JUNGIAN FUNCTIONS

ISTP

The freedom to understand



Ti

Se

Ni

Fe

KYRIAN HERMANSEN

PERSONALITY COLLECTION

Before you begin

This book explores ISTP through Jungian functions. It is for readers who want to understand the framework, examine a type hypothesis, or describe ways of perceiving and deciding.

The examples invite reflection. They are not diagnostic criteria, an official assessment, or a promise of transformation. The framework simplifies a much larger human reality; your experience deserves more room than four letters.

Pages 7-48 present the collection's shared foundations, with adapted examples. The ISTP-focused section begins on page 49. Both language editions follow the same path.

Noé, Amina, and Gabriel are fictional. Their project lets us discuss reasoning, experiments, and relationships. This is not a construction manual; illustrated objects are not technical instructions.



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 shapes my explanations; it is not a scientific study.

I care about understanding what lies behind behavior. Two people can ask the same question for very different reasons. Someone quiet may be deeply attentive to others; someone good with their hands may not be ISTP.

In my approach to typing, functions should guide the examination. They offer more precise questions than nicknames and lists of strengths, provided they are explained carefully enough to be discussed.

I wanted a book where you can follow a line of reasoning, encounter a counterexample, and return to your own life. You are allowed to finish with a different hypothesis from the one you brought.



A table, some books, a question

Noé helps Amina and Gabriel prepare a reading table at their neighborhood library. They want to display small illustrated books that visitors can easily pick up, browse, and replace. A folding stand sounds useful, but nobody has defined what would make it work well.

Noé makes a cardboard model. It stands, which satisfies him. Amina notices that part of each cover remains hidden. Gabriel asks how visitors will know they may take a book. The problem extends beyond the fold itself.

We will return to this fictional story. Noé can examine criteria, observe actual use, consider an overall interpretation, and explain his intention. His friends bring information he lacks alone.

The scenes do not represent every ISTP. They provide common ground for discussing ideas without requiring you to identify with every detail.



Finding your way through the book

If functions are new to you, begin with the framework's history and the letters. They supply vocabulary for what follows. The references distinguish historical texts, institutional explanations, and critical research.

The ISTP portrait starts on page 49. Ti, Se, Ni, and Fe begin on pages 61, 71, 81, and 91. Each chapter explains a function, examines it through a scene, and offers questions for your own life.

From page 99, applications include work, learning, and relationships. The four-week plan starts on page 109. Adapt it to your pace and set aside exercises that do not help.

Keep a notebook or a simple note. One well-described situation will often teach you more than ten broad statements about the person you think you are.



What we will examine

We will follow Ti, Se, Ni, and Fe using a common type-dynamics convention. Ti describes judgment oriented toward internal consistency; Se describes perception attentive to concrete experience. Ni and Fe complete the pattern used here.

A function stack is not a brain-activity record. Its positions do not grade intelligence, creativity, or empathy. The letters chapter also explains why schools differ about tertiary orientation.

We will examine reasons: why Noé rejects an explanation, what a trial teaches him, how an overall impression forms, and what helps his friends understand him. One isolated behavior cannot establish a type.

You can use these questions without immediately deciding your type. The book helps if you understand a situation better, even when the final answer remains open.



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 ISTP” 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 ISTP code

P indicates outward perception; S gives Se. I makes that outward process auxiliary. T then identifies the inward dominant judgment: Ti. [10, 12]

We follow Ti, Se, Ni, and Fe. Ti-Fe helps examine consistent distinctions and expressed relational expectations. Se-Ni connects present experience with an inward interpretation of relationships and implications.

“Inferior” Fe does not mean absent empathy. Tertiary Ni does not predict limited imagination. These positions belong to the model. Skills, communication habits, and interests also develop through personal history.

Associate each function with a scene and question rather than a strength. Ti: what distinction needed clarity? Se: what did you observe? Ni: what interpretation emerged? Fe: which relational expectation did you consider?



ISTP: understand for yourself

You may need to understand how an idea holds together before accepting it. That becomes useful when it remains open to facts and clear enough for others to think alongside you.



The model stands; the question remains

Noé sets his first stand on the table. He found a simple fold that stores easily. Amina places a booklet inside and notices its title disappears behind the edge. “It stands,” Noé replies, before realizing they mean different outcomes.

His first trial tested whether the model would stand. Amina expected it to help readers choose a book. Both have understandable reasons; neither explained them clearly enough.

Noé restates: “I was checking that one point. The cover needs another trial.” Amina can recognize what they learned without treating the model as finished.

When someone questions your work, ask which aspect they mean. Explain your intention while considering a missing criterion. Disagreement becomes easier to work with when it names a specific question.



ISTP or INTP?

ISTP and INTP share dominant Ti in this convention. Comparison especially concerns auxiliary Se and Ne. It does not divide manual from intellectual people; both may enjoy making, reading, and abstract reasoning.

Examine how you seek new information. Do you readily return to what can be observed or tried now? Or does an idea more spontaneously lead toward several possibilities and associations? Both movements can occur in one day.

Noé may analyze a rule at length while needing an actual trial to revise his interpretation. Someone else may explore configurations before choosing what to observe. The distinction concerns an assumed preference, not an exclusive ability.

Compare several examples, including comfortable situations and imposed methods. Ask what you would freely choose and what actually changed your mind.



Ti: understand what fits together

An answer may work while leaving you with questions. You may want to understand the distinctions that support it, its limits, and the cases in which it would no longer hold.



An internal framework to examine

Introverted Thinking, Ti, describes judgment oriented toward an internal framework's consistency. It examines distinctions, relationships between ideas, and conditions supporting a conclusion. "Internal" does not mean arbitrary or immune to facts. [4, 5, 12]

Noé separates visibility, ease of retrieving a book, and storage after use. These criteria let him compare designs without mixing every problem together.

His framework can still omit something. Amina points out that some visitors browse while seated. Precise reasoning does not guarantee complete premises; new observation can require revision.

When attached to an explanation, record its assumptions. Which distinctions does it use? What facts are missing? Consistency becomes more useful when it remains open to correction.



Se: let experience answer

An idea can meet its most useful question when placed in a real situation. Looking, trying, and adjusting may provide information that reasoning alone did not yet contain.



What is present now

Extraverted Sensing, Se, describes perception oriented toward concrete information in the present situation. It concerns engagement with what experience presents, not simply physical performance or thrill-seeking. [4, 5, 12]

On site, Noé notices table height, light on the covers, and space between objects. Conditions differ from his work area. The model enters a world unlike the one he imagined.

These observations inform judgment without interpreting themselves. He still needs to decide what matters and avoid jumping to conclusions.

Recall something you learned by encountering a situation directly. Which detail escaped preparation, and what changed? Attention to the present can be quiet and precise, with no special appetite for risk.



Ni: allow an interpretation to form

Several details can begin to suggest one underlying question. That overall impression deserves space, followed by examination: what it illuminates, assumes, and may overlook.



Fe: make connection more understandable

You can care about someone without immediately finding words. Sometimes a simple statement helps the other person understand an intention they would otherwise have to infer from actions alone.



Week 1: clarify a reason

Choose a small decision you can discuss without excessive stakes. Record the intended result, criteria, and most influential reason. Recover what you thought at the time, not only the explanation that sounds good now.

Find an imprecise word: efficient, simple, fair, obvious. Define it in this situation. What observation would satisfy the criterion? Could someone else understand what you want to check?

Explain your reasoning briefly and invite a specific objection. You may discover an omission, different priority, or unclear wording. Listening does not require changing the decision.

At week's end, record what became clearer. This does not measure Ti; it makes reasoning visible enough to examine and correct if needed.

