment. The personality type is what the student has chosen after the assessment is completed.

Reassure students that they can decide on their type. Any assessment, even though it is valid and reliable, is just a tool to help students think about their type. Classroom exercises may help students to clarify their thinking about their type.

Resources

See the Instructor Manual for Chapter 6, Exploring your Personality and Major, for classroom exercises and activities to help students clarify their thinking about personality type.

See the Appendix for the Psychometric Report on DWYA. It contains statistical analysis of the assessment and information on validity and reliability.

The Productivity Environmental Preference Survey (PEPS)

The PEPS Learning Style Inventory measures how students learn best. This comprehensive inventory measures preferences in 20 different areas including:

- Perceptual preferences
 - Auditory
 - Visual
 - Tactile
 - Kinesthetic
- Immediate Environment
 - Sound
 - Heat
 - Light
 - Design (formal or informal)
- Emotionality
 - Motivation
 - Responsibility
 - Persistence
 - Structure
- Sociological
 - Self-oriented
 - Peer-oriented
 - Adult-oriented
- Physical
 - Time of day
 - Food intake
 - Mobility

Each preference is explained in detail in the PEPS profile which is generated for each student.

This assessment, first created at St. John's University in the mid-1970's has extensive research on effectiveness and implications for educational practice. To see a summary of this research and applications, visit: <http://learn.humanesources.com/research.html>

Administration of the PEPS

The PEPS Learning Style Inventory is completed at the beginning of CollegeScope. Explain to students that the purpose of the inventory is to discover how they learn best. This information will be helpful in working on challenging tasks or new or difficult material in college and in adult life. There is nothing good or bad about any of the scores on the profile. They just describe the kind of environment in which students prefer to work or learn. Like a fingerprint, everyone has a unique style, and it is important to know what that style is.

The inventory consists of 100 rating items. Most students will complete the PEPS in 20-30 minutes. It is recommended that students take the assessment when they are not tired and have plenty of time to complete it.

Interpretation of the PEPS

The results of the PEPS Learning Style Inventory are available immediately and are included in the Student Portfolio. The results of this inventory are also used to personalize the material in the chapter on learning style and intelligence. The learning style profile includes the PEPS Learning Style Inventory Preference Summary Chart that is easy to read. Strong preferences have scores that are 60 or higher or 40 or lower and are shaded in green. Scores between 40 and 60 indicate no preference and are shaded in gray. Each preference is explained in detail along with suggestions for improving learning based on the preference.

It is suggested that students summarize the results of the inventory by writing a description of their learning style including their ideal learning environment. Classroom exercises that help students to clarify their learning style and related learning strategies are included in the Instructor Manual in Chapter 7, Learning Style and Intelligence.

The Online Portfolio

The online Student Portfolio consists of the following:

- **My Chapters**
The student accesses the chapters in the Student Success Program by clicking on “My Chapters.” As students read the online material, they participate in exercises, take quizzes, and write their electronic journals. Both the student and the faculty member have access to this portfolio.
- **My DWYA Report**
Students can view and print their DWYA profile and report.
- **Careers Matched to Me**
Students can view the careers that match their interests and personality types.
- **All Careers**
All careers in the database are listed here. Students can add them to “Careers Matched to Me.”
- **Change My Password**
Students can change their passwords at any time.
- **Contact Information**
Information is available to contact Human eSources for assistance.

Suggestions for Using the Online Student Portfolio

At the beginning of the Student Success Program, show the students the online Student Portfolio and the features provided. Let them know that faculty have access to the Portfolio and can view all the features. Let students know about your expectations for completing the online Student Portfolio, especially the quizzes and electronic journals.

The online quizzes can be used as an aid in reading comprehension, or the grades can be counted in the course evaluation. Let students know that you will be checking the quiz grades and how they will be used. When students take the quiz, their first answer is recorded. They receive immediate feedback about whether their answer is correct or incorrect and information about why the answer is correct or incorrect. They cannot change their answers after they are recorded. However students can click on the other answers and read why they are correct or incorrect. Quiz results are provided in the online Student Portfolio and can be viewed by both students and faculty.

The electronic journals provide an opportunity for students to read the material and to think about how they can apply it to be successful in college, careers, and life. Most questions should be answered with a well-developed paragraph. Students cannot advance to the next page until they have completed the journal. Some students learn that they can do minimal work by just placing one character in the journal box and advancing to the next page. It is suggested that faculty provide a model of what they expect on the journals. Answer the questions yourself and show them to students or use a student sample. Always ask students if they will give your permission to use a sample of their work as a model. Most students feel good about doing this. It is important to provide feedback to students on the first chapter of the program so that they know how to do quality work on the remaining chapters.

The Instructor Home Page

The Instructor Home Page provides the tools for monitoring your students' success. Here are the tools provided:

- **My DWYA Report**
You may take the DWYA assessment and view your profile.
- **My PEPS Report**
You may take the PEPS assessment and view your profile.
- **My Chapters**
View all the chapters in the Student Success Program.
- **All Staff**
All staff is listed with contact information. Add new staff by using this function.
- **All Departments**
Departments using the Student Success Program are listed and can be added.
- **My Groups**
Set up groups of students in your class.
- **My Students**
Students in your class are listed here. This is the function that you will use the most. You may add students to your class by clicking on "Add Student" and selecting a

student from All Students. This may be necessary if your students purchased the College Success Program without knowing the instructor name.

- **Search Results**

Find out how many students have completed the assessments. For example, if you want to find out how many students have completed DWYA, select “My Students” and DWYA to see the students who have completed these assessments.

- **All Students**

This is a list of all students in your college who have purchased the Student Success Program. If you are missing students in the My Students list, check this list and add them to your class.

- **Account Settings**

Use this function to designate the account as a student or staff account.

- **My Preferences**

With this function, you can choose to receive alerts which can help you to guide students in your class. When a student completes an assessment or exercise and makes a response that indicates he or she might be at risk, you can receive a message about that student and his or her response. You can also choose to receive notice of completed assignments or repeats needed on assessments, and view a list of recommended careers for each student on his or her DWYA report.

- **DWYA Counselor Handbook**

View the handbook containing information about DWYA.

- **Contact Information**

Information is provided on how to contact customer support and the address for Human eSources.

- **Frequently Asked Questions**

Answers to Frequently Asked Questions are provided.

Traditional, Blended and Online Options

The Student Success Program may be successfully used in traditional, blended, and online courses.

Traditional Classrooms

The Student Success Program can be used in any traditional classroom. The program is used in place of the traditional textbook. By using the online program, students benefit from the many interactive features that are possible online and limited in traditional textbooks. Material in the online program is personalized for each student based on his or her personality type and learning style. An extensive database of careers is provided. Students learn material in short segments separated by interactive exercises, activities, quizzes, and electronic journals.

Blended Classrooms

Blended classrooms combine traditional classroom instruction with online instruction. Students complete the course content materials online and meet in the classroom for discussion, questions, and interactive exercises. Since the course content is delivered online, the actual time in class is reduced. This option reduces the need for the traditional college lecture. Faculties focus their time on interacting with students.

Online Instruction

This program is easily used in online instruction in conjunction with an online course management system such as Blackboard, WebCt, or any similar system. The Student Success Program provides the course content, and the course management system is used for posting course information, grading, uploading assignments, providing additional quizzes, facilitating online discussion, and posting the course syllabus and calendar. The Instructor Manual provides information in each chapter for teaching online.

The Instructor Manual

The Instructor Manual is located at: www.cuyamaca.edu/collegesuccess
Click on "Faculty Resources."

Here are the items available in the Instructor Manual:

- Tips for New Instructors
- Tips for Engaging Students in Learning
- Interactive Classroom Exercises for each chapter in the Student Success Program
- Classroom Handouts
- Journal Entries
- Discovery Wheel

The Instructor Resources site also contains information for ordering a test bank, PowerPoint presentations for all topics in the program, research documents, sample syllabi, references for online videos, and conference presentations related to student success.

The Course Syllabus

The first step in teaching a college success course is the preparation of the syllabus. Here are some steps to guide your preparation of the syllabus.

1. Include the course title, number of credits, room number, dates the course meets, and your contact information.
2. Give students information on how to obtain the online CollegeScope Student Success Program. List any other required course materials such as the college catalog and schedule, if required.
3. List the dates the class will meet and the topics to be covered at each class meeting. Expect students to read the material being discussed before the class meets. If students have read the material to be discussed, the classroom interaction is more meaningful. This is also a good habit to teach college students in preparation for other

classes. You can check the date of completion of the reading assignments on the online Student Portfolio.

4. Describe your grading system. Students need clear information about how they will be graded to avoid future problems or complaints.
5. List the course objectives in the form of student learning outcomes. For example: "The student will be able to..."
6. List the major assignments and how they will be evaluated.
7. Describe your attendance policy. Expect students to attend every class.
8. Provide models of expected work if appropriate. For example, include model answers for the journal entries.
9. Include a statement on academic accommodations for disabled students. Here is a suggested statement:

Academic accommodations are available for students with disabilities. Please identify yourself to your instructor and/or to Disabled Students Programs and Services staff so that the appropriate accommodations can be made.

Sample syllabi are included with Faculty Resources at www.cuyamaca.edu/collegesuccess

Frequently Asked Questions

1. What if a student started the program but cannot login again?
When students access the program for the first time, they click the "Register Here" button on the login screen. Once registered, a student returning to the program should login with their email address and the password they selected during the registration process. If they try to access the program by clicking the "Register Here" button again, they will get an error message.
2. What web address do I give a student that needs to take the Student Success Program?
<http://www.CollegeScope.com/ccs/csuci>
3. What web address do I give a student that needs to take Do What You Are or PEPS Learning Style Inventory?
<http://www.CollegeScope.com/csuci>
4. How can I see the status of our account?
At the bottom of your Home page is your Account Status. This will show you how many assessments you have remaining if you have a "Limited License" or the expiration date if you have an "Unlimited License".
5. What does an Unlimited License mean?
Any student can register with the program. In addition, an Unlimited License means any student can access that assessment as long as the expiration date has not passed.
This license is only available to public and private schools.
6. What does a Limited License mean?
Any student can register with the program. However, a Limited License means the

student's access to that assessment will be verified. Student access is verified by their Student ID. If the ID provided by the student during registration matches the ID entered by the staff person on the Student Authorization form, the student will be allowed to continue with the assessment.

7. How do I authorize a student to access an assessment?
Click "Authorize A Student" in your main menu. This will show you the list of students who have been authorized to access an assessment. You can authorize a new student to access an assessment, as well as edit a student's authorization.

8. My student has been authorized to access an assessment, but when the student clicks the "Start Assessment" link, they get this message: "Your Student ID has not been authorized to access this assessment." What is the problem?
The Student ID in the Authorization form must match the ID the student entered during registration. Simply correct the ID in the Student Authorization form, or the ID on the student Portfolio page, whichever ID is incorrect.
 - To change an ID in the Student Authorization form, click the edit image next to the student's name on the Authorized Students list.
 - To change an ID in the program, click "Edit" next to the student's name on their Portfolio page.

After you correct the Student ID, instruct your student to login to the program and click the "Start Assessment" link.

9. How can I try Do What You Are and PEPS Learning Style Inventory for myself?
Click "My DWYA Assessment" and "My PEPS Assessment" in your main menu. This will enable you to take Do What You Are and PEPS Learning Style Inventory for yourself (free of charge).

How do I get in touch with your customer support department?

You can email us at support@humanesources.com or by calling 860.295.1500.

Appendices

The DWYA Handbook

The DWYA Psychometric Report



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

Personality Type Handbook

A Counselor/Advisor's Guide for Using Personality Type
To Understand and Counsel and Advise Students

Introduction

This handbook has been written specifically for *you* – the college counselor/advisor who uses **Do What You Are™**. It will ensure that you and your students both get the maximum benefit from this program.

In this guide you will find the following:

- A brief history and introduction to Personality Type
- Why Personality Type is such a good predictor of career satisfaction
- Overview of Personality Type
- Four dimensions of Personality Type
- Working with different types of students
- “What if ” Situations when working with students
- Appendix 1: Resource Material for learning more about Personality Type
- Appendix 2: Profiles of all Sixteen Personality Types

A Brief History of Personality Type

The popular use of Personality Type is the result of the work of Swiss psychologist Carl Jung and two American women, Katherine Briggs and her daughter, Isabel Briggs Myers, who developed an instrument – the Myers-Briggs Type Indicator® (MBTI®) to help identify and explain the Jungian Types. Personality Type and the MBTI® have been embraced the world over as a wonderful, non-judgmental tool for helping people better understand themselves and others. Today, it is widely used by educators, counselors, clergy people, and the majority of Fortune 500 companies, for improving management effectiveness, helping work teams function better, and helping people make the most satisfying career decisions.



Why Personality Type is such a good predictor of career satisfaction and success?

Do What You Are™ differs from other programs in several important ways. Perhaps most notable is that other programs are based on the belief that the best career decisions result from matching students' values, skills, and interests with specific jobs. But in reality, all three of these are quite fluid in young people and often change significantly as they grow older. This program is based on Personality Type – the innate way people naturally see the world and make decisions -- a set of basic drives and motivations that remain constant throughout a person's life.

Learning about their Personality Types provides students with accurate and invaluable insights about themselves and their career-related needs. This enables them to make the most informed, satisfying, college and career decisions.

Personality Type and Career Choice

Personality Type is the foundation of this program because people are happiest and most successful in jobs that allow them to use their greatest natural gifts. Personality Type is the best way of determining what those gifts are, and in which occupations they find the greatest opportunity for expression.

Overview of Personality Type

Personality Type refers to a system for understanding human behavior. It is based upon the belief that there are sixteen distinctly different personality types, and every person has one type that most accurately describes him or her.

We believe that people are born with a type and that one's type does not change throughout life. Certainly we grow, develop, and change as a result of life experiences. And we develop a range of behaviors that are appropriate to a given situation. This enables us to act differently at a party than at a funeral. But it is really our *behaviors* that change and not our personality types.

The model of Personality Type is non-judgmental. There are no better or worse, healthier or sicker types. Each type has its own inherent strengths and potential weaknesses. Personality Type does not predict intelligence, rather it identifies important natural pre-dispositions and tendencies.



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

The Four Dimensions of Personality Type

The Type model describes four basic aspects of human personality: how we interact with the world and where we direct our energy; the kind of information we naturally notice and remember; how we make decisions; and whether we prefer to live in a more structured way (making decisions) or in a more spontaneous way (taking in information). We call these aspects of human personality *dimensions* because each one can be viewed as a continuum between opposite extremes, like this:

How we interact with the world and where we direct our energy

(E) Extraversion _____ | _____ Introversion (I)

The kind of information we naturally notice and remember

(S) Sensing _____ | _____ Intuition (N)

How we make decisions

(T) Thinking _____ | _____ Feeling (F)

Whether we prefer to live in a more structured or in a more spontaneous way

(J) Judging _____ | _____ Perceiving (P)



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

Everyone's personality falls onto one side or the other of the midpoint on each of these four scales. The opposite sides of the scales are called preferences. If you fall on the extraverted side then we say you have a preference for Extraversion. If you fall on the introverted side, we say your preference is for Introversion. But it's important to keep in mind: *everyone* uses both sides of each dimension – people are *primarily* Extraverts (or Introverts, etc.), but not *exclusively* one or the other.

All of us use both sides of all four scales in our daily life, but we have an inborn preference for one side over the other. Your preferred way of operating is more comfortable, automatic, trustworthy, and competent. Keep in mind that each scale is a continuum and people may fall close to the midpoint, indicating a less clear preference, or at the extreme ends, indicating a very clear preference.

Here is a brief review of the eight preferences and career implications -- how they impact a student's career needs.

Extraversion (E) -- Introversion (I) is about:

How we interact with the world & Where we direct our energy

EXTRAVERTS

- * Focus attention outward
- * Enjoy a variety of tasks
- * Seek out and need other people
- * Work at a rapid pace
- * Need to talk about their ideas to think them through

INTROVERTS

- * Focus attention inward
- * Consider things fully before responding
- * Enjoy tasks that require concentration
- * Work best on one project at a time
- * Work at a careful, steady pace



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Sensing (S) - Intuition (N) is about:

What kind of information we naturally notice and remember

SENSORS

- * Focus on "what is"
- * Like working with real things
- * Apply past experience to solving problems
- * Need specific and realistic directions

INTUITIVES

- * Focus on "what could be"
- * Enjoy theory and speculation
- * Like working with possibilities and implications
- * Need to use their imaginations

Thinking (T) - Feeling (F) is about:

whether we make decisions logically and impersonally, or by using personal values

THINKERS

- * Enjoy analyzing problems logically
- * Make fair and objective decisions
- * Need to weigh the pros and cons to make decisions
- * Can be tough negotiators
- * Make fair and objective decisions

FEELERS

- * Need work to be personally meaningful
- * Like helping others and being appreciated
- * Need decisions to be congruent with their values
- * Need to work in a friendly environment
- * Are driven to understand others and contribute



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Judging (J) - Perceiving (P)

is about:

the way we like to live our lives,
more structured (*making decisions*) or more spontaneous (*taking in information*)

JUDGERS

- * Enjoy work that allows them to make decisions
- * Prefer a predictable work pattern and environment
- * Work towards completing their responsibilities before relaxing
- * Like to maintain control of their projects

PERCEIVERS

- * Enjoy flexible and changing work situations
- * Like to be able to respond to problems as they arise
- * Are more satisfied with fewer rules and procedures
- * Need to have fun in their work

A “type” is really more than just a four letter code that describes different “preferences”. Each type preference tells us something important about the individual. But no one is “just” an Introvert. A person is an INTJ, an ISFP or one of six other Introverted types. In other words, while all Introverts share certain characteristics, it is the other letters in their type --the COMBINATION of letters – that makes Type so rich and its insights so valuable.

**Profiles for each of the sixteen types appears in Appendix 2*



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Working with different types of students

Using this program will help you understand and communicate better with all your students. However, you will inevitably experience challenges working with some students that can both be explained, and helped by, understanding their type preferences. Some typical challenges you may experience while working with:

- Extraverts:** to get them to slow down enough to really think things through before taking action
- Introverts:** to provide you with enough information to help them, and to get them to move from the thinking stage to the action stage
- Sensors:** to help them see possibilities that don't yet exist and to focus on the big picture and long-range consequences
- Intuitives:** to help them realistically evaluate career options and plans, and pay attention to the little details that are so important
- Thinkers:** to remind them of the human consequences of their decisions, both for themselves and for others
- Feelers:** to help them evaluate options more objectively and not take rejection or setbacks personally
- Judgers:** to delay making decisions prematurely, and to stay open to new information
- Perceivers:** to help keep them on task and nudge them into making decisions when appropriate



Additional challenges or “What if...”

A student is not sure if he/she has identified his/her type correctly?

No Type assessment will identify every person’s type accurately 100% of the time. But built into this program is a method for helping students “verify” their types – increasing the odds they’ve determined their “right” type, by reviewing and comparing profiles of one or more other types which may be close to the student’s. In the overwhelming number of cases, students are able to “verify” their “true” type.

The first thing counselors/advisors should do is see how accurately the student thought the type profile described him or her. This will help the counselors/advisors feel confident that the information presented is valid for this student, and if a student does not feel the assessment accurately describes them, the counselors/advisors can take extra time to help the student find his or her right type.

Occasionally, and for some very good reasons, some students will simply not be able to arrive at a type through this program. Here are a few things you can do: suggest the student re-take the assessment or have the student take the assessment with someone who knows him or her well, to perhaps get more accurate perceptions. If neither of these efforts help clarify the student’s type, we suggest you de-emphasize the importance of verifying the student’s type, and instead focus on majors and careers the student expresses an interest in.

A student resists the notion of “being typed”?

While the majority of students seem to enjoy discovering their type, and the validation it brings, some students (as well as adults) feel typing “pigeonholes” or stereotypes them.

If a student is truly resistant, it is helpful to explain that Type is only one measure, and it is up to the *student* to decide how useful and accurate the insights are. This process is designed to empower students, so they should never be made to feel they must accept a type as theirs, if it doesn’t feel right to them. But in all likelihood, you will rarely, if ever experience this problem.



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A student has a strong interest in a particular career that doesn't show up on his or her list of recommended occupations?

Occasionally this will happen because occupations are correlated to types based on how satisfied most people of a certain type would be doing that job. But there are always exceptions! Although Type is a great tool, students should *never* be counseled into or out of a particular job based *solely* on their type. When a student expresses an interest in a career that you think will not be satisfying – based on the Self Discovery Assessment or your own intuition and experience – you should make sure the student *really* understands what it's like to have that job. This can be accomplished by encouraging the student to do field research or a job shadow. Once the student has done this and is still interested, he or she should be encouraged to continue exploring this field.

No jobs in certain career fields (for example “the Arts”) appear in the student's list of possible careers? Does this mean the student isn't suited to any jobs in “The Arts”?

No. The reason the student's type was not represented in this career field is because there are relatively few people of that type who find this kind of work satisfying. But again, there are always exceptions! For example, few INFPs (sensitive, caring, creative, empathetic, open-minded, curious types) choose to go into manufacturing. So there may not be any manufacturing jobs coded for INFPs. However, students should always be encouraged to explore whatever occupation or career field they express an interest in. This program will hopefully help them understand what may or may not be a satisfying match.

A student questions the uniqueness of the information because his report is “exactly like” one of his friends?

This happens occasionally because students (as well as adults) tend to surround themselves with people who are similar to them. That two people of the same type would find similar jobs satisfying makes good sense! While both students may find the same jobs listed, there will usually be a greater difference in the *order* of the recommended jobs. This is because two students with the same type will not necessarily have the same degree of interest in all of the different career *fields*. And the career fields that students express the most interest, appear first.

A student is difficult to help because he or she doesn't give you much information?

It can be extremely frustrating for counselors/advisors who want to help their students but don't get the information they need. Often (but not always!) it is Introverted students who present the biggest challenge to Extroverted counselors/advisors because these two have a very different style of communicating. Obviously, it is the counselor/advisor's responsibility to find a way to reach the student, not the other way around. To assist you in this most important exercise, we provide specific recommendations in the Report for communication with each individual student under “How to Best Counsel this Student.”



Appendix 1: Resource Material for learning more about Personality Type

Web sites

Listed below are several web sites that provide additional information about Personality Type and career management.

The Association for Psychological Type
www.aptccentral.org

Career / Lifeskills Resources
www.career-lifeskills.com

Career Research and Testing
www.careertrainer.com

The Center for Application of Psychological Type
www.capt.org

Consulting Psychologists Press
www.cpp-db.com

Lifekeys
www.lifekeys.com

Temperament Research Institute
www.tri-network.org

Type Resources
www.type-resources.com



Books

There have been many books, and thousands of articles and dissertations written about Personality Type and career management, though very little has been written specifically for counselors/advisors of college students. By far, the most comprehensive source of *general* career information is the Bibliography for the Personality Type and the MBTI® is maintained by The Center for Application of Psychological Type (CAPT), which lists over 6,500 entries. CAPT also maintains a very active research department. Queries can be directed to www.capt.org.

Listed below are several books and articles you may find most helpful. The first four, we highly recommend and consider indispensable for all career professionals:

Do What You Are - Discover the Perfect Career for You Through the Secrets of Personality Type, Paul D. Tieger and Barbara Barron-Tieger.

MBTI Manual - A guide to the Development and Use of the Myers-Briggs Type Indicator® by Isabel Briggs Myers, Mary H. McCaulley, Naomi L. Quenk and Allen Hammer.

Newly updated, the manual provides a comprehensive overview of MBTI® uses and applications, and includes chapters on Theory, Administration and Interpretation, Scoring, Construction, and Reliability/Validity. An extensive applications section includes Counseling and Psychotherapy, Education Development, Management and Leadership, and Multicultural Applications.

The Atlas of Type Tables by Gerald P. Macdavid, Mary H. McCaulley and Richard I Kainz. and published by CAPT.

This great resource contains over 300 type tables of occupations, as well as the percentages and rankings for all occupations based on preferences.

Other Books

Bridges, William. (1994) Job Shift - How to Prosper in a Workplace without Jobs. Reading, Ma.; Addison-Wesley Publishing Company.

Hammer, A. L., & Kummerow, J. M. (1996). Strong and MBTI® Career Development Guide (Rev. ed). Palo Alto, CA: Consulting Psychologists Press.

Kumerow, Jean M. (1991). New Directions in Career Planning and the Workplace - Practical Strategies for Counselors. Palo Alto, Ca.; Consulting Psychologists Press.

Martin, Charles R., (1995). Looking at Type and Careers. Gainesville, Fl.; Center for Application for Psychological Types (CAPT).

Pilder, R. J., & Pilder, W. F. (1981). How to find your life's work: Staying out of traps and taking control of your career. Englewood Cliffs, NJ: Prentice-Hall.



Articles

Apostal, R. A., & Marks, C. (1990). Correlations between the Strong-Campbell and Myers-Briggs scales of introversion-extraversion and career interests. *Psychological Reports*, 66, 811-816.

Barlow, J. R. (no date). A career counselor's perspective on the usefulness of the Myers-Briggs Type Indicator® vs. the Edwards Personal Preference Schedule. Paper written for a course in psychological testing.

Bell, S. J., & Richard, L. R. (Speakers). (1991, July). Type and legal careers: Helping lawyers find satisfaction in the nineties. Presented at APT-IX, the Ninth Biennial International Conference of the Association for Psychological Type, Richmond, VA. (Cassette Recording No. D203-CS38). Garden Grove, CA: nfoMedix.

Berens, L. V. (1990, Spring). The Myers-Briggs Type Indicator® - Concepts behind the instrument [Special issue: Temperament and Type in Career Counseling]. *Career Planning and Adult Development Journal*, 6(1), 4-6.

Berens, L. V. (1990, Spring). Temperament applied to career counseling - Some case examples [Special issue: Temperament and Type in Career Counseling]. *Career Planning and Adult Development Journal*, 6(1), 7-9.

Berens, L. V. (Speaker). (1992). Not just a paycheck: Temperament factors in career and life decisions [Audiotape]. Huntington Beach, CA: Telos Publications.

DiRusso, L., Carney, J. V., & Bryan, B. (1995). Psychological type of education majors and career decisiveness. *Journal of Psychological Type*, 32, 36-42.

Hales, M., & Peacock, S. Y. (1998, March). Using the MBTI® in an internet career development course. Proceedings of the Third Biennial International Conference On Education of the Center for Applications of Psychological Type (pp. 127-129). Gainesville, FL: Center for Applications of Psychological Type.

Hammer, A. L. (1996). Career management and counseling. In A. L. Hammer (Ed.), *MBTI® applications: A decade of research on the Myers-Briggs Type Indicator* (pp. 31-53). Palo Alto, CA: Consulting Psychologists Press.

Heavrin, A. R. (1994, Fall). Careers & occupations: Human and career development and type. *Bulletin of Psychological Type*, 17(4), 28-30.

Heavrin, A. R. (1994, Spring). Toward a more holistic view of type. [Review of Applying career development to counseling]. *Bulletin of Psychological Type*, 17(2), 13.



Articles (continued)

Ingram, J. (Speaker). (1989, June). Using the Myers-Briggs Type Indicator® in career counseling with vocational-technical college students. Applications of Type in Community and Technical Colleges, Panel/Workshop presented at APT-VIII, the Eighth Biennial International Conference of the Association for Psychological Type, Boulder, CO. (Cassette Recording No. B215-59AB, 2 tapes). Garden Grove, CA: InfoMedix.

Jones, S. (1993). Psychological testing for managers: A complete guide to using and surviving 19 popular recruitment and career development tests. London: Platkus.

Martin, C. R., & Macdaid, G. P. (1995, July). Looking at type and career exploration. Proceedings of APT-XI, the Eleventh Biennial International Conference of the Association for Psychological Type (p. 11, abstract). Kansas City, MO.

Miller, B., & Millner, N. B. (Speakers). (1985, June). Type to type: A search for career counseling techniques and tools. Presented at APT-VI, the Sixth Biennial International Conference of the Association for Psychological Type. (Cassette Recording No. L227-690). Garden Grove, CA: InfoMedix.

Miller, B., & Millner, N. B. (1985, June). Type: A search for career counseling techniques and tools. Paper presented at APT-VI, the Sixth Biennial International Conference of the Association for Psychological Type, Evanston, IL.

Montross, D. H., Kane, T. E., & Ginn, R. J., Jr. (1997). Career coaching your kids: Guiding your child through the process of career discovery. Palo Alto, CA: Davies-Black.

Nordvik, H. (1996, September). Relationships between Holland's vocational typology, Schein's career anchors and Myers-Briggs' types. *Journal of Occupational and Organizational Psychology*, 69(3), 263-275.

Pinkney, J. W. (1983, November). The Myers-Briggs Type Indicator® as an alternative in career counseling. *The Personnel and Guidance Journal*, 62(3), 173-177.

Tieger, P. D. (Speaker). (1991, July). Satisfaction guaranteed: Matching your personality to a career you can love. Presented at APT-IX, the Ninth Biennial International Conference of the Association for Psychological Type, Richmond, VA. (Cassette Recording No. D203-CS27). Garden Grove, CA: InfoMedix.

Van Sant, S. (Speaker). (1996, March). Type-based education is "real world" career education. Presented at the Second Biennial International Conference on Education of the Center for Applications of Psychological Type, Orlando, FL. (Cassette Recording No. 12)



DO WHAT YOU ARE™

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Appendix 2: Profiles of all Sixteen Personality Types

ENFJ

Extravert, Intuitive, Feeling Judging type

People like this are usually very warm, outgoing, and talkative. They make friends easily and are often popular and well liked because they are so enthusiastic and cheerful. They care deeply for their family and friends, and like to express their feelings through words and actions. People often say they have a gift for language and are able to articulate their strong beliefs and opinions with tact. They are quite empathetic and seem to just know what other people are feeling. Tension, fights, or conflict make them very uncomfortable so they try hard to please others and make peace between their friends. they hate direct confrontations and will “soften” their message or even avoid telling the entire hard truth if they feel it might hurt someone’s feelings. While they have strong opinions, they sometimes back away from what they really believe in. They sometimes choose harmony over total and frank honesty. Because they get their feeling hurt easily, it may be hard for them to hear even the most constructive criticism.

Creative and often imaginative, they may love learning, daydreaming, and entertaining others with their many artistic talents. They have quick minds and are good at putting ideas and concepts together. Organized and productive, they get a blast of energy and satisfaction from getting projects done. They like to be in charge and can usually come up with a plan of action for even complicated projects. But they tend to become annoyed when someone tries to change or interrupt their plan. They like to know what’s expected of them, and they care about what others think. They find it very hard to stay calm and objective when they’re upset. They’re a very sensitive people; they know first hand that it is both a blessing and curse to be so insightful about other people.

INFJ

Introvert, Intuitive, Feeling, Judging type

People like this are usually imaginative, creative, and sensitive. They are private people, and take their time to get to know people and to let others get to know them. They probably have a small group of close and trusted friends, and are generally cautious about jumping into new social situations. People describe them as thoughtful and empathetic, and they will try hard to please the people they care about. Outwardly quiet, they have strong feelings and opinions, especially about the way people should treat one another. They are very committed to their beliefs so they may have trouble backing down or compromising their ideals just to get other peoples’ approval. They can be somewhat of a perfectionist. People sometimes disappoint them and since it’s hard for them to stay objective, they may often get their feelings hurt.

They may love to fantasize about the future, and probably enjoy creative activities like writing, reading, music, and art. They tend to be organized, efficient, and inventive about getting their work done, and they are responsible and respectful people. Since they like to have a plan of action, they may get flustered by sudden changes and need plenty of time to adjust to or prepare for new experiences. They like spending time alone and while they may like doing things with their good friends, they are typically not the ones who initiate social activities. Since they are good listeners, people trust them and are often amazed by the original insights they have about others. They naturally look below the surface to understand the deeper meaning in every experience and interaction.



ENFP

Extravert, Intuitive, Feeling, Perceiving type

People like this are very outgoing, enthusiastic, and spontaneous. They love meeting new people and probably have a large circle of friends and acquaintances. Since they are always on the go and seem to have boundless energy, they are usually up for any new experience and especially love surprises! They are very curious, ask a lot of questions, and are fascinated by people or things that are out of the ordinary. Because of their vivid imagination, they have many ideas a day and are great at finding creative ways of solving problems or overcoming obstacles. They love to talk - especially about fun or interesting possibilities. People enjoy their unusual sense of humor and find them fun to be around. They pride themselves on their uniqueness.

They are also sensitive and empathetic people who often have accurate insights about others. Their friends know they are devoted and affectionate and that they feel things very deeply, even if they don't always show it. But they may also take criticism personally and find their feelings are easily hurt. When they have a lot of details to remember or projects to manage, they may become overwhelmed or discouraged. In fact, their curiosity often distracts them from the more routine parts of projects and they probably find that staying organized is one of the hardest things for them to do. Making decisions is also a struggle because there are so many interesting options calling to them at once. Whatever career they choose, it has to be something they believe in or they won't be able to stick with it for very long.

INFP

Introvert, Intuitive, Feeling, Perceiving type

People like this are rare. They are unique and creative people who tend to march to the beat of their own drummer. Private, quiet, and socially cautious, only friends who know them very well may ever see their more playful and expressive side. In fact, it takes awhile for them to feel comfortable with new people so they may often be described as somewhat reserved. But inside, they are people of great feeling and care deeply for the people and causes that are dear to their heart. Their personal values are most important to them so they always try to make choices that they feel good about. They are rarely willing to compromise on anything that is really important to them. They can sometimes become overwhelmed by the intensity of their emotions, and their relationships need to be free of conflict or tension for them to remain in them.

They are also highly imaginative people and may enjoy expressing themselves through the arts. But since they are also somewhat of a perfectionist, they may have trouble hearing constructive criticism without taking it personally. They are quick to understand the deeper meaning of things, and often have a fresh or original take on events and people. Since they prefer by nature to act spontaneously, they resist too many rules or too much structure. And they may also have trouble staying organized or making decisions. At heart, they are non-conformist and must find the path that is really right for them, even if it means striking out alone.



ENTJ

Extravert, Intuitive, Thinking, Judging type

People like this are confident, and assertive. They almost always seem to be sure of themselves, and speak their minds directly and honestly. They have strong opinions and are usually able to convince others that their position is right. While they are naturally very fair, they are also rather outspoken. Because they are so friendly and comfortable being the center of attention, they probably have a large circle of friends. People admire their determination and willingness to push themselves to achieve their very high standards.

They are also creative people who like to ask thought-provoking questions. They love to learn but get bored with any repetition, and constantly need a new challenge to stay interested. Imaginative and creative, they like to look beyond the everyday to really understand why the world operates as it does. They are decisive and organized, and since they like to be prepared at all times, they may find it difficult or embarrassing to try to improvise. They like to be in charge, but sometimes take over projects that aren't really theirs. They are frustrated by inefficiency, and find illogical rules infuriating. Whatever they try, they want to be good at, and they especially like to demonstrate their competence to others. People around them look to them as a natural leader and are often impressed with their knowledge. They are people other people respect so they feel comfortable giving them a lot of responsibility.

INTJ

Introvert, Intuitive, Thinking, Judging type

People like this are intense, private, and creative. They are highly imaginative and intellectual people, and are rarely satisfied with anything less than a full and logical understanding of issues. Serious, quiet, and cautious, they tend to initially hang back from new social situations, and they are pretty selective about which activities they get involved in and which people they befriend. They probably have a small group of trusted friends and also enjoy spending time alone, delving deeply into the subjects and activities that interest them. They keep their feelings and private thoughts to themselves, or share them occasionally with their very closest friends. They have a rich inner life and may enjoy studying and reading about perspectives or lifestyles that are out of the ordinary. They quickly grasp complex concepts or theories, and are able to glean the less obvious meanings of information. But they may have little patience for anything superficial or repetitive.

They are super independent and are willing to stand up for their positions, even if others disagree. But they may be stubborn and have difficulty changing their mind once it's made up. They are also naturally skeptical and question the way things are, so only a sound logical argument is likely to persuade or convince them. Calm and emotionally self-contained, they don't like when other people exaggerate or over-react. Overall, they are much more interested in meeting or exceeding their own high personal standards than trying to please other people.

ENTP

Extravert, Intuitive, Thinking, Perceiving type



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

People like this are friendly, creative, and confident. Since they love to talk and tell engaging stories, they have lots of friends and acquaintances and are pretty easy to get to know. They love being in the spotlight and especially enjoy entertaining others with their clever wit and unusual sense of humor. They probably have little trouble adapting to change, and most people admire their adaptability. They pride themselves on their creativity and ability to see possibilities where other people can't. They grasp new ideas quickly and enjoy learning new things, but are easily distracted and tend to get bored as soon as the challenge in a project is over. While they are easy going and playful, it is often a struggle for them to make decisions or commit to one plan of action for any extended period of time since they are so curious and eager to experience as much of life as they can.

They are also very logical and are bothered by inconsistencies and unfairness. They love a spirited debate - regardless of the topic - but can sometimes be argumentative. Their spontaneity and enthusiasm is infectious, and other people often want to follow their lead. Since they like starting things much more than they enjoy finishing them, they often have trouble slowing down, preparing carefully, and following through with their commitments. Luckily, they are great at improvising and get a real sense of excitement from pulling things off at the last minute. They are also excellent negotiators and can usually convince or charm other people into letting them have their way, or one more chance!

INTP

Introvert, Intuitive, Thinking, Perceiving type

People like this are independent, curious, and creative. They are very private and need plenty of time alone to think things through or tinker with the subjects and projects that really interest them. They tend to have a very small cluster of close, trusted friends and rarely initiate social activities. They need lots of space and don't like to be crowded or pressured to participate in social activities that are too hectic or superficial. They may have a real passion for science or the arts and enjoy learning new things. Inventive and imaginative, they make quick and insightful connections, and enjoy coming up with original solutions to problems. But they get bored quickly, dislike repetition, and may struggle to explain their ideas simply and clearly to other people.

They are also super logical and are able to remain calm and cool in almost any situation. Because they are bothered by unfairness and inconsistency, and are rarely influenced by other people's opinions, they can speak their mind honestly, if sometimes a bit bluntly. Above all, they strive to meet or exceed their own high standards rather than worry about trying to please others. But even their family and closest friends may not know how much they care about them because they rarely share their most private feelings. They easily see both sides of issues so they may enjoy debating, and they are great at finding the flaws in other people's arguments. Casual and unpredictable, they are highly adaptable and spontaneous. But their relaxed attitude about deadlines and neatness can make them run late or fail to follow through on commitments.

ESTJ

Extravert, Sensing, Thinking, Judging type



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

People like you are outgoing, responsible, and quite strong willed. You like to be around other people and are talkative, friendly, and confident. You prefer to be in charge of any situation, and are usually good at organizing events and groups of people. Since you are so concerned about fairness, and you have very clear opinions about right and wrong, you tend to be annoyed when people make exceptions to the rules or simply ignore them altogether. Outspoken, honest, and direct, you may sometimes interrupt or bluntly step on peoples' toes without even realizing that you've hurt their feelings. You're naturally quite organized and productive, make quick decisions, and like to finish one project on time and neatly before starting another.

You are also a realistic and down to earth person. You prefer activities that are hands-on and have some practical use. While you probably have a great memory for facts and details, you become bored or frustrated with too much theory or with long discussions about things that may never happen. You prefer to stay busy and physically active and are skeptical about trying new things or changing your routine. Your many friends admire your strong work ethic and know you to be a person of your word. But in your desire to have most things settled and decided you may sometimes act a bit controlling or inflexible. You like to know what others expect of you, and you strive to fulfill all of your commitments precisely and completely.

ISTJ

Introvert, Sensing, Thinking, Judging type

People like you are quiet, serious, and conscientious. You typically think before you speak, and are pretty cautious about jumping into new experiences. Since you are so private, you rarely share your feelings or reactions with people you don't know well. You need a good deal of time alone and while you enjoy the company of a small group of close friends, you are rarely the one to initiate getting together. You are also selective about your interests, usually preferring to study things in depth or participate in physical or hands-on activities. You are careful with facts, money, and your possessions, and you may have an excellent memory for details. Practical and realistic, people describe you as matter-of-fact, polite, and responsible.

You are also a logical and organized person. Even in tense situations, you are usually able to remain calm and cool. Since you are most comfortable with a predictable routine and like to be prepared at all times, you don't usually like surprises or changes. You are skeptical about untested ideas and may get bored with too much theoretical discussion. Because you have strong opinions, you may sometimes act a bit controlling or inflexible. You like compliments about your accomplishments, and may become angry when others make unfair or arbitrary decisions. Above all, you need to understand the logical reason for decisions since once you make up your mind, you may be reluctant to change it.

ESFJ

Extravert, Sensing, Feeling, Judging type



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

People like you are warm, friendly, and talkative. You are an enthusiastic and energetic person who loves to be surrounded by people and activity. Expressive and affectionate with your friends and family, you are usually quite comfortable letting others know just how you feel. Since you are so sympathetic and caring, you naturally like to help others and are often the first person to volunteer. Polite and trusting, you try hard to please others and place your relationships high on your list of priorities. You have very strong values about the appropriate way to behave and are very responsible. But you may sometimes try to impose your beliefs on others. You also tend to take all criticism personally so your feelings get (you may be offended or insulted) easily hurt often. Since you sometimes have trouble speaking your mind clearly and honestly while you're upset, you may simply decide to avoid dealing with any person who offends you.

You are also a practical and down-to-earth person. You probably love the outdoors, animals, and a variety of sports or physical activities. You are blessed with a keen awareness for your environment and like your surroundings to be comfortable and beautiful. You are very literal and like others to be clear and explicit about their expectations of you. Since you strive to be prepared at all times, you may have trouble improvising or dealing with sudden changes in plan. You like your routine to remain constant so you may sometimes be a bit rigid when you don't have time to adjust to changes. Organize and efficient, you like to work steadily through a project, completely each step carefully and neatly before moving to the next.

ISFJ

Introvert, Sensing, Feeling, Judging type

People like you are quiet, gentle, and caring. When people first meet you, you may seem reserved and cool. But once you get to know and care about someone, you are warm and very loyal. You tend to be cautious about jumping into social activities and sometimes resist trying new experiences. Instead, you like spending time with one or two close, trusted friends or spending time alone, enjoying the things that really interest you. You are considerate, respectful, and sensitive, and usually find tension or conflict between people very uncomfortable. Since you have a strong beliefs about right and wrong and try yourself to always treat other people kindly, you may be easily hurt or offended by the insensitivity or callousness of others.

You are also an unpretentious and down-to-earth person. You speak clearly and literally, and want others to be equally explicit in explaining directions or stating their expectations of you. You tend to be selective about things like food and clothing, are usually tidy and organized, and prefer to be dressed appropriately for every occasion. You're also careful with your money and possessions. You are probably blessed with an excellent memory for details, especially facts about people, but you may find it hard to read between the lines or deal with a lot of abstractions. Since you like to make a decision and stick with it, you don't like sudden changes. You're not a big risk taker and are happiest with a predictable daily routine. While you want to please the people close to you, you are rarely willing to compromise on really important issues.

ESTP

Extravert, Sensing, Thinking, Perceiving type



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

People like you are energetic, friendly, and easygoing. Usually talkative, often charming, you meet new people easily and have a lot of friends. Most people think you're funny since you like to joke and can be quite entertaining. Spontaneous, even impulsive, you prefer to "fly by the seat of your pants", rather than do a lot of planning in advance. You have a real sense of adventure and enjoy a wide variety of physical, sometimes risky activities. Since you prefer to be active and learn best in a hands-on way, you tend to get bored and distracted when you have to sit still for too long, or when the subject is highly theoretical. You are a realistic, literal, and very curious person. Super observant, you notice details other people miss,. And to be convinced of anything, it must make logical and practical sense to you.

You are also casual and playful, and rarely take things too seriously, or let other people's opinions influence you or hurt your feelings. Since you're so flexible you have no trouble adapting to change and improvising when necessary. But you tend to resist anyone trying to restrict or control you, and you may have trouble remembering rules, especially one you think are unnecessary. Starting new projects is much more fun for you than finishing old ones, so you sometimes neglect to follow through completely with every one of your commitments. Your ability to solve problems as they come up often helps you get through sticky situations. A natural free spirit, you may have to work hard to be resist the temptation to play and instead fulfill your responsibilities. While you are very fun loving, you may sometimes say or things that hurt other people's feelings – without even realizing that you've done it. Your natural resilience is a great asset but it sometimes results in an attitude other's see as a lack of genuine caring.

ISTP

Introvert, Sensing, Thinking, Perceiving type

People like you are quiet, serious, and independent. You are super-observant but keep most of your reactions, thoughts, and opinions to yourself. When you do speak, you tend to be literal, matter-of-fact, and honest, and you avoid small talk. People see you as totally calm and even-tempered, and even your family and very closest friends rarely know what you're feeling. When you do speak your mind, you are truthful to the point of bluntness. You may be baffled about why people take offense or otherwise react emotionally, and you may sometimes think relationships are too complex and confusing. Because you are naturally private, you avoid big social gatherings and would rather spend time alone or with a good friend, busy with your particular interests. You enjoy the outdoors, physical activities, or adventures that have a certain element of risk. You approach problems with curiosity and logic, and people often say you're great with your hands.

You are also an easy going and casual person and don't like a lot of rules, structure, or restrictions on your freedom. You like to explore, have fun, and follow your impulses rather than live by any one else's expectations or standards. Since you prize your own independence, you don't try to impose yourself or your beliefs on other people. While you are amazingly adaptive and able to turn on a dime, you often have trouble making decisions or following through on projects. Sometimes you get distracted and forget your commitments. But luckily, you are so resourceful that you are often able to improvise.



DO WHAT YOU ARE™

Finding the Right Career Path for the Person You Are.

ESFP

Extravert, Sensing, Feeling, Perceiving type

People like you are easygoing, friendly, and happy go lucky. You are curious and outgoing so you meet new friends wherever you go. Active, talkative, and uninhibited, you have fun at whatever you're doing and seem to bring energy and life to any situation. Naturally down-to-earth and unpretentious, people love your sincere and generous nature. You have a lot of friends, and love to laugh, and you rarely like to sit still for very long. You enjoy animals, being outdoors, and playing sports or any other kind of game. You are very observant and like to surround yourself with objects of beauty. And you adore surprises!

You are also sensitive and affectionate, and are loyal and devoted to your friends and family. Rarely do you see anything but the most positive qualities in other people so you are frequently disappointed when people aren't as nice as you think they are. You have a big heart and feel things deeply, even if you don't always show it right away. Responsive and spontaneous, you don't like a lot of rules or restrictions on your freedom. But you are also sometimes are disorganized and find yourself running behind on projects. You are easily tempted by any opportunity to do something fun so you may accidentally let other people down. You are quick to apologize and forgive. But while you are flexible and casual about many things, when it comes to your personal values, you may hold your ground with surprising strength.

ISFP

Introvert, Sensing, Feeling, Perceiving type

People like you are gentle, caring, and sensitive. To those you don't really know you, you may appear cool and reserved. But inside you feel things very deeply. Your close friends know you are loyal and affectionate, expressive and eager to please. You are thoughtful, considerate, and supportive of your friends and family. While you love to be included in social activities, you also need time alone to relax or pursue your interests. Because you have such a big heart, you often take even the most constructive criticism personally and may frequently feel disappointed or hurt, and often take even the most constructive criticism personally. You have to force yourself to deal with conflicts head on, and to speak your mind honestly, even when you know it might hurt someone's feelings.

You are also a down to earth and realistic person. You probably have a keen sense of aesthetics and may love a variety of artistic expressions or activities. Since you are so observant, you give your full attention to whatever you are doing at the moment, and are often able to tell amazingly accurate stories. You're easy going and playful, but may not be especially adventurous. You struggle to stay organized and may find large or complicated projects a bit overwhelming. Since you naturally want to follow your curiosity wherever it leads you, you may have trouble making decisions or following through and finishing all of the projects you start. You hate to disappoint anyone and you yourself are quick to forgive others.

To: College and University Career Counselors

RE: Do What You Are Self Discovery Assessment Psychometrics

Dear Career Counselor,

Enclosed is the independent statistical study completed by Mr. Jerry MacDaid for the **Do What You Are™** Self Discovery Assessment. Jerry's credentials are impeccable, having been the CEO of CAPT (Center for Applications for Personality Type) and one of the principal authors of the *Type Atlas*. He is also the country's most well respected statistician for personality type instruments.

We are very pleased with the results delivered in Jerry's report and hope that you will agree. It represents one of the largest studies ever completed for a personality type instrument specifically directed to high school and college age students. The following are highlights contained in the enclosed report:

- 91% of the **Do What You Are™** sample report the psychological comfort of the fit of the type descriptions for their results to mostly or very comfortable. 75% of people pick a type that matches their MBTI™ results after professional intervention and 50% of subjects picked the same type description as their results predicted without intervention.
- Results show that the psychometric properties of the **Do What You Are™** assessment instrument are indeed stable. They appear very good for a short assessment. The item probabilities average 0.75, which is very high. These weights are the equivalent to two point items of the MBTI™ form G and the percentage of items of this magnitude on the **Do What You Are™** assessment outstrips the percentage on the MBTI™.
- The validity test examining fit, while not the exact same test as performed with the MBTI™, shows that the **Do What You Are™** assessment has comparable results.
- The reliability results are very respectable for an instrument with indices this short. While the longer MBTI™ scales achieve higher levels reliability due to their length, the **Do What You Are™** assessment's reliabilities are quiet respectable.

We hope that the contents of the report satisfy your questions regarding our Self Discovery Assessment and that we can move forward in formalizing our relationship.



Self Discovery Assessment

Statistical Analysis

August, 2002

An Independent Study By:
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Report on the Do What You Are assessment

This report summarizes the methods and the findings of research conducted on the psychometric properties of the Do What You Are assessment. Analysis began with a data set of 11,028 (54%) females and 9,385 (56%) males, combining into a total group of 20,413. The sample is an international sample of young people from thirty five states and four countries. The states comprising the largest portion of the sample are California 17.5%, Connecticut 15.8%, Washington 12.7%, and Texas 10.2%; 14 states comprise between 9.0% and 1.0%, with the remaining 17 states under 1.0%. The four countries comprised 1.5%.

SYSTEM

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Private	1906	9.3	9.3	9.3
Public	18507	90.7	90.7	100.0
Total	20413	100.0	100.0	

FIT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very	11557	56.6	56.6	56.6
Mostly	7099	34.8	34.8	91.4
Somewhat	1489	7.3	7.3	98.7
Not	268	1.3	1.3	100.0
Total	20413	100.0	100.0	

Three different samples were drawn from this super ordinate sample for analysis. Two are ideal samples and one is a maximized sample.

The two ideal samples were created from this larger sample using three common criteria. These criteria were US residents, a reported accuracy of fit of mostly or very accurate, and the choice of type made by people with low scores matching the calculated type. This group was then used to build two samples, one male and one female, each with an equal number of each of the sixteen types. The sample sizes are limited by the sample size of the least frequently occurring type, For females that was ISTP (n=91) and for males it was ENFJ (n=119). The purpose of an equal number of each type is to eliminate any bias in the item analysis or test of independence that can be caused by an uneven type distribution. Males and females were run separately to look for gender differences in item responses.

The descriptive statistics for the females:

SYSTEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	178	12.2	12.2	12.2
	Public	1278	87.8	87.8	100.0
	Total	1456	100.0	100.0	

FIT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	942	64.7	64.7	64.7
	Mostly	514	35.3	35.3	100.0
	Total	1456	100.0	100.0	

The descriptive statistics for the males:

SYSTEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	146	7.8	7.8	7.8
	Public	1726	92.2	92.2	100.0
	Total	1872	100.0	100.0	

FIT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	1154	61.6	61.6	61.6
	Mostly	718	38.4	38.4	100.0
	Total	1872	100.0	100.0	

Parallel analyses were then conducted on these two samples: an item analysis, internal consistency using coefficient alpha, and independence of the scales.

The item analysis conducted was a Bayesian procedure which shows the predictive power in the form a probability for each choice of a question. Items are deemed predictive if both choices have at least a 0.66 probability of predicting to the preference. This threshold is more rigorous than what was used for the MBTI. The weakest items in the Do What You Are assessment are better than or close to the standard used with the MBTI. Items are also examined to make sure they do not have predictive power on any index other than the one they are assigned.

The results from the item analysis showed that the vast majority of items have predictive power only for the intended index. The specific probabilities for each item are attached. Gender differences averaged 0.02 for EI and SN and averaged 0.03 for T and J and 0.04 for F and P.

Next, an internal consistency analysis was performed to evaluate the reliability of each of the indices. The method employed was coefficient alpha. The minimum level of correlation for acceptable reliability is 0.60. The following tables show the coefficient alphas for females and males separately.

	Females	Males
EI	0.81	0.83
SN	0.73	0.74
TF	0.78	0.74
JP	0.82	0.81

These reliability coefficients fall into the good and very good ranges. The MBTI form G reliabilities are consistently above 0.85 with samples of this same size, while form M levels cluster in the low 0.90's. More specifically, this is a measure designed for young people. Split half reliabilities calculated on the MBTI form F and G for similar aged groups range consistently in the low 0.80's for large samples and between the low 0.80's and high 0.70's for smaller samples.

The Do What You Are assessment is a much shorter instrument than the currently published versions of the MBTI. An appropriate comparison would be the reliabilities for MBTI form AV, a short lived shortened version of the MBTI with it's fifty most predictive items, designed to be a surrogate measure of type. Reliabilities were not originally calculated for form AV due to the lack of logical split half assignments for the items. A sample of 739 form G responses was used to calculate coefficient alpha for each scale of form AV. Those values ranged from 0.71 to 0.78, except JP which had only 0.52.

While the MBTI is the most frequently used Jungian Type instrument, other assessments have been developed to identify type. The reliabilities for The Personality Profiler (Johnson, DA, 1995) range from 0.73 to 0.89 for students.

The last analysis is the independence of the scales. This procedure correlates each index to the others. The indices of a Jungian instrument should not correlate since the constructs are independent and separate ideas. Thus a correlation of the indices should not yield coefficients greater 0.30 in magnitude. Below are the results of the test of independence for females and males. These tables show that all correlations are below the 0.30 threshold. The highest is SN/JP, reaching above 0.20. Results of these analyses on the MBTI form G for adult and high school samples are very similar when also controlling for the type distribution by using an equal number of each type. Studies conducted with form M show similar finding on all intercorrelations except SN/JP which consistently exceed 0.40.

Correlations

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.044	.049	-.068**
	Sig. (2-tailed)	.	.096	.062	.009
	N	1456	1456	1456	1456
SNCONT	Pearson Correlation	-.044	1.000	.070**	.218**
	Sig. (2-tailed)	.096	.	.007	.000
	N	1456	1456	1456	1456
TFCONT	Pearson Correlation	.049	.070**	1.000	.035
	Sig. (2-tailed)	.062	.007	.	.181
	N	1456	1456	1456	1456
JPCONT	Pearson Correlation	-.068**	.218**	.035	1.000
	Sig. (2-tailed)	.009	.000	.181	.
	N	1456	1456	1456	1456

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.064**	.014	-.043
	Sig. (2-tailed)	.	.006	.539	.060
	N	1872	1872	1872	1872
SNCONT	Pearson Correlation	-.064**	1.000	.080**	.223**
	Sig. (2-tailed)	.006	.	.001	.000
	N	1872	1872	1872	1872
TFCONT	Pearson Correlation	.014	.080**	1.000	.092**
	Sig. (2-tailed)	.539	.001	.	.000
	N	1872	1872	1872	1872
JPCONT	Pearson Correlation	-.043	.223**	.092**	1.000
	Sig. (2-tailed)	.060	.000	.000	.
	N	1872	1872	1872	1872

** . Correlation is significant at the 0.01 level (2-tailed).

The third sample drawn, called maximal, has the goal to provide the maximum sample size to examine these sample psychometric properties. Since the gender differences found in the last item analysis were minimal, this sample was randomly drawn from the entire sample. The type distribution again was the limiting factor since the sample needs to have an equal number of each of the sixteen types. The table shows the frequencies for each of the types. INTJ was the least frequently occurring type so a sample of 550 subjects was randomly drawn from each of the other types.

type table order

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ISTJ	1201	5.9	5.9	5.9
	ISFJ	1344	6.6	6.6	12.5
	INFJ	841	4.1	4.1	16.6
	INTJ	551	2.7	2.7	19.3
	ISTP	799	3.9	3.9	23.2
	ISFP	1000	4.9	4.9	28.1
	INFP	2012	9.9	9.9	38.0
	INTP	1021	5.0	5.0	43.0
	ESTP	1178	5.8	5.8	48.7
	ESFP	1560	7.6	7.6	56.4
	ENFP	3196	15.7	15.7	72.0
	ENTP	1326	6.5	6.5	78.5
	ESTJ	1592	7.8	7.8	86.3
	ESFJ	1152	5.6	5.6	92.0
	ENFJ	992	4.9	4.9	96.8
	ENTJ	648	3.2	3.2	100.0
	Total	20413	100.0	100.0	

The descriptive statistic for the other variables follow:

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	4589	52.1	52.1	52.1
	Male	4211	47.9	47.9	100.0
	Total	8800	100.0	100.0	

SYSTEM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	856	9.7	9.7	9.7
	Public	7944	90.3	90.3	100.0
	Total	8800	100.0	100.0	

FIT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very	4959	56.4	56.4	56.4
	Mostly	3073	34.9	34.9	91.3
	Somewhat	645	7.3	7.3	98.6
	Not	123	1.4	1.4	100.0
	Total	8800	100.0	100.0	

The item analysis procedure was repeated for this maximal sample with males and females combined. The item weights replicated the first analysis, with the absolute value of the differences averaging from 0.02 to 0.04 across the four indices.

This sample was also used to conduct an exploratory factor analysis. This analysis showed four unambiguous factors: JP, EI, TF, and SN. The first two factors had ten of the eleven items at the top of the unrotated factor with correlations above 0.35. The last two factors had all eleven items at the top but correlations fell as low as 0.20.

The internal consistency analysis was again performed using coefficient alpha to evaluate the reliability of each of the indices. The following table show the previously reported coefficient alphas for females and males separately compared to the results for this maximal sample.

	Females	Males	Maximal
EI	0.81	0.83	0.78
SN	0.73	0.74	0.68
TF	0.78	0.74	0.71
JP	0.82	0.81	0.78

The test for independence of the indices was repeated for this maximal sample. The table below shows that while the SN/JP correlation has increased by about 0.50, all correlations are below the 0.30 threshold.

Correlations

		EICONT	SNCONT	TFCONT	JPCONT
EICONT	Pearson Correlation	1.000	-.051**	.032**	-.067**
	Sig. (2-tailed)	.	.000	.003	.000
	N	8800	8800	8800	8800
SNCONT	Pearson Correlation	-.051**	1.000	.096**	.282**
	Sig. (2-tailed)	.000	.	.000	.000
	N	8800	8800	8800	8800
TFCONT	Pearson Correlation	.032**	.096**	1.000	.078**
	Sig. (2-tailed)	.003	.000	.	.000
	N	8800	8800	8800	8800
JPCONT	Pearson Correlation	-.067**	.282**	.078**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	8800	8800	8800	8800

** . Correlation is significant at the 0.01 level (2-tailed).

Goodness of fit data has been reported so far as one of the demographics showing the similarity of the samples. Here the subjects report the accuracy of the results. Thus fit can also be an approach to measure criterion validity. The table below shows that 91% of the sample report the psychological comfort of the fit of the type descriptions for their results to mostly or very comfortable.

The scoring of the Do What You Are assessment attempts to increase the accuracy by asking students to read different type descriptions and pick the better fitting description if they had very close scores on an index. The fit variable was examined by a variable call typesame, that is whether the subject picked the type as scored (four the same) or picked a type different than scored (three or only two the same).

The statistically significant findings below show that people who picked the same type as scored by the assessment had the highest percentage of very good fit. Analysis of fit by each preference index and controlling for close scores shows that only the SN index had a significant difference with 55% of people picking the same preference on SN assessing finding the fit very good versus only 52% for the people picking a different preference on SN.

FIT * TYPESAME Crosstabulation

% within TYPESAME

		TYPESAME			Total
		2	3	4	
FIT	Very	47.8%	51.6%	59.5%	56.6%
	Mostly	37.6%	38.2%	33.1%	34.8%
	Somewhat	11.9%	8.7%	6.3%	7.3%
	Not	2.6%	1.5%	1.1%	1.3%
Total		100.0%	100.0%	100.0%	100.0%

Studies of a parallel nature done with the MBTI measured percentage of agreement with MBTI results and a type chosen as the subjects best fit after a feedback session with a trained professional. and parallel to the Do What You Are assessment’s approach to clarifying close scores. Studies show that on average 75% of people pick a type that matches their MBTI results.

In studies where participants where asked to pick a description blind to their results and without professional feedback, an average of 50% of subjects picked the same type description as their results predicted.

The final analysis is a comparison of type distribution of the entire sample drawn. The test performed is called selection ration type table (SRTT) analysis. It is a contingency table analysis using chi-square and was specifically designed for the comparison of the type distributions of two groups. This analysis shows this sample is significantly more NF, where the ES types where significantly underrepresented.

The entire sample was analyzed one last time by applying the item weights calculated above and using them to rescore the Do What You Are assessment. The purpose of this approach is to give the questions with more predictive power more weight. The reliabilities coefficients were again calculated for the rescored sample and are in the table that follows.

	Maximal	Rescored
EI	0.78	0.79

SN	0.68	0.71
TF	0.71	0.72
JP	0.78	0.80

Conclusions

These results show that the psychometric properties of the Do What You Are assessment instrument are indeed stable. They appear very good for a short assessment. The item probabilities average 0.75, which is very high. These weights are the equivalent to two point items of the MBTI form G and the percentage of items of this magnitude on the Do What You Are assessment outstrips the percentage on the MBTI.

The factor analysis supports the item analysis finding and shows that the item group with their respective scales. Further analysis here is continuing.

The reliability results are very respectable for an instrument with indices this short. While the longer MBTI scales achieve higher levels reliability due to their length, the Do What You Are assessment's reliabilities are quiet respectable. The 0.10 difference in magnitude appears to be attributable to difference in the lengths of the scales. It is harder for a shorter measure to push people away from the midpoint.

The rescoring shows improved reliability coefficients. The assessment gains modest benefit from the additional predictive power of the items.

All the intercorrelations of the scales, except one, are well below the 0.30 threshold demonstrating virtually no overlap with each other. Only the SN/JP correlates somewhat close to the threshold in the low 0.20 range. The Do What You Are assessment benefits from the shorter scales which reduce the chances of getting higher correlations.

The validity test examining fit, while not the exact same test as performed with the MBTI, shows that the Do What You Are assessment has comparable results.

One unique approach taken by the Do What You Are assessment is that subjects with very close scores can examine descriptions and chose a type that they believe fits best. The comparison of reported goodness for subjects accepting their type results versus subjects picking another type show that people who agreed with their assessment reported the highest goodness of fit with the description. While these differences are statistically significant, it is modest and likely improved because of the approach although this has not been empirically demonstrated.

The SRTT analysis showing a statistical difference in the type distribution of this sample with samples drawn to estimate the US population can not be explained by any of the analysis conducted in this study. The most likely explanation is that is due the voluntary nature of the sample. The MBTI literature has documented the leaning of NF types to be drawn to psychological and personal discovery kinds of activities. Choosing to take a personality assessment on the Internet clearly fits that description.

While validation is a process and one study alone cannot absolutely prove validity, this study, with this very large sample, takes a very large first step in this process and shows that the Do What You Are assessment has stable and admirable psychometric properties.