

Responses to Common Comments and Frequently Asked Questions

The following notes address recurring questions and comments about the wording, design, intended audience, scoring, and research basis of the assessment.

General Feedback and Display

- We receive about as many comments praising the assessment - including its wording and design - as we receive from people who do not like it.

- If the assessment appears out of alignment or is otherwise not properly formatted for your screen, the issue is likely related to your browser.

- If you press the browser's "Back" button after selecting "Submit," your browser may delete your responses. This behavior is caused by the browser rather than the website.

- The phrases are not meant to be "tricky."

- The creator of this instrument is not an ESTJ or ENTP, as some have wondered.

Age, Sex, Language, and Intended Audience

- Age and sex matter. Men and women show statistically significant differences in how they rate certain items, as expected by theory, regardless of their final results. Response patterns also tend to vary with age regardless of a person's results.

- The assessment is generally not appropriate for people under age 15 because of its reading level and the complexity of the concepts.

- The assessment contains numerous colloquial phrases and is designed for native English speakers. It is not recommended for non-native English speakers.

- Please use the comments box to include demographic information beyond what is requested, or when none of the available demographic options accurately describes you.

Spelling, Usage, and Reading Level

- There are no known spelling mistakes in the survey questions. If you believe otherwise, please check a dictionary and identify the specific error. Some terms use alternative spellings, such as *sync* vs *synch*, or such as *extraverted* rather than *extroverted*, because these are terms used in Jung's theory. Periodic website updates may, of course, introduce occasional mistakes.
- The phrases are written at approximately an eighth-grade reading level, a common standard for public-use documents. This was determined using a standard measure of reading difficulty.
- If you believe a phrase contains a usage error, please indicate whether you are following *Strunk and White*, *The Chicago Manual of Style*, or another editorial style. What many people colloquially call "grammar" is often a matter of usage, and usage varies among editorial traditions.

How the Phrases Are Written

- The words used in the phrases do not have narrowly fixed definitions. They were selected partly for psychological appeal: they may "sound right" to certain people even when the exact meaning or intent seems unclear.

- If you object to a phrase's construction - for example, whether the word "always" is logically possible - consider that the phrase may not be intended for you. The assessment examines personality and cognition, not logical reasoning alone.

- Some sentence phrasing allows for multiple meanings. This is deliberate. Some people are comfortable with ambiguity and multiple possible meanings, while others are not. Responses to such ambiguity are one aspect of cognition being assessed.

- It is fine if you did not understand some phrases; those phrases may not have been meant for you.

- Many questionnaires work best by presenting phrases outside a detailed context. When people are given highly specific examples, they often respond to the context rather than the underlying preference, which can skew results.

- Broad layperson phrases such as "walk in another person's shoes" or "think logically" do not adequately assess cognitive development because they can be interpreted in many socially desirable ways. For example, a large majority of people say they "think logically," so that general wording is not used.

What the Assessment Measures

- This is not a purely self-reflective questionnaire. It is a cognitive assessment, which means that your ability to understand the questions is considered alongside your self-rating. This approach can help bypass uncertain self-knowledge or unconscious influences.
- The assessment explores cognition rather than behavior. A statement such as "enjoys playing sports" is easy to understand, but it reflects a behavior and asks about preference rather than skill level and frequency of cognitive use.
- Based on feedback and data to date, people with Sensing preferences do not have greater difficulty with the survey, as some have wondered. The people who report the most difficulty tend to prefer introverted Thinking (Ti), particularly INTPs, ENTPs, ISTPs, and ESTPs. This may be because the phrase definitions are not fixed and because introverted Thinking is often used when critiquing definitions and internal consistency.
- Results to date suggest that the assessment may be more accurate for people who do not already know about psychological type or their four-letter type code than for people who do.

Research, Scoring, and Ongoing Development

- The assessment is based on input from other experts and intensive statistical analysis, and it remains a work in progress. Some phrases or scoring procedures may change in the future.
- Two white papers (downloadable at this site) summarize cover the development and performance of this assessment, and a peer-reviewed journal paper is in the works.
- Accurate results are the ultimate measure of a questionnaire's performance. In the main iteration to develop the assessment questions, results matched people's reported four-letter type code 75 percent of the time, compared with 6.25 percent by chance alone. This is similar to other well-regarded instruments of this kind.
- Results matched people's Keirseyian temperament more than 95 percent of the time, compared with 25 percent by chance alone.
- Some questions do perform better others. Roughly half (26 questions) perform at a very high level. However, the body of questions as a whole function very well together. Two questions for Te and Ti intercorrelate, and one Si question may relate to lifestyle more than type.

Your feedback is welcome and is taken seriously.

Thank you for participating. You may close this file or window to return to the assessment.