JUNGIAN FUNCTIONS

ESTP

Meet the moment



Se

Ti

Fe

Ni

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PERSONALITY COLLECTION

Before you begin

This book explores ESTP through Jungian functions. It is for you if you recognize the pleasure of engaging with a concrete situation, and also if you are still unsure about your type. We will examine what precedes a decision, what experience adds, and how you revise your first interpretation.

Pages 7-48 present the collection's shared foundations. The ESTP section begins on page 49. You can revisit the basics or start with the examples that interest you.

Rayan, Inès, and Marc are fictional characters preparing a game afternoon in a community room. Their conversations illustrate ideas; they are neither testimonials nor a study of real people.

The framework offers a language for observation. Your history, learning, and circumstances also matter. Nothing here diagnoses a difficulty or measures your abilities.



Why I wrote this book

I'm Kyrian Hermansen. I have spent more than 200 hours studying this subject and worked through personality typing with more than 200 people. That personal experience informs my explanations; I do not present it as a scientific study.

I care deeply about making Jungian functions understandable. They are often skimmed over, although I believe they should guide the search for a type. A job, an appearance, or a reputation cannot explain how someone reaches a judgment.

With ESTP, I wanted to move beyond portraits that equate engagement with constant thrill-seeking. You can enjoy trying, checking, and adjusting without living in a crisis. You can speak easily while keeping careful reasoning to yourself.

I hope this book gives you more specific questions about your experience. Discovering that your starting hypothesis does not fit can be a useful outcome too.



An afternoon to prepare

Rayan joins Inès and Marc in a community room. They have agreed to host an afternoon of cooperative games. A few tables, wooden pieces, and short instructions should help visitors get started, including people who arrive alone.

Rayan sets up a board and suggests playing a round. He wants to see where players hesitate. Inès asks how newcomers will know they can join. Marc points out that some visitors may prefer watching first.

Their first trial exposes an ambiguous rule. A piece apparently can move twice, but everyone has interpreted the instruction differently. Before preparing the announcement, they need to clarify the experience they intend to offer.

We will return to this situation throughout the book. No character represents one function alone. A person can observe, reason, listen, and consider what comes next within a single conversation.



Finding your way through the book

The opening chapters cover the origins of typology, the preferences, and all eight functions. The ESTP portrait is followed by a chapter for each function in the sequence used here: Se, Ti, Fe, and Ni.

Applications address work, relationships, learning, and everyday decisions. The final notebook offers four weeks of observation. Adjust the pace or revisit a question; there is no score to reach.

Keep a recent example nearby. A commitment made too quickly, a disagreement about a method, or an idea revised after a trial offers useful material. “I’m spontaneous” is harder to examine than a specific account.

References appear at the end. The scenes and exercises are original teaching proposals. They do not replace professional support for difficulties beyond the scope of this book.



Start with a specific experience

Recall a situation in which you wanted to say, “Let’s try it and see.” What did you expect to learn? Was the cost limited? Did the people involved understand that it was a trial?

Write what actually happened. Leave personality labels aside for now. Record the available information, your choice, the response you observed, and what you changed. A few precise lines can establish the sequence.

Add a situation in which you preferred waiting. Perhaps permission, a skill, or an explanation was missing. That hesitation does not cancel the first observation. It shows when your usual approach becomes less straightforward.

Keep both accounts for comparison after the Se and Ti chapters. Notice what the definitions clarify and what remains unresolved.



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 ESTP” 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 ESTP code

ESTP stands for Extraversion, Sensing, Thinking, and Perceiving. In the arrangement used here, Extraverted Sensing, Se, is dominant. Introverted Thinking, Ti, is auxiliary. Fe and Ni complete the sequence.

“Thinking” names a judgment process favoring logical criteria. It does not measure intelligence or imply little emotion. A reasoned decision can include attention to the distress it causes.

Sensing concerns concrete information. It does not require enjoying sports or seeking danger. An interest in abstract concepts remains compatible with the preference.

To examine ESTP, trace several decisions. What first caught your attention? How did you check your explanation? Functions become useful when those questions connect to specific events.



ESTP: meet the moment

Notice what is happening, try a move, understand its effect. The portrait begins with an ordinary situation and room to change your mind when you discover something.



The rule that changes during the trial

Rayan thought the instruction was clear: move one piece, then pass the turn. On the third round, Inès moves a piece already used. Marc objects. He thought each piece could move only once during the game.

Rayan wants to settle it quickly and continue. Instead, he considers the disagreement. Both readings were possible. The trial has exposed an ambiguity missed during preparation.

They try both versions, watching turn length and whether everyone can contribute. Speed is not their only criterion.

This incident introduces the book's movement. A situation provides information, reasoning helps interpret it, and conversation reconnects the outcome to people's needs. The decision can change without anyone having to defend their first choice at all costs.



ESTP or ISTP?

ESTP and ISTP share Se and Ti in the first two positions, with the order reversed. In the ESTP reading, engagement with the situation often provides the starting point. In the ISTP reading, clarifying how something works usually takes priority.

This is not simply talkative versus quiet. Both may enjoy repairing things, working alone, or improvising. Examine what they seek when understanding is incomplete.

With an ambiguous rule, do you first want to watch a round or clarify the relationships between its terms? You can do both. Look for a recurring sequence, including its exceptions.

Compare several situations, including a comfortable one. Stress, unfamiliarity, and role demands can obscure your usual approach. One example cannot settle it.



Se: engage with the situation

Extraverted Sensing attends to what is present now. It gives thinking something to work with, especially when observation remains distinct from assumption.



Look before explaining

During the trial, Rayan sees three pieces left in the board's center. He could assume nobody understands their purpose. Watching longer reveals that players understand them but are waiting for another piece to open a path.

A few moments change the question. The issue concerns waiting time, not piece names. Observation sometimes means holding back an explanation long enough to notice another fact.

In a familiar situation, describe events before assigning intent. "He has studied the card for a minute" remains more open than "he isn't trying."

Then ask something that helps you understand. The aim is not endless observation, but preventing an unchecked interpretation from directing all your attention.



Ti: understand what holds together

Introverted Thinking examines an explanation's coherence. It clarifies terms, traces relationships, and helps identify when a rule needs revision.



When one word hides two rules

The instruction says to “play once.” Rayan understands one piece movement; Marc understands a complete combination. Their disagreement appears to concern correct play, but begins with a word’s meaning.

Ti invites clarification: what counts as an action, and when does a turn end? Clear definitions make the reasoning easier to follow.

Complex vocabulary is unnecessary. “Move one piece during your turn, then pass” may be enough. Everyone can now discuss the same rule.

Recall a disagreement involving a seemingly obvious word: efficient, fair, urgent, finished. Were you using the same criterion? Asking for an example can reveal the difference without turning conversation into a vocabulary test.

Fe: notice what happens between us

Extraverted Feeling brings attention to interaction, expressed expectations, and the effects decisions have on people. This book uses Fe in the tertiary position under the convention already described.



Ni: make room for what comes next

Introverted Intuition invites an overall interpretation to take shape. Its inferior position in this framework offers a perspective to explore, not a predictive power or an inability to consider the future.



Week 1: separate the fact from the story

Choose three moments when you quickly thought you understood a situation. For each, record a concrete observation and then the explanation that came to mind. Keep the statements separate.

If you write “he wasn’t interested,” identify what you actually saw or heard: looking away, requesting a break, declining a proposal. Several interpretations may fit the same fact.

Ask the person when appropriate. Otherwise, preserve uncertainty. You need not resolve every situation to describe it more accurately.

At week’s end, which interpretation changed, and what information mattered? Choose a phrase that will help you leave more room for observation next time.

