

JUNGIAN FUNCTIONS

ISTJ

Build on
what matters

Si

Te

Fi

Ne



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PERSONALITY COLLECTION

About this book

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

This book explores Jungian functions through a reading of the ISTJ personality. Gabriel, Louise, and Samir are fictional characters. Reopening a neighborhood board-game lending library provides the continuing story. These scenes are neither clinical observations nor descriptions of every ISTJ.

Numbered references point to pages 118 and 119. Pages 7-48 share the collection's foundations, adapted for this volume. The ISTJ-specific journey begins on page 49. Exercises do not produce a score.

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What people can count on

Some actions become noticeable mainly when they are missing: retrieving information, keeping a promise, or preparing what lets others begin. I want to examine that work closely, including its personal choices and uncertainties.

I have spent more than 200 hours studying the subject and typed more than 200 people. That personal experience informs my explanations. It is not a scientific study and does not make my interpretations infallible.

I especially care about explaining Jungian functions. They are often skimmed over, although in my reading of MBTI they should guide the search for a type. Being punctual or liking an organized desk does not establish Si.

We will examine what experience contributes to a decision, how an intention becomes work people can share, and where personal priorities belong. Change will be part of the journey too.



A way to read

Read in order or begin with the portrait on page 49. Pages 19–48 introduce the vocabulary if the functions are unfamiliar. They distinguish preferences, skills, and observable behavior.

Gabriel joins Louise and Samir to reopen a game library. They recover games, prepare lending procedures, and try a new welcome. Their roles develop; no character represents one function alone.

Keep a notebook nearby. A specific situation, the reason for a choice, and what changed afterward offer more to examine than a list of qualities. Record what does not fit you too.

The exercises are optional. Choose an ordinary situation you can revisit. You do not need to apply the entire book or type the people around you. Their explanations matter more than intentions you assign to them.



The route through 120 pages

Pages 7-18: origins. Jung, the history of the framework, and the difference between a theoretical proposal and a conclusion about a person.

Pages 19-32: the letters and type dynamics. Reading the code, building a hypothesis, and keeping useful qualifications.

Pages 33-48: all eight functions. Distinctions to examine through situations, without assigning abilities to particular types.

Pages 49-60: the ISTJ portrait and comparisons with ISFJ, ESTJ, and INTJ. Pages 61-98: Si, Te, Fi, and Ne, with scenes and exercises.

Pages 99-108: work, learning, relationships, and change.

Pages 109-116: four weeks of observation. A glossary and sources complete the route on pages 117-119.

Return to chapters whenever useful. No exercise depends on a score or an earlier step being approved.



Keep the framework in perspective

Functions describe orientations within a theoretical tradition. They are not brain structures you can identify during a conversation. The same action can have several reasons.

This book uses Si, Te, Fi, Ne to explore ISTJ. Schools do not describe every position identically, particularly the tertiary. Page 27 clarifies the convention used here.

The story sometimes isolates a process for clarity. In life, Gabriel can compare a situation with experience while checking a deadline and caring about a promise. Processes overlap.

Keep context in your observations: “In that meeting, I asked what had changed since the previous trial.” You can examine that sentence and adjust your next action. A claim about what all ISTJs would do would close the investigation too soon.



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 ISTJ” 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 ISTJ code

J directs judgment outward; T identifies Thinking: Te. Because I places the dominant inward, Te becomes auxiliary. S then identifies the dominant introverted perceiving process: Si. [10, 12]

We follow Si, Te, Fi, Ne. Si-Ne connects experienced reference points with possibilities suggested by the outer world. Te-Fi connects organization through usable criteria with inward evaluation of what matters.

“Inferior,” applied to Ne, names a theoretical position. It does not mean lacking creativity, humor, or curiosity. Those qualities are not reserved for certain types.

Keep this page as a reading map. Gradually add an example and a question for each function. You will have situations to compare rather than qualities you are expected to adopt.



ISTJ: build on what matters

Recognize what has helped, notice what has changed, and choose what to carry forward. Examine the portrait through ordinary decisions.



The game library door

Gabriel returns after several months of closure. A table has moved, games wait in cartons, and the old lending record sits near the entrance. He recognizes the smell of wood and the late-afternoon light.

Louise wants to open one Saturday to meet residents. Samir proposes short games. Gabriel remembers difficulties with returns and asks how they will know which boxes are ready to lend.

His question can seem to slow enthusiasm. It also prepares a practical decision: what can they promise visitors? The others bring information he does not yet have.

What reference point is Gabriel using? Which current need does the question serve? Also notice the risk of measuring every possibility against the old arrangement. We will return to both aspects.



ISTJ or ISFJ?

ISTJ and ISFJ share dominant Si in this reading. Experience, reserve, or conscientious work therefore cannot distinguish them. The comparison concerns auxiliary Te and Fe among other things.

When making a decision workable, do you first examine criteria, resources, and responsibilities? Or agreement, shared expectations, and participation? Both can contribute for anyone.

Gabriel can organize a loan precisely and care about welcoming a visitor. Caring behavior does not settle his type. Examine reasons and the usual role of processes.

Compare several decisions where priorities competed. What did you choose, and why? Avoid opposing a competent person to a kind one. T and F do not distribute those qualities.



Si: reference points from experience

What feels familiar carries a history. Examine that inner resonance and how it meets a situation that is never entirely identical.



An impression before words

Gabriel opens a familiar box. He recognizes the board's weight, the pieces' texture, and how the cards feel in his hand. Then he notices something no longer matches his memory.

Si concerns perception oriented toward the inward resonance of experience. Contemporary accounts often emphasize comparison with established reference points. This goes beyond mechanically recording the past. [4, 5, 12]

A personal impression can direct attention without establishing a fact. Gabriel checks the contents list and counts pieces. Memory guided him; checking clarifies the difference.

Pick up a familiar object. What did you recognize immediately? What required checking? Distinguishing them respects experience while allowing room for what it could not yet tell you.



Te: work people can share

Clarify the result, resources, and responsibilities. Useful organization lets others understand the work and take part in it.



Make the result visible

“Prepare the opening” contains too many tasks to guide an evening. Gabriel proposes a clearer result: ten checked games available for a first loan Saturday. Louise adds that visitors must understand how borrowing works.

Te concerns evaluation through criteria and organization usable in the outer world. In this ISTJ reading, it supports Si as auxiliary. It does not guarantee that a goal is good or a procedure fair. [4, 5, 12]

Defining a result lets others discuss what is missing. The goal becomes shared rather than differently interpreted by everyone.

Take a vague task. What should exist when it is finished? Who will use it? Write a completion criterion tied to that use before deciding resources.



Fi: what matters to you

A well-organized decision may still need a personal question. Examine your criteria, attachments, and the boundaries you want others to understand.



Ne: making room for another possibility

Established experience can meet a new idea. Explore an alternative, clarify a concern, and try something without deciding the entire future.



Week 1: recognize a reference point

Choose a recent situation that felt familiar. Record what prompted the impression: a detail, gesture, sequence, or atmosphere. Describe the scene before classifying it.

Recall the experience it resembled. What matched? What differed? Mark uncertainty when memory is vague rather than inventing precision.

Observe what the comparison prompted: a question, preparation, avoided difficulty, or assumed reaction. What actually happened afterward?

At week's end, revisit one scene. Where did the reference help, and where did it narrow attention? Add Si after description if the term clarifies the process. If it does not fit, keep the observation anyway.

