

FITS PERSONALITY TYPE ASSESSMENT

Based on Carl Jung's Research

MR. SREENIDHI S K¹, MS. TAY CHINYI HELENA², MS. SHOBHA KURUVILLA³, MS. SUDHA SURESH³

¹The Managing Director of Oscar Murphy Life Strategists, Bangalore, India

²The Executive Director of Oscar Murphy Life Strategists, Bangalore, India

³MA PSYCHOLOGY, ⁴MPHIL PSYCHOLOGY

Email - sree@oscarmurphy.com

Abstract: *FITS Personality Type Assessment is based on Carl Jung's Research in Analytical Psychology – mirrors the various Personality Types based on Heredity characteristics of the individual in terms of Feeler, Intuitor, Thinker and Sensor.*

These attributes will help see if there is match between the demands of Life / Career / Business / Relationships and individual personality characteristics.

FITS indicates the person's preference for attitudes and functions as well as the person's thinking styles. FITS gives you insights into understanding one's true potential.

This manual is an attempt the reader to think in right perspective. This work is based on the extensive research work of Carl Gustav Jung. FITS as a product is appreciated for its simplicity, practicality, reliability and validity over a vast sample size across different populations. Its application is wide and helps individuals to grow both personally and professionally by giving awareness on one's personality styles, inherent strengths, potentials, skills and also others personality styles and behaviours.

Key Words: *FITS, Carl Jung, Assessment, applications, personality styles, true potential. Professional and personal growth.*

1. INTRODUCTION:

DEFINITION

Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.”- *Carl Gustav Jung, 1934*

Personality is defined as the totality of the character attributes and behavioral traits of a person. It is made up of the characteristic patterns of **thoughts, feelings, and behaviour** that make a person unique. Derived from the Latin word ‘**persona**’ meaning **mask**, the study of personality can be understood as the analysis of persona's that people project and display along with the inner psychological experience collectively called “**self**”

2. THEORETICAL BASIS OF THE FITS ASSESSMENT:

Based on the Personality theory of the Swiss Psychiatrist Carl Gustav Jung, the **FITS** assessment measures the four personality types of an Individual. A combination of the hereditary and environmental influences **FITS** is based on Jung's four functional types (Feeling, Thinking, Intuition and Judgment)

Jung's Personality Theory: Jung believed in the typology that random behaviour is actually the result of differences in the way people prefer to use their mental capacities. He asserted that a person's psychological make-up is always working on two levels: the **conscious** and the **unconscious**. According to Jung a person's 'psyche' (a person's 'whole being') is represented by their conscious and unconscious parts. Jung further divided this psychic energy into two basic “**general attitude types**” called **Introversion** and **Extraversion**. In addition to these general attitude types of extraversion and introversion, Jung also developed a framework of “**four functional types**” of the psyche which are **thinking** and **feeling** which he said are the functions that enable us to **decide** and **judge**, (Jung called these '**Rational**') and **sensation** and **intuition** which Jung said are the functions that enable us to **gather information** and **perceive** (Jung called these '**Irrational**'). Based on these four functional types the **FITS** assessment measures an Individuals personality

style, such as the **Feeler, Intuitor, Thinker** and **Sensor**. These personality styles play either a **dominant** (primary) or a **recessive** role (tertiary or quaternary or less dominant) in displaying an Individual's persona.

3. ORIGIN:

The original questionnaire was formulated by a team of consultants at Oscar Murphy International during 1999. It was intended for helping individuals to identify their own personality so that they can learn to work on their **strengths** and **powers**.

4. METHODOLOGY:

PURPOSE

The aim of the test is to identify an individual's personality type. An understanding of which helps gain insights into how individuals **behave, think, react** and **respond** to their environments.

TEST AUDIENCE

As a personality test the FITS assessment is applicable to individuals from all backgrounds, with children below 13 yrs of age being an exception. (though the context in the questionnaire is normal it can also be administered on a clinical population).

APPLICABILITY OF THE TEST

The test has a wide range of applicability as it is a personality test. It is used across various fields to gain better understanding of self and others including Personnel selection, Individual development, enhancing interpersonal relations, teamwork, leadership, Career consultation, Marriage counseling, Organizational climate survey and for Research purposes etc. (however, decisions ranging from Career to Marriage consultation or Personnel selection are not taken based just on one assessment, decisions are most accurate when taken on the basis of multiple batteries).

5. QUALITY OF THE TEST ITEMS AND THE TEST MANUAL:

The test score is reliable, as it is administered under standardized settings where instructions are read aloud (during group administration in training) and similar instructions are auto generated on the test screen for online test takers. Extraneous variables such as test instructions and the test administrator have a minimal influence on the variation in the test scores as these are standardized across situations. The quality of the test is enhanced due to the following: it's an easy to use test with the items catering to a wide range of audiences, test items do not include any racial or gender stereotyped comments, the interpretation and scoring of the test is very simple and easily comprehensible. The test meets the necessary practical aspects as it includes the following considerations:

1. The items are formulated in simple layman English
2. The test is legible (can be easily understood)
3. The test material is durable (does not change across time)

6. NATURE OF THE ITEMS:

All the items in the questionnaire belong to the content domain which facilitate in assessing an individual's personality type. The 20 items in the questionnaire describe multiple situations in which an individual is most likely to respond in various environments through which his personality characteristics are displayed. The items are repetitive in a way as to track the individual's response to certain stimuli, which best predicts his personality type across situations. The items are standardized as they are the same for every respondent with respect to the content, form and order

7. ASSESSMENT ADMINISTRATOR QUALIFICATIONS:

The user needs to have work experience in managing people, or a PG in Psychology or Sociology or an MBA.

8. SIMILARITIES AND DIFFERENCES WITH SIMILAR TESTS:

MBTI

Like **FITS** the Myers Briggs Type Indicator (MBTI) is based on Jungian theory. (MBTI) assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions.

However, **unlike FITS the MBTI** requires specialised knowledge to be able to be understood. The **MBTI Manual** states, the MBTI "is designed to implement a theory; therefore, the theory must be understood to understand the MBTI. *FITS is a far simpler and concise derivative of the Jungian theory.*

Where MBTI is a known as an elaborate assessment measuring 16 personality types, **FITS holds more practical applicability making clear an Individuals opportunities, threats, strengths and potential** which are **Beneficial for self awareness and development.**

9. INSTRUCTIONS FOR THE TEST ADMINISTRATOR (for paper pencil format):

- Make sure the subject is seated comfortably in a well lit and ventilated room
- Build rapport with the subject, make him feel at ease.
- Educate the subject on the confidentiality element of the test.
- Give all the instructions of the test (as specified below)
- Clear doubts if any.
- After completion of the test give instructions on the scoring methodology.
- Interpret the scores and clear doubts that may arise.

10. INSTRUCTIONS FOR TEST TAKERS (for paper pencil format):

- There are 20 items each of the items has 4 responses each.
- There are, no right or wrong responses.
- Please rank each statement with either 4,3,2 or 1
 - 4 is for a response which is **Most Like You**
 - 3 is **Tend to Be More Like You**
 - 2 is **Tend To be Least Like You**
 - 1 is **Least Like You**
- Each of the four multiple choices should get a response of 4, 3, 2, or 1 in an order that holds good for you.
- The sum total of responses for each item should be equal to 10 as the responses (4, 3, 2 or 1) can appear only once.
- It may be easier to choose between the two extreme responses of an item. (4 & 1).
- Kindly be as honest as possible and do not guess or look for a response that may seem right as there no right or wrong responses.
- Do not leave any items unanswered.
- Do not take too much time or ponder over an item, answer as quickly as you can.
- There are no time limits observed but the tests takes 20-30 minutes for completion
- The results of the test will be kept confidential and may be used for research/ career development purposes only.
- One sample question is given for the convenience of the test takers (both online and paper pencil formats)

11. FINDINGS & ANALYSIS:

SCORING OF THE TEST: (for paper - pencil formats only, as the online scoring is auto generated)

Step 1: Add up the total points of each of the shapes separately and enter the total in the space provided below their respective shapes.

Step 2: Please divide each of the total scores by 2 so as to get the percentage score for their respective shapes.

The scoring system of the test is objective as any qualified person involved in scoring the test items will give same scores for same answers (depending on the responses marked by the individual on the items)

SAMPLE REPORT (to help the test user with the interpretation of the test scores)**FITS ASSESSMENT**

FITS Assessment mirrors the various personality styles based on heredity characteristics of the individual, which are classified as **Feeler, Intuitor, Thinker and Sensor**. Your highest scores are discussed first, with a summation of the others below.

Personality Style	Feeler	Intuitor	Thinker	Sensor
Scores	21	26.5	25.5	27

DOMINANT STYLES (SENSOR, INTUITOR, THINKER):

You stand more or less, **balanced in terms of the strength of your Intuitor, Thinker and Sensor personality style**. Having good scores on sensor dimension, you may have the **potential to well implement** your ideas to suit the work in hand. You are **confident and competitive** wanting to win in most situations.

You have the ability to be **original and creative** in your thinking. While dealing with certain concepts, you may not want to believe what others say, rather wanting to **explore and experience it yourself**. The Thinker helps you **analyze details and structure your thoughts** or ideas. Thus, there may be a **systematic approach** in your learning. You may enjoy **collecting details** for any task wanting to do thorough research. You may be good at **probing into details** in order to get to the root of issues. **Balance of all 3 personality style shows that you have the ability to arrive at a vision, quickly structure processes and work in line with the same and initiate action to realize the same. You may however at times, act in hurry neglecting to involve others concerned, only to realize that you are not obtaining their co-operation for your initiatives**

RECESSIVE STYLE (FEELER):

Being less inclined to think of feeling, you are likely to be perceived as less sociable and expressive in terms of feelings and emotions. You are reasonably understanding in nature, but may **not display your concern** for others very often. This may pose as a difficulty while interacting with others, as you may seem rather unemotional and impersonal to others.

FAQ's**1. What is an ideal personality?**

There's nothing called an ideal personality. It is a question of how one makes best use of one's personality

2. Is it good to have a balanced score?

Balance scores presents both – an advantage as well as a disadvantage. The advantage being one's ability to get along with people of all the different personality types easily. The disadvantage will be indecisiveness and confused state of mind due to fact that all the types are present in equal strength and competes with other type within the person's mind.

3. What is a dominant score?

Dominant score is invariably the highest score and if that highest score is closer to 40.

4. What happens if my scores are low?

Low scores are an indication that the person is unlikely to be driven by that personality type. Such characteristics of the low type may not be seen in the person with a low score

5. What if the person with whom I regularly deal has a different score from mine?

People have difficulty in dealing with people of the opposite types. Since all the four personality types think, feel and act differently, one can expect challenges in such relationships.

NORMS

Norms are standard models or patterns regarded as being typical. A norm of one type or the other is a basic requirement of all tests. However, there can be exceptions, especially in the case of ipsative tests, where only intra-individual interpretation is recommended. In such cases the applications of norms do not hold good.

RELIABILITY

Reliability refers to the consistency of a test, or the degree to which the test produces approximately the same results over time under similar conditions. Ultimately, reliability can be seen as a measure of a test's precision. A number of different methods for estimating reliability can be used, depending on the types of items on the test, the characteristics a test is intended to measure, and the test user's needs. The most commonly used methods to assess reliability are the **test-retest, alternate form, and split half methods.**

TEST- RETEST RELIABILITY – This method looks at the stability of the test scores over time by administering the same test to the same people after a reasonable time interval. The FITS assessment has a high test-retest frequency ratio, as test takers report having similar scores on the four personality types, during the second administration of the test.

ALTERNATE- FORMS RELIABILITY - is a method very similar to that of test- retest except that a different form of the test in question (FITS) is administered the second time. Here two forms of a test are created to be as similar as possible so that individual test items cover the same material and the same level of ease or difficulty. The tests are administered to a sample and the scores on the two tests are correlated to yield a co-efficient of equivalence.

INTERNAL CONSISTENCY RELIABILITY - indicates the homogeneity of the test. If all the items of the test measure the same function or trait, the test is said to be homogenous. The most common method of estimating internal consistency reliability is by the Split half method. In this method, a test is divided into two forms and scores on the two forms are correlated with each other to assess the degree to which all the items are assessing the same characteristic.

VALIDITY

Validity refers to the degree to which a test measures what it claims to measure. A test is valid to the extent that inferences made from it are appropriate, meaningful and useful. The different ways of obtaining validity are grouped into three categories namely Content, Criterion-related and Construct validity

CONTENT VALIDITY: refers to how well a test covers the characteristics it is intended to measure. These items are assessed to see if they are: tapping into the characteristic being measured, comprehensive in covering all relevant aspects and balanced in their coverage of the characteristics being measured. Content validity is usually assessed by careful examination of individual test items and their relation to the whole test. The FITS assessment is high on content validity as all the 20 items in the questionnaire display an individual's response in various interpersonal situations through which his/her personality is displayed. Though predominantly a hereditary measure, it takes into account the environmental factors that play a significant role in displaying one's behaviour.

CRITERION – RELATED VALIDITY: deals with the extent to which test scores can predict a certain behaviour referred to as the criterion. Criterion is defined as an external and independent measure of essentially the same variable that the test claims to measure. Concurrent and Predictive validity are two types of criterion related validity.

- a) Predictive validity refers to how well the scores on a test predict certain behaviours. In predictive validity a test is correlated against the criterion to be made available some time in the future.
- b) Concurrent Validity is very similar to predictive validity except that there is no time gap in obtaining test scores. The correlation between test scores and the criterion variable indicate the degree of criterion- related validity.

FITS is a personality test that categorizes personality into four functional types, which are the feeler, intuitor, sensor and thinker. The scores on the four types helps predicts a wide range of behaviours which include communication patterns, cognitions, perceptions, judgments, likes and dislikes etc. (concurrent validity). Widely used for recruitment, FITS, helps identify the right person for the job, while also in assessing an individual's strengths that can be developed further based on the specific focus required of the job. Most recent developments of the assessment is its applicability in charting a personality horoscope for marriage counseling which helps couples analyze the characteristics and behaviour patterns of their partner.

CONSTRUCT VALIDITY: is defined as the extent to which the test measures a construct. A construct is a non-observable trait such as personality, intelligence etc. which explains our behaviour. Construct validity deals with how well a test assesses the characteristics it is intended to assess (in this case personality). There is no single method for assessing a test's construct validity. Drawing close parallels with content validity, FITS (derived from the Jungian personality theory) is also high on construct validity as it classifies personality into the four personality types namely the Feeler, Intuitor, Sensor and Thinker, which explicitly explain behaviour patterns, perceptions, feelings, communication styles etc of the four personality types.

FACE VALIDITY: A test has face validity if it looks valid to the users, examiners and examinees. It is a matter of social acceptability and not a technical form of validity. Though not a technical form it is needed in all types of tests. The FITS is high on face validity as the 20 items in the questionnaire are symbolic of the various moods, feelings, behaviours and the environmental stimuli an individual is encountered with, that help serve as a valid base for a personality assessment.

12. CONCLUSION:

As per the fit personality assessment these are the benefits as a conclusion.

- Discover your inherent personality style.
- Learn the art and science of influencing others.
- Flex your style to maximise impact while interacting with different personality types.
- Helps you assign tasks best suited to the employees' personality style.
- Gives an accurate direction for effective training and development programs to optimise people strengths.
- Helps create competent teams with balanced talent mix for efficient completion of specific assignments.
- Makes people aware of their;
 - Inherent Potential
 - Tendencies and
 - Strengths.
- Helps to adapt to varied personality types and exert a greater control over situations/people.
- Improve interpersonal interactions by structuring and flexing communication.
- Enhances team working abilities by recognising and adapting to the different personality types.
- Seek and approach situations/tasks/opportunities compatible with identified strengths.
- Helps you interact with your clients/customers better, by flexing your style to their personalities.

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AUTHOR'S BIOGRAPHY:

MR. SREENIDHI S K

The Managing Director of Oscar Murphy Life Strategists, Bangalore. He is a sought-after Motivational Speaker and Keynote Speaker offering various life & leadership trainings for both small & large scale organisations across the globe.

He has 30 years of experience in the business world as a Life Strategist, Behavioural Master Trainer, Coach, Change Catalyst, Business Owner and Entrepreneur.

His key expertise lies in conducting sessions on Motivation, Leadership, Spirituality, Business Leadership and People Empowerment for cross cultural leadership teams and resonates powerful positive energy while interacting with individuals from across the world.

He is the most sought-after Motivational Speaker, and also a Keynote Speaker who offers various life & leadership trainings for both small & large scale organisations.

MS. TAY CHINYI HELENA

The Executive Director of Oscar Murphy Life Strategists, Bangalore, which delivers high value L&D programmes to businesses across multiple sectors.

Chinyi has trained and coached executive directors, managers and leaders in areas of Strategic Consulting, Leadership, Team Development, Human Resource Optimisation, Performance Management, Coaching and Mentoring across the globe.

She helps individual leaders amplify natural strengths and transform limitations to achieve personal, professional and business success.

Her stay in Singapore, India and her journey around the globe has helped her realize the commonality and diversity between people in terms of attitudes, thinking, emotions, behaviours etc irrespective of differences in language, culture, lifestyles and a score of other aspects.

MS. SHOBHA KURUVILLA – MA PSYCHOLOGY – She has contributed immensely to the content department at Oscar Murphy Life Strategists. She has added value to work with her creativity, knowledge and smartness.

MS. SUDHA SURESH – M PHIL PSYCHOLOGY – She has worked as a Psychometric Analyst at Oscar Murphy Life Strategists. Her contribution to the Psychometric field in terms of writing reports, case studies & articles is valuable and well appreciated.