

JUNGLIAN FUNCTIONS

ENFJ

Bring people together,
keep your own voice

Fe
Ni
Se
Ti



About this book

Personality Collection · ENFJ volume. US English edition · October 2026. Author: Kyrian Hermansen.

This book explores Jungian functions through a reading of the ENFJ personality. Elias, Léa, and Victor are fictional characters. The skill-sharing afternoon they organize at a neighborhood library provides a continuing story. These scenes are neither clinical observations nor descriptions of every ENFJ.

Numbered references point to pages 118 and 119. The historical and general chapters draw on the collection's shared foundations, adapted for this volume. Exercises invite observation and experimentation; they do not produce a score.

This independent publication is not affiliated with the organizations behind the MBTI® instrument. The website questionnaire is not the official assessment. A type does not measure intelligence, personal worth, or suitability for a career.

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Working together while staying present

A group sometimes moves forward because someone reopens a conversation, notices a missing perspective, or finds words for an unfinished idea. I want to look closely at that work. It can become invisible, even to the person doing it.

I have spent more than 200 hours studying this subject and worked through personality typing with more than 200 people. That personal experience informs how I explain types. It is not a scientific study, and it does not remove the need to question an interpretation.

I care deeply about making Jungian functions understandable. They are often skimmed over, although I believe they should guide the search for a type. Being considerate or enjoying conversation is not enough to establish Fe.

With ENFJ, we will examine what happens when relationships carry considerable weight in a judgment. We will also consider the direction imagined, the facts at hand, and the reasons that need clarification. Keep what helps you understand your experience, and question the rest.



How to use these pages

You can read in order or start with the portrait on page 49. If the functions are new to you, pages 19 through 48 introduce the vocabulary. They distinguish a preference from a skill or an observable behavior.

In each chapter, Elias encounters an ordinary difficulty: wording an invitation, hearing a refusal, moving a workshop, or discussing a rule. First read what happens. Then consider the proposed function and look for another possible explanation.

Keep a notebook nearby. A recent situation, a few words someone actually said, and the reason for your choice give you more to examine than a list of qualities. Your notes can be brief.

The exercises are optional. Choose those connected to situations you can revisit. When observing a relationship, begin with your own actions and questions. Other people retain the right to explain their thoughts and needs themselves. You do not need to assign them a type to learn something useful from an exchange.



Your path through the book

Pages 7–18: origins. Jung, his exchanges with Freud, and the gradual development of psychological typology.

Pages 19–48: the framework. The four letters, function order, the limits of a result, and the eight orientations of Thinking, Feeling, Sensing, and Intuition.

Pages 49–60: the ENFJ profile. Everyday situations followed by comparisons with INFJ, ESFJ, and ENFP to help you ask more precise questions.

Pages 61–98: Fe, Ni, Se, and Ti. Four chapters exploring their roles in this reading of the profile and their possible expression in concrete decisions.

Pages 99–108: applications. Work, learning, close relationships, messages, feedback, and availability.

Pages 109–116: four weeks of observation. Choose a situation, try an adjustment, and examine what changes. A glossary and references complete the reading on pages 117–119.

You can return to any chapter as needed. The page numbers are here to make the book easy to use after the first reading.



A framework for asking questions

Functions describe orientations within a theoretical tradition. They are not brain structures that can be identified in a conversation. The same action can have several reasons, and a person can use different approaches as circumstances change.

In this book, ENFJ is a working hypothesis organized around Fe, Ni, Se, and Ti. That order guides the exploration. Interpretations of development and some positions vary across schools; we will return to that distinction.

The story sometimes brings one function forward to make it easier to understand. In life, processes overlap. Elias can consider participants' welcome while checking a schedule and questioning a rule.

Describe observations with their context: "In that meeting, I looked for agreement before explaining my own view." You can examine that sentence and change your next action. A statement such as "ENFJs always do this" would close the investigation too soon. Leave yourself enough room to notice something that the portrait did not predict.



Keep the portrait open

A typology distinguishes tendencies to make some differences easier to describe. It necessarily simplifies the people it describes. For Jung, this question belongs to a wider account of psychological life; it does not provide a list of sixteen identities to adopt. [4, 5]

Saying “I’m ENFJ” can start a conversation about how you understand a situation. It still leaves much out: your history, your skills, learned habits, and what today’s circumstances require.

You may recognize a process in the model without identifying with the qualities attached to a type’s nickname. You may also change your working hypothesis as you learn about the functions. That possibility belongs in a careful examination of experience.

As you read, mark one passage that fits and one that does not. Find specific situations for both. Disagreement with a portrait deserves as much attention as the pleasure of recognizing yourself.



Why Fe, Ni, Se, and Ti?

For ENFJ, E and J place an extraverted judging process in the leading position. F identifies the Feeling family: Fe. N then identifies the auxiliary perceiving process, directed inward: Ni. This is a rule for reading the code within this tradition. [5, 7]

The Fe-Ti pair brings together judgments attentive to shared values and relationships, and an inward examination of reasoning. The Ni-Se pair connects a converging interpretation with attention to present information.

We will use Fe, Ni, Se, Ti to organize the book. “Inferior,” applied to Ti, names a position in the model. It does not mean an absence of logic or lower intelligence. Skills are learned and deserve to be assessed in their own right.

Keep this page as a reading map. As you continue, add a lived example for each function and a question about the interpretation. Both will help when you return to your type hypothesis.



Meeting the ENFJ profile

A conversation takes shape, an intention becomes shared, and a project becomes possible. Let's examine what allows everyone to participate, including the person bringing the group together.



An invitation awaiting an answer

Elias suggests an afternoon where residents share a skill at the library. Victor could show people how to build a paper model; Léa would like to run a writing workshop. During the meeting, Elias is already excited about the way their ideas could meet.

Léa is cautious. She works that Saturday and does not yet know what she can prepare. Elias notices her hesitation but wants to reassure her immediately: “We’ll figure something out.” He might answer a difficulty she has not finished explaining.

Instead, he asks, “What would be possible for you?” Her answer makes his original plan smaller while giving her a role she can choose. They consider a shorter workshop, to be confirmed the following week.

This scene opens our reading of ENFJ. Interest in a shared agreement is visible; the quality of that agreement also depends on whether a different answer can be heard.



ENFJ and ESFJ: what supports the judgment?

ENFJ and ESFJ readings both place Fe first. Their support differs: Ni for ENFJ, Si for ESFJ. The comparison therefore benefits from examining the information behind a relational judgment, rather than kindness or enjoyment of hosting.

Elias might connect several expectations to a direction he imagines for the library. Someone else might relate the situation to lived experience and familiar reference points that have made welcoming people meaningful before. Both approaches can produce an excellent gathering.

Remembering something does not establish Si, and discussing the future does not establish Ni. Every project needs memory and anticipation. Observe how those elements become persuasive to you.

Choose a proposal that immediately seemed appropriate. What gave it weight: continuity with experience, an overall interpretation, or the group's response? Try explaining that weight to someone who does not share your initial enthusiasm. Their questions may help distinguish your actual reference point from the explanation you reached for afterward.



Fe: judging what happens between people

A proposal affects people and their relationships. Fe invites us to examine how those effects, shared values, and contextual expectations enter a judgment.



Feeling as a judging process

In Jungian vocabulary, Feeling is a judging function: it evaluates worth, acceptability, or importance. The term does not simply describe emotional intensity. Emotion can accompany many processes. [4, 5]

Fe directs that evaluation toward a shared world. Human context, customs, and values circulating between people may influence the judgment. This guarantees neither empathy, kindness, nor an accurate interpretation.

Elias examines a registration proposal. He thinks it may discourage residents who are new to the library. His judgment concerns a rule's social effect. To make it discussable, he needs to explain his concern and ask the people affected how they understand the proposal.

Think of a decision you considered “inappropriate.” What made the action unsuitable in your view: a shared expectation, a consequence for someone, or a personal value? Develop your answer before assigning a function. The same adjective can conceal several very different ways of reaching a judgment.



Ni: developing a direction

Scattered details begin to form an overall interpretation. Ni gives us a way to examine that inward understanding, the direction it offers, and what might change it.



When the pieces come together

After several conversations, Elias returns to one idea: residents mostly need a simple setting in which they feel able to teach something. He cannot trace that impression to a single statement. It connects several elements in his reading of the project.

Ni is often described as inward perception that brings relationships and meanings into a concentrated interpretation. A direction emerges. The sense of coherence can be strong even when the steps are difficult to explain. [4, 5]

Elias can use the idea to prepare a proposal. He still needs to check whether it reflects what participants want. Several conversations do not automatically represent every resident.

Recall an understanding that developed gradually. Which clues can you recover? Which are missing? Describing the path does not diminish the idea. It helps show what supports it and where it remains a hypothesis. A useful interpretation can be both promising and unfinished.



Se: returning to present information

The room, objects, actions, and current conditions can change a carefully considered plan. Se invites us to examine what the situation actually makes available to perception.



Ti: clarifying the reasons

A rule may be well received and still be difficult to explain. Ti opens an examination of definitions, distinctions, and the consistency of the reasons we give.



Week 1: hear the request

This week, pay attention to an exchange in which someone asks for help or advice. Your purpose is to understand the request before answering. Choose an ordinary situation without unusually high stakes for the first trial.

Record the words actually used. What is explicit? What are you filling in through assumption? Ask a brief question if the missing detail would change your response.

Then restate: “If I understand, you’d like...” Leave room for correction. A seemingly broad request may concern one small task, or the person may simply want to share what happened.

Afterward, write what you offered and why. Did your own available time enter the answer? Keep one example that felt clear and one that remained uncertain. They help you view listening as a practice that changes across situations rather than a quality possessed once and for all. Return to the actual words when your memory becomes too general.

