

ENTP

Imagine differently,
follow through



Ne

Ti

Fe

Si



What if we tried it differently?

Someone explains an idea and you already see another version. A detail suggests a detour, an objection becomes a question, two distant subjects connect. The conversation gathers speed. You may enjoy that moment when a situation stops looking fixed.

Then comes a less spectacular difficulty: choosing what deserves a next step. Others may have started working while you are still exploring. A suggestion offered to think aloud may be understood as a commitment. This book also examines that gap.

The cover character represents the pleasure of exchanging ideas. You do not need to talk constantly, provoke everyone or have every answer to explore the ENTP profile. Quiet curiosity can open many possibilities.

Keep a real situation nearby: a project you started, a surprising discussion or an abandoned idea. The functions will help examine it more precisely. What you discover may confirm some impressions and change others.



The journey

07 Where did the model come from?

19 Reading the four letters

33 Understanding the eight functions

49 Meeting the ENTP profile

61 Ne: opening possibilities

71 Ti: examining what holds together



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 Ne-Ti-Fe-Si?

1. N and T indicate the perceiving and judging preferences in the ENTP code.
2. P indicates an extraverted perceiving function: N becomes Ne here.
3. E places that extraverted function first. The auxiliary judging function is introverted: Ti.
4. The chosen convention places Fe, opposite Ti, third, then Si, opposite Ne, fourth. [10, 12]

Ne

Explore new possibilities

Ti

Examine connections and definitions

Fe

Consider the exchange between people

Si

Return to a specific experience

These phrases are reading aids. They do not summarise the whole theory or allow you to type someone from a sentence. Their usefulness will be examined through the book's situations.

Meeting the ENTP profile

A situation can contain more openings than first appear. The next question is which ones deserve to be explored together.



The pleasure of seeing another possibility

At the first meeting, Maya suggests a treasure hunt around local landmarks. Elliott immediately imagines a mystery told by residents, then clues hidden in shop windows. He is not rejecting Maya's proposal: it has opened several doors. But Maya, who prepared a route, mainly hears that they should start again.

This difference in interpretation accompanies our exploration of ENTP. Within the model, dominant extraverted Intuition, Ne, favours perceiving possibilities in the world encountered. Auxiliary introverted Thinking, Ti, can help examine how those possibilities fit together. These are theoretical reference points, not an automatic description of your behaviour.

A new idea also depends on its timing. Before the route is chosen, it enriches discussion. After the maps are printed, it creates additional work. You can retain the pleasure of inventing while naming what you are offering: an option for now, an improvement to test or an idea to keep for a future edition.



Ne

Opening possibilities

One possibility suggests another. Exploration becomes fruitful when it remains connected to what first prompted it.



Ne: perceiving what might emerge

In Psychological Types, Jung describes Intuition as a function of perception whose content does not arrive through detailed conscious reasoning. Its extraverted orientation directs attention towards possibilities offered by objects and situations. This theoretical definition does not mean intuition predicts the future or knows other people's hidden intentions. [5]

For our application, imagine a shop that closes early. Eliott sees the possibility of placing a clue behind its window. An ordinary fact suggests a different use. The option still needs checking: does the shopkeeper agree, will the clue be readable and will the route remain accessible?

The feeling of obviousness that sometimes accompanies an idea does not supply those answers. It can invite exploration; examination follows.

Try identifying the detail that prompted your last useful idea. This makes intuition easier to share. Others can follow the connection between what you encountered and what you propose, then contribute information that enriches or corrects the idea.



Choosing without waiting for the perfect idea

Three versions of the game are possible. One is ambitious, another easy to prepare, the third particularly welcoming for families. You can keep inventing a fourth that combines everything. You can also choose what the first trial needs to teach you.

Write two or three criteria tied to this situation: understanding instructions without help, finishing within the available time and preparing materials with the team's resources. Compare options against them, marking what remains unknown. Avoid adding a criterion simply to make your favourite idea win.

A choice can be provisional and still be real. "We will test the short route on Saturday and revisit the longer version after feedback" gives everyone a usable framework. Provisional no longer means preparation can change without notice.

You may regret the options set aside. That feeling does not necessarily indicate a poor choice. It reflects several interests and resources that cannot give all of them a form today.



Eliott and the three starting points

At the table, Eliott draws three arrows. “We could start here, here or outside the library. Each group would have a different story.” Maya looks at the cards already prepared. Idriss asks who will welcome participants at all three places.

Eliott begins answering, then stops. He had not considered the people required. His idea came from an interesting detail: three streets converge on the same square. He explains that starting point instead of immediately defending the entire proposal.

Maya suggests one welcome followed by three possible routes. Idriss proposes testing two variants first, checking whether groups arrive at roughly the same time. Eliott retains the pleasure of multiple paths; the team retains manageable preparation.

The useful next step was not fully contained in his first intuition. It emerged through exchange. Progress came from naming the opening, exposing what was missing and allowing the idea to take a form nobody had imagined alone.

Workshop: explore, then choose a trial

Choose a difficulty small enough to try a response this week. Avoid a problem whose resolution depends on a major decision or resources you do not have.

1. Starting point · Write a concrete observation: “People read the third card before the first.” Separate it from your proposed explanation.

2. Possibilities · Suggest three different responses, including a simple one. For each, specify what would change and what would remain unchanged.

3. Selection · Choose a trial using an explicit criterion: low cost, easy reversal or an observable effect. Set a short duration.

4. Review · Afterwards, record what happened, including anything that contradicted your expectation. Decide whether to retain, modify or abandon the option.

Keep a record of untested possibilities. They remain available without competing with the current trial. This exercise does not measure Ne; it provides an observable way to connect exploration with learning.

Listening without preparing the reply

As someone speaks, an objection occurs to you. You hold it in mind and search for the best wording. The conversation continues, but part of your attention is already occupied by your reply. You may miss a qualification that would have changed it.

Try writing one word to preserve the question, then return to what is being said. Before replying, summarise the main point: “Your main concern is that participants will wait too long at the start; is that right?” The summary checks understanding rather than asking the other person to endorse your interpretation.

If they correct you, take the correction seriously. Attentive listening leaves a trace in what follows. You can withdraw an unnecessary objection or acknowledge information you missed.

You still have the right to disagree. But the disagreement will concern a better-understood proposal. It then becomes easier to find a shared trial or identify where you are genuinely choosing different directions.



Four perspectives on one situation

Return to a current project. These questions offer four entry points; use them in whatever order suits the problem.

Ne

What possibility have we not considered? What detail invites another perspective?

Ti

Are the terms and connections clear? What assumption supports the conclusion?

Fe

How is the proposal received? Who needs a voice in the decision?

Si

What experience or impression needs clarification? What reference could support the next step?

This is an original exploration framework, not a function test. No answer proves a type.

Notice especially the question you have not yet asked. It may reveal the information needed to move forward together.

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.

Imagine differently, follow through

You see a possibility where everything seemed settled. This book invites you to explore what happens next: how the idea becomes clearer, meets other people and finds a shareable form.

From Jung to Myers and Briggs, then into ENTP, explore Ne, Ti, Fe and Si through explanations, scenes and workshops. A four-week notebook connects the model with your own observations.

An independent book for self-exploration. Its portraits are neither a diagnosis nor a promise of results.

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