

Learning Style and Type Dimension Research Related to Student Characteristics in Counseling Situations

Four Jungian Dimension Comparisons		Combinations of Note
<p>Introvert/Reflectives</p> <p>Instinct for privacy Intra-personal sensitivity</p>	<p>Extroverts/Experientials</p> <p>Instinct for expression Interpersonal sensitivity</p>	<p>IT- most self-contained, least expressive ES- most expressive. EF- most vivid memory of experience. IN- most reflective</p>
<p>Sensates/Concretes</p> <p>Present focus Speak in real/practical terms Often distrustful of therapy Less likely to see value of psychology Lower representation in mental health system</p>	<p>Intuitives/Abstracts</p> <p>Future focus Often speak in impressions Often uncomfortably complex More likely to see value of psychology High representation in all areas of mental health sys.</p>	<p>SJ- high group affiliation ESTJ- high achievement w/in system. NP- high creativity SJ- most teachers, NP- least conventional <i>Telling about an event:</i> SF- what the people did ST- accurate order of events NF- how it felt in general NT- patterns and nutshells</p>
<p>Thinkers</p> <p>Cool affect Comfortable w/analytical realm Appear self-contained Use thoughts to meet needs</p>	<p>Feelers</p> <p>Need to promote harmony Comfortable in affective realm Appear approachable & accepting Use feelings to meet needs</p>	<p>NF- most counselors TJ- rigid thinking NT- most research scientists INT- most analytical ET- most assertive IF- least assertive INT-most academic success IT- dates the least EF- dates the most IT- least group affiliated.</p>
<p>Judgers/Sequentials</p> <p>Awareness of convention Higher grades May trust easy or quick "fix"</p>	<p>Perceivers/Randoms</p> <p>Adventure/pleasure seeking Higher test scores May mistrust "easy" solution</p>	<p>EFJ- harmonizers ESP- most drop-outs –academics ESP- least analytical IJ- most self-directed EP- most attuned to environment SJ- least likely to seek counseling NP- most prone to fantasy</p>

By John Shindler, February 2007 (adapted in part from research in Manual: A guide to the development and use of the Myers-Briggs Type Indicator. 1992)