JUNGIAN FUNCTIONS

ESTJ

Get things moving, build trust



Te

Si

Ne

Fi

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PERSONALITY COLLECTION

About this edition

ESTJ: Get things moving, build trust. By Kyrian Hermansen, in the Passion Psycho Jungian Functions collection. English edition, October 2026.

This book offers an educational reading of typology. It is not the official MBTI® assessment, a consultation, or a way to diagnose anyone. The situations are fictional. Camille, Lina, and Sami help us ask questions; their actions do not establish a type.

Pages 7-48 introduce foundations shared across the collection. From page 49, we focus on ESTJ and Te, Si, Ne, and Fi. Selected passages explain the conventions adopted and differences between schools.

Read in order or return to a particular situation. The exercises ask you to describe your reasons, check interpretations, and look for counterexamples. There is no score. Sources and links appear on pages 118 and 119.



Why I wrote this book

I have spent more than 200 hours studying this subject and have worked through personality typing with more than 200 people. That personal experience shapes how I explain the framework. It is not a scientific study or a guarantee that my interpretation will always be right.

I care about making Jungian functions understandable. They are often skimmed over, although I believe they should guide the search for a type. An organized person is not automatically an ESTJ. We still need to understand what they organize, what they want to achieve, and how they decide a solution works.

I also wanted room for what quick descriptions miss: uncertainty, personal attachments, the strain of taking everything on, and the enjoyment of discovering another method. You will find examples and questions, not a role to perform.

If some pages fit and others do not, keep that difference. It may teach you something four letters cannot tell you.



A story for examining reasons

Camille, Lina, and Sami are organizing a repair afternoon in a neighborhood room. The idea is modest: welcome residents with small items and sewing projects, within the skills actually available. The characters do not provide technical repair instructions.

Camille likes a proposal to lead to a usable decision. She prepares a list, looks for missing information, and wants to know who has committed to what. The project does not belong to her alone. Lina wants beginners to have time to learn. Sami knows the equipment and identifies several constraints.

Their way of working will change. They will encounter an outdated rule, an idea worth trying, and disagreement about what they want to preserve. None of these scenes represents every ESTJ.

Read them as examples built to illuminate a question. You can suggest another interpretation and compare it with the book's account. That is part of the work.



Your route through the book

Pages 7-18: origins. Jung, his questions, and the later development of the framework. Returning to sources helps distinguish early ideas from shortcuts circulating today.

Pages 19-48: the letters and all eight functions. Keep this section as a reference when two concepts seem similar. Page 28 applies the reasoning to the ESTJ code.

Pages 49-60: the ESTJ portrait and neighboring types, particularly ISTJ, ENTJ, and ESFJ. Pages 61-98: Te, Si, Ne, and Fi, with scenes, distinctions, and exercises.

Pages 99-108: work, relationships, learning, disagreements, and everyday decisions. Pages 109-116: four weeks of observing and experimenting. A glossary, sources, and a final invitation to revisit your examples follow.

You do not need to complete the whole notebook. Choose a question that matters in your actual week and give it enough space for a specific answer to emerge.



Questions the functions can help you ask

Functions belong to a theoretical tradition. They describe orientations of perception and judgment. Watching a meeting does not reveal four localized mechanisms inside the participants' brains.

We use Te, Si, Ne, Fi for ESTJ. Schools differ on the tertiary orientation; page 27 explains our convention. The order offers a reference without imposing a developmental timetable or measuring your skills.

Camille can seek a workable decision while remembering an experience and protecting a personal commitment. We sometimes separate these processes to explain them. Actual situations combine them.

Ask "What convinced me to choose?" before concluding "I led the meeting, so I am an ESTJ." A role can be learned, accepted by default, or imposed. Reasons deserve description before they receive a name.



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 ESTJ” 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.



Reading the ESTJ code

J directs judgment outward; T identifies Thinking, giving Te. E makes that process dominant. S then identifies the inward auxiliary perceiving process: Si. [10, 12]

We follow Te, Si, Ne, Fi. The Te-Fi axis helps examine shareable decision criteria and what personally matters. Si-Ne relates impressions drawn from experience to possibilities opened by the situation.

“Inferior” Fi does not mean absent values or emotions. Tertiary Ne does not measure creativity. Functions raise questions about habitual orientations; your abilities also depend on learning and experience.

Beside each abbreviation, write a situation and your reason for connecting it with that function. Add another possible interpretation. If you lack an example, leave the space open rather than manufacturing evidence.

ESTJ: moving forward together

Seek a usable decision, draw on experience, and leave room for what you did not anticipate. The portrait begins where an arrangement meets actual people.



Saturday starts taking shape

Camille arrives with a sheet listing available hours. Lina brings fabric scraps; Sami sets a box on the table. They have promised a repair workshop, but each still imagines a different version.

Camille asks what they can tell visitors. How many people can attend? Who knows how to do what? When must they return the room? Her questions give the project boundaries others can examine.

Lina wants time for beginners. Sami can attend only part of the afternoon. Camille crosses out a slot she scheduled too early. The sheet becomes more useful because it changes.

We read this through Te: making a proposal workable with shareable information. The interesting process is not holding the pen. It is allowing the situation's facts to alter the decision.



ESTJ and ISTJ: what organizes the process?

ESTJ and ISTJ share Te and Si in different orders. Here, ESTJ has dominant Te with auxiliary Si; ISTJ has dominant Si with auxiliary Te. The comparison cannot be reduced to who talks more. [10, 12]

The same list can support different processes. You might start with an intended outcome and draw on experience to build a method. Or you might return to an inward impression or experienced reference before organizing a response.

This is not a timed test. The processes interact, and someone may recognize both. We are examining their usual place in how you understand a situation.

Describe two decisions in different contexts. What first prompted thought? What allowed you to decide? Compare reasons before comparing sociability with another person.



Te: making a decision workable

Define the intended outcome, check a proposal against available resources, and let others understand the choice. Here, Te takes the form of judgment that the situation can test.



A criterion others can examine

Extraverted Thinking, Te, directs judgment toward external, shareable criteria. We examine it through how someone organizes action, compares means, and checks outcomes. [4, 5, 12]

Camille proposes finishing the last interventions before the room closes. Others can understand and question the criterion: time remains for cleanup, and the team accepted that commitment. It does not depend solely on her feeling that it would be better.

An explicit criterion can still be poor. Counting only completed items might overlook the learning time Lina wants. Examine what a measure includes and excludes.

When defending a method, state the outcome it serves. Then allow the question: did we choose the right outcome? Clear reasoning does not remove the need to examine its starting point.



Si: what experience leaves with you

A present situation may awaken an impression, detail, or familiar reference. Si invites attention to that resonance while asking what has changed since the earlier experience.



Memory is not a copy

Introverted Sensing, Si, gives weight to how experience is received inwardly. Familiar references and lived impressions matter in this account. It cannot be reduced to good memory or a love of tradition. [4, 5]

Camille recalls a crowded workshop, especially not knowing where to put her belongings. Another participant remembers a warm gathering. They experienced the same place without retaining the same inward impression.

Camille's memory suggests a useful question: where will visitors put their items? It does not prove the new room will be uncomfortable. The comparison must meet the present situation.

When memory guides a choice, specify what you recall and what you feel now. Separate comparable features from differences. Use experience without asking it to decide alone.



Ne: opening another possibility

An idea encountered along the way can change how you frame a problem. Ne invites exploration of alternatives, followed by choosing what deserves a trial in the actual situation.



Fi: what you want to stand behind

A decision can work and still feel troubling. Fi invites examination of what personally matters, what you can support, and how you want to honor your commitments.



Week 1: describe before explaining

Choose three small moments when you decided something with another person. Write briefly afterward, while you can still distinguish actual words from your interpretation.

Describe the situation, intended result, and what convinced you. Add information you requested and information you assumed. Do not assign a function to every sentence yet.

At week's end, look for a recurring process. Do you quickly clarify steps, return to experienced examples, or let a personal value guide choices you mainly justify practically?

Keep a counterexample too. It protects the exercise from becoming a closed portrait. Finish with one specific question to check next week rather than a general declaration about who you are.

