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Myers-Briggs Type Indicator : consistency as a result of genuine and discrepant personality type feedback

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Myers-Briggs Type Indicator: Consistency as a Result of Genuine and Discrepant Personality Type Feedback

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Abstract

Because of the use of the Myers-Briggs Type Indicator (MBTI; Myers & McCaulley, 1988), psychological practitioners, consultants and researchers need to address implications of personality type feedback for clients, employees, and research subjects. This study investigated consistency of the MBTI as a result of genuine and discrepant personality type feedback. True and false feedback was expected to influence subjects in the direction of feedback given. Subjects were selected based on their Sensing-Intuitive (S-N) preference scores. Each of the forty subjects was given either true personality type feedback (TFG) or false personality type feedback (FFG), and then retested. Results showed that the TFG changed in their S-N dimension significantly more so than the FFG, probably because the TFG believed the genuine feedback more than the FFG believed the discrepant feedback. Reasons for these findings are explored, as well as posing a prospective model of personality type feedback acceptance.

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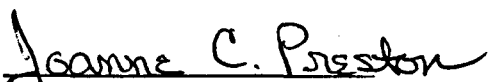

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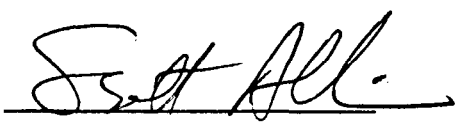

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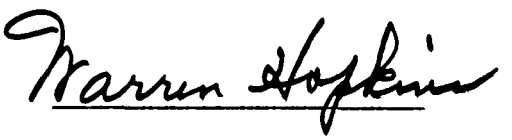

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Myers-Briggs Type Indicator: Consistency as a Result of Genuine and Discrepant Personality Type Feedback

By

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Myers-Briggs Type Indicator: Consistency as a Result of Genuine and Discrepant Personality Type Feedback

The Myers-Briggs Type Indicator (MBTI, Myers & McCaulley 1988) has been used by experimenters as well as psychological practitioners and management consultants to assess the typologies of their subject/clients. These MBTI results are used by both the examiner and the recipient for different reasons; the examiner is given a grasp of what the individual's type is like, but more importantly, the recipient gains personal insight from the feedback. These recipients of such personality type feedback may choose to view it with certainty or skepticism. In either case, the feedback has the potential to be detrimental to the client or naive subject if not explained fully or interpreted correctly. These occurences are rare; however, they can happen during psychological assessment. The opportunity is certainly present for that feedback to be misconstrued, misinterpreted, and thereby misunderstood. People may interpret that feedback as the "absolute truth," pledging to change their ways if the feedback is inconsistent with their self-views or they may choose to reject the personality type feedback altogether, thereby missing out on some very pertinent personal and useful information. These subsequent actions could prove to be harmful where only help was intended. Because of their wide and varied use of the MBTI, clinicians and consultants, as well as researchers, need to address the delicate issue of personality type feedback, which has not been done before with the MBTI.

The issue of personality feedback and the subsequent acceptance of it was addressed by Dies (1972), but not by using the MBTI. In Dies' study of college students, he used the Personality Research Form (PRF) to

demonstrate the effects of personality feedback. In his study, he found evidence that subjects readily accepted the personality feedback, even if it had been deliberately falsified by the experimenter. He concluded that healthy college students, who were relatively sure of their own personalities, were unable to discriminate between authentic and false feedback. In addition, Layne and Ally (1980) made a similar discovery when they used favorable/stable feedback vs. unfavorable/neurotic feedback. Two conclusions were made. First, those people who were tested "neurotic" accepted the "neurotic feedback" more often than they accepted the stable feedback. Secondly, the feedback itself tended to persuade the subjects to change their self-perceptions in the direction of the feedback. Neurotically toned feedback then increased the subjects' neuroticism while the stably toned feedback decreased neuroticism. These findings suggest that feedback, be it authentic, falsified, favorable, or unfavorable, is accepted by the receiver and may be strong enough to alter their own perceptions in the direction of the feedback. Feedback has an overall persuasive quality about it (Layne & Ally, 1980).

This persuasiveness was studied mainly in the cognitive realm of personality feedback by Dies (1972) and Layne and Ally (1980). In these two studies, the subjects readily "accepted" the false feedback and consequently changed only their self-perceptions; their subsequent behavior remained unchecked. Because subjects were not assessed on a behavioral basis, the results could not be explained in terms of actual behavior change. Swann and Hill (1982) improved upon these previous studies by incorporating behavioral assessment to the study of cognitive changes that are linked to personality feedback. Not only did they study

the cognitive changes associated with the receiving of discrepant feedback, but more importantly, they examined the behavioral changes associated with it. They found that the false feedback produced changes in self-concepts only when the recipients had no opportunity to discredit the feedback behaviorally. When they did have the opportunity to discredit the feedback, little change in self-concept was noted. The effects of feedback certainly seem to be situationally specific. Similar to the previously cited studies, Shrauger and Schoeneman (1979) stated that when feedback is manipulated experimentally, subjects' perceptions of themselves usually changed. Additionally, they made a unique contribution to the area of feedback research in discovering that, "...for feedback that diverges substantially from one's views to have a strong effect on self-evaluations, it must be perceived as being based on clear objective (test) information." (p.561, Shrauger & Schoeneman, 1979). This finding is very useful in the present study, for half the subjects received false feedback (based on clear objective test information) that was probably interpreted as being different from their self-view.

The acceptance of personality feedback in specific situations has been qualified. However, the question remains, why does a person accept (or at times reject) discrepant feedback? Swann (1987) states that when the recipient of the discrepant feedback has an uncertain view of him/herself, one incident of false feedback could cause the subject to alter his or her self-view in favor of the new false feedback. But if the recipient has a certain view of him/herself, the false feedback may be disregarded in a variety of ways. Few subjects have been found to possess such high levels of self certainty that they would disregard the

feedback (Swann, 1987). Therefore, the proposed study expected to find that false feedback will influence the recipients' self-perceptions.

Discrepant feedback is not the only factor that can persuade subjects; the experimenter him/herself could also produce a similar outcome. The role of the experimenter has proven to be an issue in a number of studies (Bradley & Bradley, 1977; Frank, 1973; Shrauger & Schoeneman, 1979). In the previous literature, the experimenter's or diagnostician's prestige was found to be an important factor influencing the acceptance of accurate feedback. Using postdoctoral-level psychologists and undergraduate para-professionals, Bradley and Bradley (1977) explored the impact of experimenter prestige on acceptance of feedback for undergraduates. They found that feedback acceptance was not related to levels of prestige or gender of the experimenter/diagnostician. Note that to the naive undergraduate there is probably not much difference in the level of prestige between a psychologist and para-professional trained in personality assessment; they are probably both viewed as skilled professionals. Contrary to Bradley and Bradley's statement, Frank (1973) cites experiments in which power, prestige, or status of the experimenter does have a biasing effect. When the experimenter's status was higher than the subject's, the biasing effect was almost four times greater than if they were of the same level. Shrauger and Schoeneman (1979) found still another factor pertaining to the influencibility of the experimenter. They discussed the impact of the experimenter's prestige or competence on the acceptibility of feedback. Only when the competence of the experimenter is specifically related to the topic of feedback, does it sway the recipient. It seems logical then to conclude that a certain level

of prestige or status must be obtained and the experimenter needs to be in a perceived area of expertise before the experimenter can influence or persuade subjects. In the proposed experiment, the researcher was consciously using this status in attempts to persuade the subjects.

The effects of personality feedback and experimenter prestige on the examinee has been covered. Now the use of the MBTI in this study needs to be qualified as well. The MBTI has been used in a number of important studies examining its reliability, but none of those studies to date involve the active use of the personality type feedback. It seems odd that there has been no research pertaining to the MBTI and its personality type feedback, considering it is used most frequently in this way. Afterall, a type indicator is devised so that feedback on the outcome of the test can be given to the client/subject, not just to establish its reliability. This particular oversight in the literature needs to be addressed. Since its appearance in the early 1960's, the MBTI has been utilized by social scientists of many disciplines, but with no research supporting its consistency as a personality measure after feedback has been given. Even so, these multi-disciplined advocates go on using this well known measure of personality type mainly because it has shown its worth countless times in therapeutic, personality, and social research areas (Carlson, 1985; Carlyn, 1977; Myers & McCaulley, 1988). Because of its popularity and reliability/validity (Myers & McCaulley, 1988) as a personality type indicator and because personality feedback research utilizing the MBTI has been scant, the MBTI was the prime candidate for this study. By using the MBTI in the proposed research, it was the intent of the author to assess the MBTI's consistency as a function of genuine

and discrepant feedback.

The MBTI is comprised of 126 questions that attempt to differentiate between the Extraverts and Introverts, the Thinkers and Feelers, the Sensing and Intuitive types, and the Judging and Perceiving types. There are a total of sixteen possible typology combinations. Extraversion (E) and Introversion (I) are two different "attitudes" taken towards the world; extraverts feel "energized" by interacting with other people in the external world, whereas introverts direct their energies inward by focusing on concepts and one's own thoughts and ideas. Sensing (S) and Intuition (N) describe how the world is perceived by that person. Through sensing, we rely predominantly on our five senses when viewing the world. With the opposite function intuition, the perceptions are not so cut and dry; consequently, we rely more on our "gut feeling". Thinking (T) and Feeling (F) refer to the way in which we make judgments about a situation. Thinkers tend to be factual, objective, and analytical in their review of information; whereas feelers tend to be subjective and sympathetic in determining the goodness or badness of the situation (Carlson, 1985). Judging (J) and Perceiving (P) is probably the most difficult dimension of the four to understand. While Extraversion and Introversion were described earlier as representing two attitudes taken toward the world, Judging and Perceiving are two ways in which one chooses to live in the world. Judging types tend to live very systematic lives, possibly filled with agendas used to organize their time. Perceiving types tend to be more spontaneous in their orientation towards life, adapting to the situation instead of trying to control it. The Judging and Perceiving dimension, unlike the other three dimensions of the MBTI,

was not made explicit as personality types by Carl Jung. Even so, these particular types are said to have been clearly implied by him (Carlyn, 1977; Jung, 1923).

The experimenter decided to focus on the Sensing and Intuition (S-N) dimension because of its impressive test-retest reliability (r = .84; Myers & McCaulley, 1988). Logically, only the higher S-N scores were wanted because the higher the score, the harder it would be to influence the subject's preference score on that dimension. Because this particular dimension has the highest reliability of the four, it is assumed that if false feedback altered this dimension, then the remaining three dimensions would also be subject to change.

This study examined the effects of genuine and discrepant feedback on the consistency of scores on the S-N dimension of the MBTI for male and female college students. Both genuine and discrepant feedback groups were expected to change in the direction of the particular personality type feedback given. Although, a significant difference was expected between those subjects that received true personality feedback and those that received the false personality feedback; those who received false feedback were expected to change significantly more than the true feedback group from the first administration of the MBTI to the second. Those subjects who received the true feedback were expected to show an increase in their preference score, thereby further strengthening their apparent strength. The false feedback group was expected to show a decrease in their initial preference score while elevating their score in the opposite direction.

Method

Subjects

The subjects were 40 male and female introductory psychology students from the University of Richmond. Only those subjects who had a strong preference score on the S-N dimension of the MBTI were selected. To have a strong (clear) preference, the score for S-N needed to be 21 or over, considering the ranges for S and N are from 0-67 and 0-51, respectively (Myers & McCaulley, 1988). All subjects signed a consent form verifying their agreement to participate in the study (Appendix A). Each subject received research credit for their participation and all were treated in accordance with the APA's ethical standards.

Materials

The Myers-Briggs Type Indicator, which measures the strengths and preferences of the Jungian personality typology, was used. The standard version of the MBTI, Form G, was chosen because of its length and accessibility. The reliability of the S-N dimension on the MBTI, as stated before, is more than adequate (r = .84; Myers & McCaulley, 1988). Also, a "Feedback Checklist" (Appendix B) was used to assess the believability of the feedback. An actual list of Type Descriptors was used as the genuine and discrepant feedback (Appendix C; Keirsey & Bates, 1984).

Procedure

The MBTI was administered to the subjects as part of a mass testing, which took place at the beginning of the spring semester, 1989. Only those 40 students of the introductory psychology course who scored the highest on the S-N dimension of the MBTI were called back to be used as subjects.

After the subjects were chosen based on the criterion above, the experimenter arranged a time to meet with them individually to discuss their particular test results and to administer the MBTI a second time. Approximately one month had elapsed between test administrations. In discussing the personality feedback, the experimenter followed a script that established her credibility in the area of the MBTI, as well as standardizing the feedback process (Appendix D).

The subjects who were called back for the experiment were assigned to one of two groups. One group was the "True Feedback Group" (TFG) and the other group was the "False Feedback Group" (FFG). There was an equal number of S subjects and N subjects in both groups. Groups were also balanced for gender. For the TFG, true feedback was given on all four dimensions of the MBTI. For the FFG, false feedback was given only on the S-N dimension and true feedback was given for the other dimensions. For example, if the subject was assigned to the FFG and he/she had a preference score of S-55, false feedback would be given only on the Sensing dimension and true feedback would be given on the remaining three (see Appendix D for a detailed description). The list of Type Descriptors used as feedback was individually typed with the subjects' names at the top and their personality types circled. These lists were handed out to the subjects so they could follow along with the experimenter's description of their personality type. The subjects were told that each letter of their type has a different set of adjectives which describes how they tend to get along in the world; each of these letters has an opposite, complementary letter. It was explained to them that neither letter is better or worse than the other, they are just different

from one another. An introvert's feedback was given as follows: "You are an introvert (I), as opposed to an extrovert (E). Introverts makeup 25% of the population whereas extroverts make up the other 75%. What it means to be an introvert is that at times you tend to be 'territorial' as opposed to 'sociable,' prefer 'concentration' as opposed to 'interaction,' . . ." The experimenter then proceeded to go over the list of descriptors that pertained to their individual typology, explaining that these descriptors aren't always accurate in all situations, but are the subject's preferences the majority of the time (see Appendix C). No actual numeric scores of their preferences were given, as well as no overall description of how the dimensions interact together.

After the true or false feedback was given, the subject was asked if there were any questions as to the definition of the descriptors used. These questions were answered and then the subject was told, "We are interested in having you take this test again to check the internal constistency of the Myers-Briggs Type Indicator." With this second administration, the results were examined to determine whether the feedback had any effect on the direction or strength of their S-N preference for their particular Jungian typology.

After the feedback was given and the subject had taken the MBTI a second time, the subject was given the "Feedback Checklist." The checklist was given to assess the believability of the feedback which was used to determine if any change in the S-N dimension had indeed occurred as a result of the feedback. A copy of their true results was given to the FFG and their bogus results were destroyed, while the TFG was allowed to keep their original genuine list of descriptors. The subjects were then

properly debriefed for the true and false feedback conditions and asked not to discuss the experiment with other students (Appendices E and F).

Results

To investigate whether the FFG would alter in their S-N scores significantly more than the TFG, a 2 x 2 x 2 (Feedback x Time x Dimension) ANOVA was performed at the .05 significance level, with repeated measures on both the Time and Dimension variables. Both S and N raw scores at times one and two were used as the within subjects variables. A significant interaction was found between feedback and time, $F(1, 36) = 5.29$, $p = .027$. The means associated with this interaction are displayed in Figure 1. Simple effects revealed that from Time 1 to Time 2, the TFG's scores increased significantly, $F(1, 36) = 6.74$, $p = .014$, while the FFG scores did not, $F(1, 36) = .071$, $p = .791$. The only other significant effect of this interaction presents a significant difference between TFG scores and FFG scores at Time 2, $F(1, 36) = 4.81$, $p = .033$, but not at Time 1, $F(1, 36) = .148$, $p = .702$.

Insert Figure 1 about here

In order to explore why there was a significant interaction, a t-test was used to look at the differences in believability of feedback between groups. As expected, the TFG ($M = 5.85$) believed their personality feedback significantly more so than the FFG ($M = 4.15$), $t(38) = 4.05$, $p = .0002$.

In addition, a correlation was computed between the believability score (obtained from the second question on the Feedback Checklist) and

the difference of S-N's continuous scores. This was done to determine whether or not the magnitude and direction of the subjects' change in score was a function of the experimenter's feedback. To compute this correlation, the scores on the S and N dimensions were transformed to a continuous scale so that the changes in S-N scores could be compared between Time 1 and Time 2. The correlations for both the TFG and the FFG were not significant.

Discussion

In the present study, subjects receiving false feedback were expected to alter in their S-N scores significantly more so than those subjects receiving true feedback, especially because they were given no opportunity to refute the information behaviorally (Swann & Hill, 1982). Although, this hypothesis was not supported. The results of the ANOVA showed that there were no significant differences found in the FFG from the first administration to the second. Because means are used in an analysis of variance, actual changes in the FFG could have gone unnoticed. Consequently, the S-N scores were inspected to find what kind of distribution was present. A bimodal distribution was found for both Sensing and Intuitive scores at the first and second administration of the MBTI. We can be relatively sure that this opposition to change found in the FFG was not merely due to an oversight in the analysis of the means.

The true feedback group, however, did show a significant increase in their preference scores over time. The reasons for these results are supported by the results of the t-test. It appears that the true feedback group changed over time because this group believed their genuine feedback significantly more so than the false feedback group believed

their discrepant feedback. In other words, the genuine feedback for the TFG seemed only to affirm their already apparent strength in their S-N dimension. Conversely, the false feedback group's scores did not change significantly over time as a result of the discrepant personality feedback they were given. This is consistent with Layne and Ally's (1980) finding that the more accurate the personality descriptors, the more likely it will be accepted. Because the descriptors used for the true feedback group were more accurate for those subjects than the descriptors were for the false feedback group, it is feasible the true feedback group would change more than the false feedback group.

This study's results were not entirely consistent with Layne and Ally's (1980) other finding though, which stated that feedback persuades the examinees to change their self-perceptions in the direction of the personality feedback. Even though a total of 28 of the 40 subjects' S-N scores moved in the direction of the feedback as hypothesized, the differences were not substantial enough to produce a significant effect in the false feedback condition. In addition, an overwhelming majority of those changes were seen in the TFG. Contrary to Layne and Ally's finding, this trend was not strong enough to be statistically significant.

There are various possibilities why the correct directional change occured in the true feedback group and not in the false feedback group. The subjects, the S-N dimension, the experimenter, or methodology are all viable reasons why the change did not occur in the false feedback group. It's possible that the particular sample of subjects had such high levels of self-certainty that they were able to refute the discrepant personality feedback cognitively. However, this explanation is highly unlikely

according to Swann (1987) who states that encounters with such self-assured individuals are not common. Another explanation is that this particular sample was biased by the very selection process used to acquire subjects. It will be recalled that the experimenter only used those subjects who had clear preferences (21 and above) in the S-N dimension of the MBTI. Because of these high scores, subjects chosen could have been relatively certain of whether they take in information about the world intuitively (N) or through their senses (S). Future researchers might want to compare subjects of weaker preference scores to subjects with clear preferences. It may be that those people with weaker preferences would be persuaded more easily than those with stronger preferences because they are not as sure of their sensing or intuitive type as the stronger preference people would be. Generalization to the total population is obviously limited by the usage of subjects with only clear preferences; this is one reason why research needs to be continued in this area.

Another reason why all of the hypotheses were not confirmed could be because of something inherent about the S-N dimension--that this part of the personality is so salient, it is not subject to change. It would be interesting for future researchers to explore this hypothesis. In order to find if, in fact, this opposition to change is uniquely characteristic of the Sensing-Intuitive dimension, an experimenter might compare the amount of change seen in all dimensions of the MBTI. If examinees changed in the other three dimensions after the false feedback, but not in the S-N dimension, researchers might conclude that this opposition to change is due to the very nature of the personality characteristics possessed by

this dimension.

There is also reason to believe that the experimenter could have been responsible for the unexpected opposition to change found in the false feedback group. Possibly the experimenter was not viewed as an expert in the MBTI or was not prestigious enough to convince those subjects receiving the bogus information; or maybe it was the experimenter's presentation of the personality type feedback that caused these results. By presenting the opposite personality type descriptors along with the descriptors that were supposedly their type, the false feedback group had the opportunity to compare their bogus descriptors with their actual type descriptors. This comparison could have led the discrepant feedback recipients to be more skeptical of the feedback than they would have been if only a single list of descriptors was used. A good idea for future researchers might be to present the feedback by listing only the descriptors they are supposed to possess, and eliminate the other opposing descriptors.

There is a fourth and final explanation of why the false feedback group was not apparently influenced by their feedback as it occured in past research. The study's particular methodology could be the culprit. The procedures and personality measures used in the previously cited literature were obviously different from this study's. Instead of using the MBTI, both Dies (1972) and Bradley and Bradley (1977) used the Personality Research Form (PRF) to assess their subjects' personalities, while Layne and Ally (1980) used the Eysenck Personality Inventory (EPI). After manipulating their scores, Dies (1972) actively involved his subjects by allowing them to plot their own feedback graphically. Layne

and Ally (1980) told their subjects that their personality feedback was based on interpretations by two PhD clinical psychologists. Swann and Hill (1982) allowed subjects to receive their personality feedback by interacting with a confederate of equal status. The feedback in the present study was given to the subjects by a psychology graduate student skilled in the use of the MBTI. The results of the current study might have been more like the previous studies had the experimenter allowed for similarly convincing feedback procedures and measures to be implemented. Whether due to the subject, the dimension, the experimenter, or the methodology, the fact remains that influencing the sensing and intuitive self-perceptions of the false feedback group enough to produce a significant effect was a difficult task.

From the above interpretations and speculations, a prospective model for personality type feedback acceptance begins to emerge. Whether or not someone accepts personality type feedback depends on many things. This study has shown that perceived competence and prestige are important characteristics that allow the experimenter to influence the recipient. How accurate the feedback is to a person's self-concept was also found to be a determining factor. The amount of self-awareness an individual possesses, sometimes called self-certainty, and in this case called the strength of the preference, helps determines whether the recipient will be persuaded by the feedback or not. Other factors that were not introduced by this study, such as age, gender of recipient , and favorableness of feedback, could also be incorporated into this model. Of course this model is premature; it is not certain which of these variables has the greatest impact on the acceptance of personality type feedback.

It might not ever be possible to say one variable is the strongest determinant of personality acceptance. The most persuasive tactic for one individual might not be the same for the next individual. Here again, researchers could shed some light on these issues.

The main point of this study though was not to devise a model of personality feedback acceptance, but to find whether or not the MBTI is consistent as a result of this personality type feedback. It is reassuring to know that the MBTI can be viewed as a robust type indicator, particularly on the Sensing-Intuitive dimension. It is also reassuring to know that if given again, the MBTI would most likely detect (and therefore negate) the discrepant personality feedback by producing a score consistent with their true typology. Also, to mistakenly report or misinterpret a client's score would be careless, as well as unprofessional; nevertheless, this scenerio is possible. The fact that false feedback would not change or distress the client substantially is some consolation for this possible oversight. Through this study, consistency of the S-N dimension on MBTI has been shown as a result of both genuine and discrepant personality type feedback. Not only were the scores consistent across time, true feedback was found only to enhance subjects' apparent typology.

It is important to remember though that the Sensing-Intuitive dimension was the only one investigated. This particular dimension was chosen because it had the highest reliability of the four. It was originally hypothesized that if the subjects could be influenced by the feedback in this dimension, it would be assumed that the other dimensions would also be subject to change. Unfortunately, this hypothesis was not supported.

Generalization to the other dimensions is not advised. Because the false feedback did not influence subjects' scores in S-N dimension, does not mean that the other dimensions are just as stable. The hardiness or robustness of the indicator should be viewed as characteristic of the S-N dimension only until more research in this area confirms or negates this issue.

In summary, these results and interpretations hold many implications for consultants, counselors, experimental researchers, or anyone else utilizing the MBTI. First, consider the reasons why people take the MBTI. It might be given on the job so that employees could understand and relate to others better, and as a result, become a productive member of a cohesive working unit. It might be utilized in counseling so that both therapist and client might gain insight into the client's personality type. In addition, the MBTI might be administered for statistical research purposes. Whatever the reason, administrators of any personality measure, not just the MBTI, should be aware of the impact personality feedback could have on recipients. Care should be taken in interpretating the typologies; that is, an ENTP should not be expressed in a more favorable light than an ISFJ, when in fact, neither type is better or worse than the other. Individuals with weak preferences (below 21) might not be able to discredit the feedback and could become doubtful of themselves, disappointed for not having enough insight into thier own personalities. In these instances, the personality type feedback given could prove to be unintentionally detrimental to the recipient. Secondly, this study provides clinicians, consultants, and researchers with a model to be used for personality feedback acceptance with the Myers-Briggs

Type Indicator, as well as other measures of personality. Not only was the accuracy of the feedback and subject and experimenter characteristics found to be important, but also, the particular dimension, methodology, age and gender of the recipient and favorableness of the feedback could be factors that influence the acceptability of the feedback. Lastly, the results of this study allow us to be relatively sure that individuals possessing a clear S-N preference do not change typology as a result of discrepant or genuine personality type feedback. While discrepant feedback does not seem to influence these individuals, genuine personality type feedback results in only a stronger preference. In this case, it can be stated that the Sensing-Intuitive dimension of the MBTI certainly remains consistent over time.

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Appendix A

CONSENT FOR RESEARCH PARTICIPATION

This research is designed to gather demographic information about college students. You will be receiving feedback which is based on the testing that was done the first day of class in your Introduction to Psychology class. In addition, you will be asked to answer basic questions about yourself. There is no risk involved.

All of your answers will be strictly confidential; only the researcher will know of your identity. Your phone number is needed so that all subjects interested in knowing the final results of this study can be notified of the meeting to be held at the study's end.

It is important that you do not discuss this study with your friends or classmates here at U of R because they might also be subjects later.

Only group data will be studied--no individual data.

Ask any questions at this time.

I understand the information stated above and agree to participate in this study as it was explained to me. I agree not to divulge information about this study to others. I realize that I am free to withdraw from this study at any time.

Signature:_____

Print Name:_____

Date:_____ Phone #:_____

Appendix B

Feedback Checklist

Subject #____ Sex: M__ F__

Class: Frs__ Soph__ Jr__ Sr__

In your personal opinion, how accurate was the description of your particular Myers-Briggs typology?

Extraversion(E)-Introversion (I):

not very accurate						very accurate
1	2	3	4	5	6	7

Sensing(S)-Intuitive(N):

not very accurate						very accurate
1	2	3	4	5	6	7

Thinking(T)-Feeling(F):

not very accurate						very accurate
1	2	3	4	5	6	7

Judgment(J)-Perception(P):

not very accurate						very accurate
1	2	3	4	5	6	7

Was the outcome of your E-I preference expected? yes__ no__

Was the outcome of your S-N preference expected? yes__ no__

Was the outcome of your T-F preference expected? yes__ no__

Was the outcome of your J-P preference expected? yes__ no__

Have you ever taken the Myers-Briggs Type Indicator before this study?

If yes, what was your typology? ____ (put as many letters down as you remember)

Has your typology changed since then? yes___ no___

How much did you enjoy this experiment?

not at all very much

1 2 3 4 5 6 7

Would you be interested in knowing the results of this study? yes___ no___

Have you heard anything about this experiment from other students?

yes ____ no ____ If yes, what?

Briefly describe what you think this experiment was about.

Appendix C

Extrovert (E) 75% of population	**Introvert (I)** 25%
Sociablity	Territoriality
Interaction	Concentration
External	Internal
Breadth	Depth
Extensive	Intensive
Multiplicity of relationships	Limited relationships
Expenditure of energies	Conservation of energies
Interest in external events	Interest in internal reaction
Sensing (S) 75% of population	**Intuitive (N)** 25%
Experience	Hunches
Past	Future
Realistic	Speculative
Perspiration	Inspiration
Actual	Possible
Down-to-earth	Head-in-clouds
Utility	Fantasy
Fact	Fiction
Practicality	Ingenuity
Sensible	Imaginative
Thinker (T) 50% of population	**Feeler (F)** 50%
Objective	Subjective
Principles	Values

Policy.....Social values

Laws.....Extenuating circumstances

Criterion.....Intimacy

Firmness.....Persuasion

Impersonal.....Personal

Justice.....Humane

Categories.....Harmony

Standards.....Good or bad

Critique.....Appreciate

Analysis.....Sympathy

Allocation.....Devotion

Judger (J) 50% of population **Perceiver (P)** 50%

Settled.....Pending

Decided.....Gather more data

Fixed.....Flexible

Plan ahead.....Adapt as you go

Run one's life.....Let life happen

Closure.....Open to options

Decision-making.....Treasure hunting

Planned.....Open ended

Completed.....Emergent

Decisive.....Tentative

Wrap it up.....Something will turn up

Urgency.....There's plenty of time

Deadline!.....What deadline?

Get show on the road.....Let's wait and see....

Appendix D

Establishing Credibility:

"I'd like to begin by telling you a little about myself. My name is Stephanie Falk and I graduated from Villanova University with a bachelor's degree in psychology. I am currently in my second year of graduate study here at the University of Richmond, working towards my masters degree in psychology. I have been doing research with the Myers-Briggs for the past year and a half and have administered and scored the test under two PhD psychologists trained in the use of the MBTI. This is my second year that I've worked in the university counseling center where I've been exposed to various personality tests, including the Myers-Briggs. I am presently using the Myers-Briggs Type Indicator in my master's thesis."

Standardized Feedback Procedure:

*For example, assume the subject is an INTJ

"The feedback which I am about to give you is based on the results of your Myers-Briggs Type Indicator that you took earlier this semester in your Intro Psych class. Your answers were scored very carefully which gives you the typology of an I N T J (the correct letters of their typology will be given for the TFG; for the FFG, all dimensions will be correct except for the S-N dimension where they will be switched.) Each of these letters have a different set of adjectives which describes you and how you tend to get along in the world. As you can see, each of these letters has an opposite, complementary letter. Neither one is better or worse than the other, they are just different from one another. Let's go over your particular typology. You are an introvert (I), as opposed to an extrovert

(E). Introverts makeup 25% of the population whereas extroverts make up the other 75%. What it means to be an introvert is that at times you tend to be 'territorial' as opposed to 'sociable,' prefer 'concentration' as opposed to 'interaction,' ....."

The experimenter then proceeded to go over the list of descriptors that pertained to their individual typology, explaining that these descriptors aren't always accurate in all situations, but are the subject's preferences the majority of the time (see Appendix C). After the feedback was completed, the subject was asked if there were any questions regarding the definitions of the list of descriptors. If there were no questions, the experimenter continued:

"We are interested in having you take this test again to check the internal consistency of the Myers-Briggs Type Indicator."

Appendix E

TFG Debriefing:

"You have been involved in an experiment which is studying the consistency of personality scores on the Myers-Briggs Type Indicator from one administration to the next. There were two conditions: one where accurate personality feedback was given to the subjects and one where inaccurate personality feedback was given to the subjects. Because you were in the accurate personality feedback condition, your particular typology was accurately reported to you.

It is **very** important that you do **not** discuss this experiment with any of your friends or classmates here at U of R because they might be my subjects later. Thank you for your consideration and participation in this experiment."

Appendix F

FFG Debriefing:

"You have been involved in an experiment which is studying the consistency of personality scores on the Myers-Briggs Type Indicator from one administration to the next. There were two conditions: one where accurate personality feedback was given to the subjects and one where inaccurate personality feedback was given to the subjects. Because you were in the inaccurate personality feedback condition, the particular typology given to you was not entirely correct. I did report your accurate preferences on three of the four dimensions; the only one which was inaccurate was the S-N dimension. I reported you as being 'Sensing' when in fact you had a clear preference for the 'Intuitive' [or vice versa]. Here is a list of your true MBTI type descriptors. [The subject is handed a copy of their true typology] Instead of possessing these 'Sensing' descriptors, you possess the opposite 'Intuitive' descriptors.

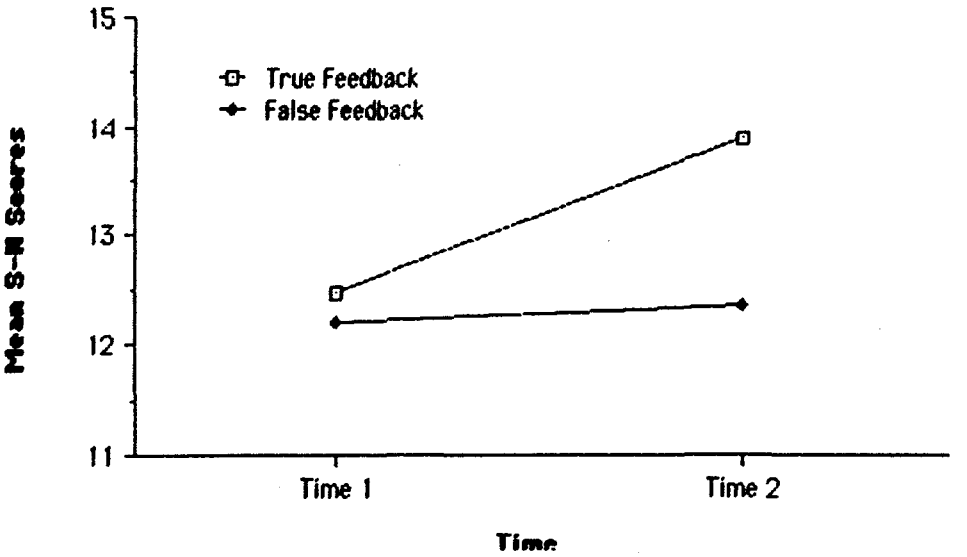
[The subject will then have the true list of descriptors explained to him or her as they appear in Appendix C]

Should this brief period of time during which you were given false information cause you any emotional distress, I am truly sorry; and if need be, I can arrange for you to meet with someone in the counseling center. Are you interested?

It is **very** important that you do **not** discuss this experiment with any of your friends or classmates here at U of R because they might be my subjects later. Thank you for your consideration and participation in this experiment."

Figure Caption

Figure 1. Mean S-N scores as a function of true or false feedback given between Time 1 and Time 2.


15
14
13
12
11
True Feedback
False Feedback
Mean S-M Scores
Time 1
Time 2
Time