

ENTJ

Set a direction,
make it happen



Te

Ni

Se

Fi



When you can already see the next step

The discussion is moving along, but nobody knows what will be decided. You notice a priority, picture an order of work and start dividing the next steps. That movement may feel natural. Other people sometimes find it a relief; sometimes, they wish they had been consulted earlier.

This book is for that desire to move things forward. It also makes room for doubt after a decision, the fatigue of carrying a project and convictions that are harder to explain than a schedule. You can recognise the ENTJ profile while being quiet, inexperienced or uninterested in management roles.

The commander on the cover represents an energy: examining a situation, choosing a direction and inviting others to help build it. Her costume belongs to our illustrated world. It does not turn four letters into a rank or proof of authority.

Keep a real project nearby, however small. We will return to it to separate what you want to achieve, what you think you understand and what you wish to protect. Some pages will fit your experience more closely than others. The differences belong in the reading too.

The journey

07 Where did the model come from?

19 Reading the four letters

33 Understanding the eight functions

49 Meeting the ENTJ profile

61 Te: organising for action

71 Ni: finding a direction



The encounter with Freud

Jung began corresponding with Sigmund Freud in 1906. Their relationship quickly became important to the psychoanalytic movement. Jung defended Freudian ideas in a medical community often hostile to them; Freud regarded him as a major ally. [1]

Their surviving letters offer something more revealing than a legend. Admiration is intense, then the tone changes. By the end of 1912, intellectual and personal tensions had become difficult to contain. Their break took shape in 1913. [2]

It is tempting to reduce this to a story about a teacher and his pupil, or to explain their disagreement through personality labels. That shortcut would erase the substance of the debate. They differed over fundamental ideas, including the meaning of libido and the nature of the unconscious.

This history suggests a useful rule for the rest of our journey: understanding a difference requires more than assigning a label to each person. We still need to listen to arguments, examine experience and accept that a disagreement may concern the substance of a question.



Myers and Briggs change the scale

Katharine Cook Briggs was already interested in personality differences when she encountered Jung's work in English. She studied and applied it, passing that interest to her daughter, Isabel Briggs Myers. Myers spent decades developing a theory of types into an assessment instrument. [6]

The first research version of the MBTI, known as Form A, appeared in 1943. [7] The project continued through successive versions and work on questions, scoring and interpretation. The MBTI therefore has its own history; it is not a questionnaire written by Jung.

The change in scale was substantial. Moving from theoretical descriptions to standardised responses requires choices about wording, calculations and categories. None is neutral. They make an instrument usable while raising questions about measurement.

In the following pages, “model” means the interpretive framework. “Instrument” means the official questionnaire and its procedures. An independent online test may borrow ideas from the framework without sharing its questions, research or measurement qualities.

Why Te-Ni-Se-Fi?

1. N and T indicate the perceiving and judging preferences in the ENTJ code.
2. J indicates an extraverted judging function: T becomes Te here.
3. E places that extraverted function first. The auxiliary perceiving function is therefore introverted: Ni.
4. The convention used places Se, opposite Ni, third, then Fi, opposite Te, fourth. [10, 12]

Te

Specify the result and its conditions

Ni

Seek an overall direction

Se

Observe what is happening now

Fi

Recognise what matters personally

These questions are guides for the book's examples. They do not summarise the whole theory or allow you to type someone from a gesture or a sentence.

Meeting the ENTJ profile

Taking initiative, choosing a direction and discovering what this way of moving forward asks of you and of others.



The pleasure of making things possible

A project can become interesting when it stops being a vague intention. You notice an available resource, a person to contact, an order of work. Part of the pleasure may lie in that transformation: something that existed only in conversation begins to look achievable.

Ariane discovers that the neighbourhood hall could host a community arts day. She asks about dates, contacts two organisations and sketches a programme. Her initiative makes the discussion concrete. It also creates expectations: the people she contacts already assume some choices are settled.

In the ENTJ reading offered here, we will follow this quick passage from judgement to organisation. Its usefulness depends on the information available and the space given to those involved. Acting early can unlock a project; it can also commit others before they have chosen.

Return to a recent initiative. What did you make possible? What did you clearly describe as provisional? If the second question is hard to answer, check what others understood from your announcement.

Te

Organising for action

Making criteria explicit, clarifying commitments and checking what the organisation actually enables people to achieve.



Judgement that meets the world

In Jung's account, extraverted thinking directs judgement towards objective data and ideas recognised in the outer world. [5] "Objective" does not mean that a person has access to truth without interpretation. The criteria chosen still need examination.

In our applications, Te helps us ask: what result are we seeking, with which resources, and how will we know whether we achieved it? These questions make a project open to discussion. Others can check a proposal instead of relying only on the speaker's confidence.

Ariane wants a "successful" day. That word is not enough to distribute the work. The team specifies its expectations: advertised workshops can take place, participants can find their way and volunteers understand their roles. Each requirement needs a different check.

A risk appears when a practical criterion becomes the only legitimate one. Not everything that matters is easily counted. Serious organisation can include qualitative observations and acknowledge incomplete information.



Feedback the other person can use

“This is not clear enough” expresses dissatisfaction but offers little help with revision. The other person has to guess your expectations, often when they already feel judged. Feedback becomes more useful when it describes a specific gap between the work and its intended use.

Samir presents the welcome sign. Ariane notices that the times are difficult to find. She can explain where she looked and what a visitor entering the hall needs. The discussion then concerns the sign’s readability rather than Samir’s commitment.

Separate what prevents use from what reflects your taste. A colour you would have chosen differently is not equivalent to missing information. Also identify what works, so the person knows what to keep while revising the rest.

Before giving feedback, ask what concrete action it makes possible. If your sentence suggests no check or change, make the example more precise. The aim is to help the other person continue with clearer reference points.



The meeting that seemed already over

Ariane arrives with an almost complete programme. She has allocated a slot to each workshop and planned the welcome area. She presents the document, asks whether everything looks fine and starts discussing printing.

Léa stops her. Two slots overlap although they use the same materials. Samir adds that one person cannot welcome arrivals while answering questions inside the hall. Ariane looks at her table: on paper, every box was filled.

She restarts the meeting with the dependencies. Which materials need to move? Which tasks require people to be present simultaneously? The comments change the programme. The team removes one workshop and delays another.

The first plan had made discussion possible, but it did not yet contain everyone's knowledge. Ariane keeps the initial document to compare the changes. Above all, she records a question for next time: "What does this schedule ask you to do at the same moment?"

FICTIONAL SCENE

The workshop: making an agreement workable

Choose a small task you need to complete with someone else. Use a real request whose result you can observe over the next few days.

1. The result · Describe what should exist at the end and who will use it. Go beyond “good”, “complete” or “professional”: add a concrete use.

2. The conditions · Record available resources and essential constraints. Separate confirmed information from assumptions.

3. Responsibility · Specify who will do the work, what they can decide and when they need another decision. Check that they agree.

4. The check · Decide together how to establish whether the result meets the request. Also agree when an obstacle should be raised.

After the experiment, ask what was clear and what had to be guessed. Keep one improvement for the next request. The agreement may fit into a few lines; length is not a measure of quality.

An experiment answers a question

Building a prototype can become another way to polish a project without learning more. If you do not know what the experiment should check, every visual improvement seems useful. The work expands while the decision stays where it was.

The team wants to know whether a visitor understands where to begin without help. They install a simple sign and ask an outsider to find the advertised workshop. The aim is not yet to choose the final colour. It is to observe where the person looks and what they understand.

Before the experiment, write a limited question and the decision that depends on its answer. Plan what to observe without constantly guiding the person towards the desired result. Helping too early can hide the difficulty you were investigating.

Afterwards, separate what you saw from what you assume. One person can reveal a concrete problem; they do not represent the whole audience. Use the observation at its proper scale and decide what further check would help.



Four questions around a decision

You are preparing a decision that involves other people. Give each perspective a moment, then return to what actually needs an answer.

Te

What result do we expect?
With which criteria and
resources?

Ni

What direction gives this
choice meaning? Which
assumption supports it?

Se

What can we observe or try
under present conditions?

Fi

What matters personally?
Which boundary needs to be
expressed?

These questions are interpretive tools. They do not divide people into four boxes or replace the knowledge the project requires.

Finish with a limited decision: what is settled, what remains open and when the next check will happen.

Sources: history and foundations

The links below are clickable. Sources accessed 27 October 2026. Summaries were written for this book; no extended quotations are reproduced.

[1] International Association of Analytical Psychology (IAAP). *Carl Gustav Jung*. Psychiatric career and relationship with Freud. Read the account.

[2] IAAP / ETH Zurich archives. *C. G. Jung's Letters to Sigmund Freud*. Introduction to the digitised correspondence. Read.

[3] IAAP. *Volume 5: Symbols of Transformation*, abstract “The concept of libido”. Read.

[4] Jung, C. G. *Psychological Types*, editorial note on origins and publication history. Publisher's preview.

[5] Jung, C. G. (1921/1923). *Psychological Types*, chapter X, translated by H. G. Baynes. York University archive. Read the chapter.

[6] Myers & Briggs Foundation. *Our Legacy*. Read.

[7] Myers & Briggs Foundation. *About the Research Grant Program*. Date of Form A, 1943. Read.

Sources: dynamics and critical reading

[8] IAAP. *The Red Book*. Context for individuation and limits of reducing it to self-improvement. Read.

[9] Myers & Briggs Foundation. *The Preferences*. Read.

[10] Myers & Briggs Foundation. *Type Dynamics: Overview*. Relationships between letters, orientations and functions. Read.

[11] Myers & Briggs Foundation. *Ethical Use of the MBTI Assessment*. Preferences, skills and uses. Read.

[12] Myers & Briggs Foundation. *The Processes of Type Dynamics*. Hierarchy and the tertiary-orientation qualification. Read.

[13] McCrae, R. R. and Costa, P. T. (1989). "Reinterpreting the Myers-Briggs Type Indicator from the perspective of the five-factor model of personality." *Journal of Personality*, 57(1), 17-40. DOI: 10.1111/j.1467-6494.1989.tb00759.x. Read the abstract.

Reading note: the scenes, practical questions and workshops are original suggestions. Function language organises them; their usefulness does not validate the theory.

Giving direction to what matters

A desire to move things forward, a direction to clarify, people to build with. This book invites you to examine how your decisions take shape and what deserves to remain visible as you act.

Te · Ni · Se · Fi: four references for organising a commitment, examining a direction, meeting reality on the ground and expressing what matters personally.

Fictional scenes, questions and workshops for returning to your experience. Keep a practice, challenge an interpretation or revisit a page in the light of a new project.

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