

# Coaching through Personality Type:

## *Identifying and Understanding Inferior Function.*

Every human is unique and is born with certain traits. As humans grow, learn, see, hear, taste, smell and touch, their personality and uniqueness develop. The human psyche is a fascinating topic and through my studies of life coaching, I have developed a strong interest in personality type inventory, assessment tools and self-development. This article will present facts, findings and interests as a representation of my belief that coaching can assist individuals to awaken and unlock their inner potential.

Coaching through personality type is not a new issue. Indeed, coaching has been operating for the past 10 years in Australia and personality type theory has been around for the past 90 years. So, how is coaching applicable to personality type? Personality type assessment is one of many key tools used for personal and professional development. Therefore, people who are interested in this topic will seek the assistance of a coach (Hirsh, 2011).

The concept of psychological type theory describes personality as a **group of preferences** for how an individual is energised, how they take in information, make decisions and chose to relate to the external world. The ideas and theory behind personality type are also useful for recognising how an individual communicates, influences, collaborates, negotiates, prioritises and manages stress (Hirsh, 2011). Coaching individuals to understand and identify their personality type can provide them with access to certain information which could improve their self-awareness. Coaching by itself can identify personal strengths and help individuals understand their behaviours and self-development needs.

In working with clients I have found that after completing a personality type assessment and a one hour coaching session, individuals are able to identify, understand and increase their awareness of their personality type.

### **What is Personality Type Inventory?**

Personality Type Inventory (PTI) is an assessment tool that builds on 90 years of psychological research about personality types from Carl G. Jung, Katherine Briggs and Isabel Briggs-Myers. Psychological type is a theory of personality developed by Jung to explain the normal differences between healthy people.

Jung devoted his life to understanding and defining the human psyche. In his research, Jung identified **Extroverted** and **Introverted** behaviour and the variations between four mental processes. Jung described two irrational processes for perceiving information; **Sensing** and **Intuition**. He also described two rational processes for judgement and making decisions; **Thinking** and **Feeling**. Jung made it clear that all four functions are necessary in our daily life. Each of these functions can be either Extroverted or Introverted, thus making a combined representation of eight personality type patterns (McGuiness, 2005).

In 1921, Jung published his psychological findings, which were commonly referred to as the Jungian Personality Type. Jung's personality type theory defines eight patterns of normal human behaviour and how these types are developed over time. His descriptions of the eight patterns were based on over 20 years of empirical observation and culminated in the creation of a model to explain how these functions contribute to personality. Jung believed that people are innately different in what they prefer, how they organise, how they make decisions and how they gather information.

Further work on Jung's personality type and theory was developed by Katherine Briggs and her daughter Isabel Briggs Myer in the 1930's. Based on Jung's theory and processes of judgement and perception, Katherine Briggs and her daughter created a fourth dimension; **Judgement** and **Perception**. These two preferences indicate whether a person's focus in the external world is on making decisions (Judgement) or on gathering information (Perceiving). The four dimensions; **Extroversion, Introversion, Judging and Perceiving** are referred to as attitudes. In adding these additional dimensions to the psychological theory, Myers and Briggs effectively enhanced Jung's eight patterns to sixteen (16) patterns for identifying individual personality type.

Of the four mental processes or dichotomies each have two opposite preference poles. The following describes these four dichotomies:

**Extraversion (E)**      ←—————→      **(I) Introversion**

*What is the direction and focus of personal energy?*

**Sensing (S)**      ←—————→      **(N) iNtuition**

*How do people prefer to gather information?*

**Thinking (T)**      ←—————→      **(F) Feeling**

*How do people prefer to make decisions?*

**Judging (J)**      ←—————→      **(P) Perceiving**

*How much structure or flexibility do people need in the outer world?*

Differences in these mental functions and the person's preferred function will lead to fundamental differences between individuals. Jung also identified that people use their preferences in a hierarchy. Indeed, Myers and Briggs enhanced Jung's theory around type development and also described life phases with each of the functions and their hierarchy.

Generally an individual will use in order their **dominant** function followed by their second preference, the **auxiliary** function. Both of these functions work closely together. The **tertiary** function is the third preference. The least preferred is the fourth function, otherwise known as the **inferior** function (Briggs Myer, 1998).

Each the four mental functions have a usual pattern of development as people age in specific life phases. They are as follows:

1. Infancy and Childhood (Ages 0 – 12)

A child will use all of the preferences to experiment which ones are more comfortable, just like a person is either right-handed or left-handed. The preference for the Extroversion (**E**) or Introversion (**I**) is usually more obvious at the time. Past the age of 6 the **dominant** function develops in the preferred world and will take the lead in the personality.

2. Adolescence (Ages 13 – 20)

The **auxiliary** function develops and starts to support the dominant function. This function operates in the less preferred world and will also be an opposite function for the person.

3. Early Adulthood (Ages 20 – 35)

The **tertiary** function begins to develop and is usually in the same preferred world as the dominant function.

4. Midlife (Ages 35 – 55)

The **inferior** function develops in the less preferred world and is usually the least developed of all four functions. When people are stressed, this is the function that becomes out of control. It can however be developed and can be used effectively later in life.

Good personality development does not mean that a person is required to develop all four functions equally. It does however require that a person has very well developed **dominant** and **auxiliary** functions and that the **tertiary** and **inferior** functions are used appropriately (McGuinness, 2004). All people have preferences which usually indicate their natural gifts. Personality type does not determine a person's behaviour nor does it determine skill or ability.

Understanding your own personality type is a journey of self-discovery and self-awareness. The information obtained from a personality assessment tool will allow a person to understand what motivates them, what stresses them, their natural strengths and potential areas for development. It can also be used to assist in team building, management, career development, relationship counselling and coaching.

## About Majors PTI

This particular personality assessment tool was formally released by Mark S. Majors, PhD in 2006 after eight years of dedicated research. The Majors PTI identifies individual personality and uses the 16 defined personality types developed by Katherine Briggs and Isabel Briggs-Myers. It is also based on Carl Jung's Personality Type theory and Myers-Briggs personality testing instrument (MBTI). The Majors PTI is an assessment that inventories information from individuals which provides a more accurate indication of their personality type compared to previous instruments. The Majors PTI tool is used as the main assessment for all three coaching sessions in this research.

The Majors PTI assesses personality type by measuring an individual's self-reported level of similarity by posing 52 different questions as various phrases or word descriptions. The phrase or description is arranged in pairs that provide a choice between the psychological opposites (for example: *Deliberate* or *Carefree*). As the individual indicates a level of similarity (for example: how natural it is for the person) by choosing an option, he or she is revealing a preference for a psychological type, or kind of consciousness (Majors, 2011). The Majors PTI uses newer methods of asking and weighting the questions which results in an improved accuracy. Currently the Majors PTI has an accuracy of between 92% and 95% rating (Majors, 2011, p15). Other personality type assessment tools report a current rank accuracy of 72% or below (Majors, 2011, p14).

The Majors PTI instrument does not measure skill or ability and has no connection with a person's character. One aim of the personality type assessment tool is to help a person understand their natural talents, core values and to improve themselves from the "inside-out". This tool can assist a person to understand and improve their communication style and relationships with others. This is all part of human growth and development. It is also something that Covey (1998, p43) has experienced in his work, as he has never seen lasting solutions to problems, lasting happiness or success that came from the "outside-in". To understand others, you must first understand yourself.

Understanding personality of self and consequently of others, is central to motivation and personal growth. The more individuals understand their personality, particularly their inferior function, the better equipped they are to observe what motivates or stresses themselves and others. In knowing how a person adapts to the way they work with others, how they communication, gather information, learn, identify tasks and react to stress are the main factors that enable successfully managing and motivating others – and yourself (Chapman, 2012).

Brief Descriptions of the 16 Types

	Thinking	SENSING	Feeling	Feeling	INTUITING	Thinking
JUDGEMENT	ISTJ	ISFJ	INFJ	INTJ		
	Dependable, responsible with a desire to know/experience the facts without embellishment. Handles things with attention to detail and little or no prompting. Will keep reactions to themselves (internal reactions may be strong). Observing of the details and facts, follows procedures and wants things done right. The expectation that others must be logical and analytical creates problems.	Devoted to practical actions that help others, while displaying a warm, caring style. Have strong reactions to violations of common sense that have negative consequences for others. Values structure and hard work that bring projects to completion. Very responsible for decisions and seldom chooses impulsively. Lack of structure causes retreat to the self-absorption of inner thought and emotional reactions.	Stimulated by problems requiring innovation and new concepts. Provide insight into challenges involving people. Resolves issues using complex and abstract methods. Needs harmony and values helping and seeing others grow and develop. Conceptualises independently but seeks approval from others. Coming up with new methods can put them in conflict with the real goal and the agendas of others.	Focus on thoughts that are formed from the symbolic nature of perceived experience. Drawn to know all that can be known about the current area of involvement. Connects others with the plan by education and inspiration. Displays ability when pushed and challenged in projects/problems. Becomes single-mindedly focused upon 'the goal' to the exclusion of input from others.		
PERCEPTION	ISTP	ISFP	INFP	INTP		
	Seek the underlying principles that explain how things work and function in the external world. Use their logic for producing efficient spontaneous problem solving. Organise information and facts internally and externally when pressured by the need to succeed. Understand the facts of situations by observational skills. They may ignore contributions of others in favour of their logical decision making.	Have the characteristic of actively demonstrating warmth and caring for others. Will exert extra effort to help complete valued projects. Loyalty to values makes them steadfast in relationships and organisations. Display flexibility and accommodation to others. Prefer variety/variability on tasks and projects. May view themselves as inadequate even with positive feedback.	Hold a strong idealised set of beliefs, which leads to faithfulness in duties and obligations. Will be cautious in developing relationships. Tend to facilitate the potential in others. Motivated by the value/meaning behind important projects. Convictions are seldom ever expressed openly. When unable to contribute to meaningful activities they may see themselves negatively and may lose confidence.	Respond to current experiences through the principles or concepts from their thoughts about the situation. Enjoy the discussion and debating of ideas with similar friends. Process problems and situations in terms of logical cause and effect. Drawn to precise language and descriptions with no ambiguity. Disconnect from the outside world may lead to nonproductive behaviour.		
EXTRAVERSION	ESTP	ESFP	ENFP	ENTP		
	Contributes to tasks and events through friendly and adaptable actions. Consolidates the facts about a situation to find a solution. Seeks physical experiences and is curious about sensory information. Pragmatists that prefer to confront the actual problem directly, with no need for alternative possibilities. Abstract ideas may result in backing away from problems until concrete proof is offered.	Focuses on experiencing and accepting life as it is, while contributing to the well-being of others. Has a good command of applied facts and data. Problem-solves through using existing tools and processes in new ways. Learns through direct contact with actual conditions, not in abstract or classroom testing. Need for excitement and change can produce boredom during sedentary tasks.	Drawn to the outer world of new ideas and possibilities involving work and play. Too many possible projects and aspects to situations can make it difficult to act. Will brainstorm new approaches that are the most efficient solutions. Skilled concerning the issues of others and attempts to get things back on track. Pushing too much detail into their conceptualisation process causes glaze over.	Energies are focused on the possibilities and promotion of innovation that completes projects. Objectively solves issues with people and is self-critical when in error. Sees data and information as conceptual frameworks that help others to comprehend. Use logic to solve complex issues in projects/problems. Becomes frustrated with the monotony of things after the problems are solved.		
JUDGEMENT	ESTJ	ESFJ	ENFJ	ENTJ		
	Have a strong need to bring about/establish logical order in the world. Objectively organise projects to assure that nothing is overlooked. Desire to be responsible and expect responsibility from others. Communicate directly and quickly get to the bottom line. May come to decisions too quickly without adequate information or concern for others' input.	Concerned with fellowship and harmony in everyday contacts and relationships. Look for the positive in others and value their opinions. View situations and problems with a pragmatic goal orientation. Plan/organise based on concrete knowledge and their concept of right and wrong. The desire for harmony may not allow them to be truthful regarding problems.	Actively care for the concerns of others. Bring harmony to relationships and situations. Help others reach their maximum potential. Believe in being conscientious and orderly while working on projects, expecting the same from others. Will identify the possibilities that emerge from others' opinions. May jump to conclusions regarding individuals/situations and create problems.	Prefer to live and work by organising, making certain that achievements and success are realised. Complete projects by establishing order using procedures and systematic structures. Operate with clear standards of right and wrong. Interested in the possibilities that are not obvious or presently known. Snap decisions may not be sound, if the input from others is ignored.		

## The Inferior Function

One of the most misunderstood areas of personality type development is the *inferior function*. The inferior function is largely unconscious. A person cannot direct it or control it. A person can however understand it and develop this function. The inferior function has been proven through theory and research to most likely cause stress, phobias, fears and anxiety for individuals. Quenk (2000, p8) states that “falling into the grip” of one’s inferior function is most likely to occur when their unconscious energy is at a low level; the unconscious energy level of the inferior function can then emerge. Some of the following circumstances can indicate that a person’s inferior function is taking over control:

- Fatigue – being physically tired, exhausted, lack of sleep or excessive activity.
- Physical or Psychological stress – when stress is on-going, unrelenting or maintained for a long period of time.
- Illness – bodies are out of balance, can cause pain and stress resulting in low energy and strain.
- Alcohol and drugs – will lower the level of consciousness by decreasing the control reflexes, inhibitions and choices.
- Life transitions – important life changes are likely to be accompanied by the inferior function. These can include: family changes, death, divorce, marriage, births, moving house, travel, study, career changes, chronic illness or a serious accident. More often these types of occurrences may take place during midlife, which is around the age of 35.

During my coaching studies of Neuro-Linguistic Programming (NLP), it became abundantly clear that our unconsciousness contains valuable information. As uncomfortable and distressing as the inferior function may be for individuals, it is also an opportunity for self-development. Indeed, McGuiness (2004, p10) states that understanding the inferior function is an essential part of human growth and development for an individual.

In understanding personality type, individuals can also understand their inferior function. It can assist them to identify when they may be doing too much activity, when they are stressed, angry or tired. In having this new knowledge about their inferior function, it may promote or encourage individuals to take a new approach to life. People often find that they use their inferior and tertiary functions when relaxing or engaging in non work activities (Quenk, 2000). People who are in a relaxed state can work on developing their inferior function by using certain strategies. The inferior function may also contain untapped potential and hidden talents which people are yet to discover.

By understanding the inferior function, it may provide insight into why things or triggers cause stress and what an individual can do to reduce or eliminate that stress. Indeed a person then has the opportunity to change their behaviour and change the way they respond to stressful situations. Therefore, through coaching and with an accredited professional, an individual will be able to identify and understand how their inferior function takes over, when it operates, how it can be developed and may even unlock hidden potential.

## Coaching Sessions

As my studies have progressed through the Life Coaching Academy, I have become skilled in the area of coaching. As part of training as a coach, we are taught to use the GROW Model.

- **G - Goal**
- **R - Reality**
- **O - Options**
- **W - Way Forward**

By completing all the pro-bono sessions and through the triads, I have gained confidence in undertaking coaching sessions with new clients.

The coaching sessions for this project were between 50 and 60 minutes in length and followed the GROW model. Each of the participants first completed the Majors PTI assessment on-line and then scheduled a coaching session through either phone or Skype. The sessions were mainly focussed around their personal Majors PTI report. In the session I asked questions based on the GROW model, discussed their current stress levels, what options are available to them to manage stress and highlighted a way forward for them to decrease stress levels.

All coaching documentation from these sessions is secure and confidential. No individual or personal details have been identified in this research project.

My business will focus on two specific areas of coaching: Life and Career. This paper will therefore significantly contribute to my business strategy. The following issues are relevant for me as a coach and highlight the rationale for this research paper:

- Individuals can understand their personality type, functions and further develop their inferior function.
- Individuals do suffer from varying levels of stress and at different stages in their life.
- Individuals can understand the impact of stress related behaviours and triggers.
- Individuals can develop strategies to cope with stress, fear and phobias in their life.
- Individuals who undergo coaching are able to better manage or eliminate stress.

In promoting personality type profiling as a service, I will list the following statements as to how coaching to personality type can benefit individuals:

- Be able to explore and identify an individual's personality using the Majors PTI.
- Develop an individual's personality and unlock hidden potential.
- Understand behaviours, stress triggers, preferences to work and life and become more self-aware.

I believe that every individual has a path and a journey to take. The purpose of self-development is to be as conscious as we can be about ourselves. We are born with traits and with an innate personality type. Through my coaching services I can assist individuals to understand their personality type which could develop a conscious self-awareness that promotes a positive outlook on their life. Every person has potential to develop and every person has their own horizon. My business and coaching skills will ultimately support a person to achieve their very best and see what is over that horizon.

## Analysis from Coaching Sessions

When the inferior function is better understood and brought into the light of consciousness, it can inform our path toward wholeness (Drenth, 2012). Making the inferior function more conscious requires understanding the nature of this function according to our personality type and this can be done through one coaching session. Overall comments and feedback from the three coaching sessions indicate that the participants *do understand and relate to their reported personality type*. Each of the participants reported a different personality type which made the coaching sessions different and interesting. To work with these individuals was a fantastic experience for me as a developing coach.

As a result of the coaching sessions the participants indicated that they obtained a good understanding of their inferior function and personality type. All three identified a time when they were stressed and the behaviours they displayed. There are certain pre-defined triggers for each personality type and for when individuals “fall into the grip” of their inferior function. Each of the participants acknowledged verbally, that in understanding what stresses them now, they can easily identify particular pre-defined triggers.

Other comments which participants provided in writing justify that these types of focussed sessions can benefit and inform clients about their personality type, preferences and stressors. Such comments include the following:

- Participant A stated *“I had a wonderful confirmation of a particular part of me that I now understand a little better and can do some focussed work on. Got to love coaching in any context”*.
- Participant B stated *“You took me by the hand and led me a little bit further down the pathway to increase my awareness of my personality preferences, and how I can make it work for me”*.
- Participant C stated *“This personality report and session helps you understand how your mind works and can therefore help you prepare for any future stressful issues”*.

All of the participants indicated that they would recommend this type of coaching services to friends and family. In addition, Participant B stated *“When people develop an awareness of what makes them tick, they can have better insight into who they are, strengths and stressors. Coaching then gives them the tools to make a difference/facilitating a proactive approach to living the best life they choose to, and how they interact with others!”* Participant A also stated similar comments such as *“I think it’s a fantastic and brilliant way to coach around the GROW model. I am wrapped to have experienced it all with you!”*

Such testimonials are a great way to promote the business by word of mouth and therefore could attract new clients. The statements provided by the participants have also given me clarity around the types of coaching packages I will be promoting in my business that will use a personality profile/career report. In addition, all participants were of different ages. Each verbally indicated that in understanding the life phases of their personality growth, it was helpful to see where they have come from and where they are headed in the future. I believe this was one of the major benefits for these individuals.

## From My Readings

One of the most important statements from my readings that summarises this topic is sourced from Hartzler (2005). This research has taken Jung's theory of personality type development and designed strategies for individuals that can strengthen their mental skills in relation to data collecting and decision making. Their book "**Functions of Type**" helps an individual focus on self-developing the less developed side of their personality, such as the *inferior function*. "We are all born unaware (unconscious), and life is a process of becoming aware (conscious). The goal of type development is to move our awareness of our functions from the unconscious to the conscious. Once we recognise each function we can develop the skills related to that function, learn to trust it and ultimately become comfortable with it" (Hartzler, 2005). Therefore, the more conscious we are of our functions through coaching and through the personality type assessment, the more choices we have available to us. Always add choice, never take it away.

Indeed, as Carl Jung and others have shown in NLP literature such as the works of Bavister and Vickers (2011, p92) "metaphor" is the natural language of the unconscious mind and when utilised effectively speaks directly to the deepest part of the person. The term metaphor covers a wide range of interventions, jokes, analogies, stories and presuppositions. When coaching a person through personality type, this could be interpreted as their own life story and understanding that story at a deeper level which could have positive long term effects. The process of exploring a person's identity is one key role of any coach. Stoltzfus (2008, p51) states that understanding your personality type is vital to identifying and living out your destiny. Personality assessments are among the most powerful, well-accepted, well-researched and most self-discoverable tool available.

The personality type is not a box or pigeon hole that a person is put into by others. In fact, personality type should not be used for selecting workmates, teammates or a life partner because this tool looks at natural preferences, not skills or abilities (Hirsh, 2011). Rather, it is a way to help people understand their preferences of the world around them. The type theory does not explain everything, as every person is individual and unique. This is similar to what Participant B stated in their feedback, they now have more insight into what makes them tick. Using the Majors PTI assessment tool in a coaching session reveals a preferred type-pattern of how that person interacts with others, reacts under stress and how they use their strengths. This was also confirmed by the web survey results that 31.3% of respondents would engage a coach and use a personality type assessment tool to better manage stress

Coaching is a partnership in which the coach helps clients achieve their personal best and to produce the results they want in the personal and professional lives (O'Connor and Lages, 2004, p16). The intent of coaching is to help a person change in the way they wish to and support them to become the best they can be. As O'Connor and Lages (2004, p18) state, the three supports of coaching are beliefs, values and goals. The outcome of coaching is long term excellence and the ability to move the client forward. It also focuses on the present and future, is generative and understands through action. The outcome of a personality type assessment is to understand yourself, your motivations, your natural strengths and your potential areas for growth (Briggs Myer, 1998) as well as help plan your future.

From the evidence presented so far, in one coaching session and using the Majors PTI personality assessment tool, a person can understand their potential, their stress triggers, talents and motivation. In one coaching session, a person can potentially move forward in understanding themselves and understanding others as well. This entire process is self-affirming and valuable in personal development.

My business will focus on life coaching and career coaching and will deal with a range of dimensions. Personality type assessments and profiling will be used to understand a person's natural preferences, help plan for future growth, development and deal with stressful behaviour. Evidence indicates that there are difficulties associated with using personality instruments to make career choice decisions (Martin, 2003). There is some research that lends power to the idea that personality type has validity and people with a certain type will choose certain careers. However, using a personality type instrument as the primary factor in choosing a specific career is not the path to happiness and success (Martin, 2003). Therefore, the use of coaching to personality type and using the GROW model will focus the person on what they want in life, what they have a passion for, what their natural talents are and what they enjoy doing the most. This has been confirmed by Participant A, who enjoyed the way the coaching session was used in conjunction with the GROW model.

Another positive aspect of coaching to personality type which makes a person aware of their innate preferences of operating in the world is the potential to understand their inner self. As Stephen Covey (1989, p42) observed, having an "inside-out" approach to personal and interpersonal effectiveness means to start first with self, even more to start with the inside part of self, with paradigms, character and motives. Covey continues to state that "inside-out" is a continuing process of renewal based on the natural laws that govern human growth and progress (1998, p43). To put personality ahead of one's character is futile and to try and improve relationships with others before improving ourselves is an "outside-in" process.

By understanding the role of one's inferior function, an individual can develop strategies to manage stress and use it as an opportunity for self-development. As Quenk (2000, p 9) states, "falling into the grip" is uncomfortable and distressing; however it is a warning that we are doing too much of something. Recognising that one is not functioning as oneself can often encourage re-evaluation of goals and values in relation to the sources of persistent stress.

Throughout my coaching sessions I specifically asked how the person relaxed and what their favourite hobbies were. Relaxing activities and hobbies provide a non-threatening way of incorporating the usually neglected part of our personalities, such as the inferior function (Quenk, 2000). Undertaking leisurely or recreational activities will obviously help an individual manage stress and bring the person back to a centred true state.

The three participants individually reported verbally that behaviours such as anger, withdrawing and loss of control were the main characteristics of their inferior function experience. From this type of focussed coaching session individuals can obtain the knowledge to recognise when they or someone else are "in the grip" of an inferior function experience and respond appropriately to the situation. Quenk (2000, p48) also observed the following features to notice when someone is experiencing their inferior function:

- Anger
- Tunnel Vision
- Loss of any sense of humour

Generally people experiencing an episode of their inferior function are operating out of their unconscious with either an “all-or-none” or “black-and-white” approach to the situation. This was also reported through the coaching sessions. Each participant usually felt they were losing control of the situation, could not see what was in front of them and were negative about themselves or others.

Understanding these “grip” reactions through coaching can help the individual mitigate some of the more profound and negative effects of chronic stress including work, family life and relationships (Quenk, 2000). Therefore, it is important for the person being coached to understand what triggers their stress and inferior function and then how to manage their “grip” state. Being in the moment of a “grip” experience can be scary. Being aware of what happens in these moments could reframe that experience and indeed heighten self-awareness.

To be mindful and have the knowledge of how to react in these moments is truly a benefit. As Jon Kabat-Zinn (2005, p41) states; thoughts, expectations and emotions pour so quickly following any and every experience that we hardly say that we were “there” at all for the original moment. We evaluate, we judge, we digress, we categorise and we react so emotionally that, for that moment at least, we can say we have lost our minds and taken leave of our senses. This is called life. However there is true potential for any one person to learn from all life experiences, including “grip” experiences, and take self-awareness and self-development to a new level. Indeed, engaging a coach to assist with increasing self-awareness, encouraging self-development, re-focussing energy and motivating to relax would be most beneficial to an individual’s overall wellbeing.

## Conclusion

Seek first to understand is a principle evident in all of life and this principle has its greatest power in the area of interpersonal relationships (Covey, 1989). In coaching, using empathic listening with clients comes from my sincere desire to first understand. As a coach, when I seek to understand, with honesty and integrity, I am often stunned as to what knowledge and solutions can flow from a client. As I read and review a client’s personality type report I gain a deeper level of understanding about how they operate in the external world. This ultimately benefits the client, as I listen and seek to understand their language which often this leads to attunement, alignment and synergy in the coaching relationship.

The same can be applied to the client. Seek first to understand then to be understood. As the client understands their personality type it can create a new level of insight for both of us as I help guide them onto a new path of personal development. As a certified coach and as an accredited practitioner in administering the Majors PTI tool, I will work with a client to help them identify, understand and have an increased awareness of their personality type, their inferior function, their life phases and their stress related behaviours. This in turn helps the person to become more aware of their inner self and unlock hidden potential.

Not only did Carl Jung observe the eight function types, he also noticed and described the inner drive to grow and become more conscious. This drive often gets blocked by the stress of life and sometimes the expectations of others (Hartzler, 2005). Understanding and identifying your own personality, stressors, energisers, strengths and talents lets you choose how to become more conscious and effective. In being more conscious of life’s “grip” experiences, caused by one’s inferior function, can force a person to acknowledge an attitude, feeling or habit that unconsciously influences their behaviour. As a result of coaching through personality type individuals can become more self-reflective, more self-aware and develop their functions to a better developed level of consciousness.

This paper has addressed the Majors PTI personality assessment tool and the related theory to psychological type inventory. It has observed results from coaching sessions, feedback and a survey that coaching can indeed benefit individuals to manage and understand their stress, their behaviours and how they prefer operate in the world. My research goal has been achieved in view of data presented and theory researched to confirm that coaching through personality type will assist individuals to understand and identify their inferior function. For my business this type of coaching service will be offered and will be promoted to clients as a tool that can assist people to understand themselves and manage their stress.

To understand yourself and your inner being is something that not many will experience. However, in understanding ones-self, a unique perspective is gained and that alone is inspiring and limitless.

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