



AP-QAI

ATTITUDINAL PSYCHE - QUESTIONNAIRE ANALYSIS INDEX

RESPONDENT: SHAWNA FENNER

ASSESSED BY: ROB ZEKE COLLOPY

©Attitudinal Psyche



SELF LOGIC

Question 1 Response:

My first exposure to Jungian psychological types came in the early 1970s when I was a doctoral student in education. One of my professors administered the MBTI in class, and we discussed its implications for education. I was so fascinated that I based my dissertation on an exploration of the effects of matching specific teaching methods with students of various perception-judgment styles. **Ls+**, **M>Es+** I even tried to incorporate this theory into my own teaching at the high school level for a while. **Ls+** After about fifteen years I left public school teaching, and my fascination with psychological types faded...**Lr**

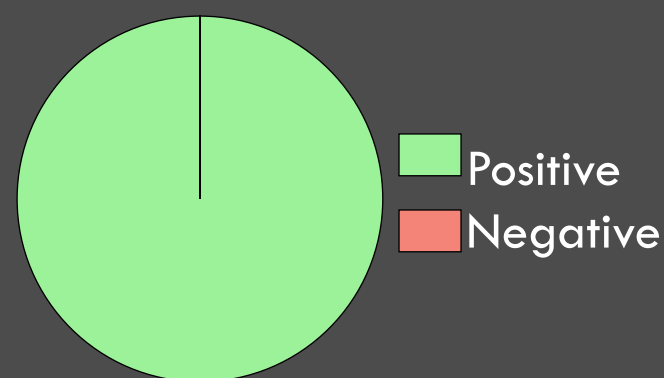
Until 2019, when I discovered the website 16personalities. I took that test several times over the next few months and found other websites that offered similar tests. I found that typology communities existed on Twitter and Facebook, and eagerly started exploring them. **Ls+** I was introduced to various theories on Jungian psychology that provided alternatives to the MBTI. A major discovery at that time was socionics. I discovered that there were socionics tests online. I even did several typing interviews—both live and recorded—online. **Lr, Ls+**

After exploring several of these systems (both by reading books and articles and talking with knowledgeable people online), I wanted to try to see how they fit together AND differed from one another. I decided I wanted some sort of visual representation, so I decided to chart my type in socionics and see how the various components were labeled in the different systems. **Ls+, Lr, Subj** When my diagram was complete, I posted it on my blog: <https://sweetmewsic.com/structure-in-typology/> **Lr**

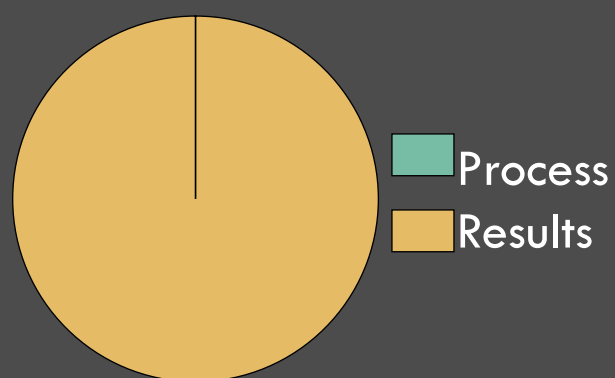
You ask how I know the method(s) I chose were ideal. To be frank, I never thought about that. I knew the type of representation I wanted for myself and designed my chart as I wanted. **Ls+, Lr** This was not intended to be the end of my explorations, but a kind of reference guide to the systems to which I could refer as my knowledge grew. **Ls+**

I have no idea whether my insight has aided others in further research, **Subj. Ls+** since I do not know whether anyone has even referenced my blog. **Lo-** Since I created the chart for my own benefit, **Subj. Lo-** I do not feel it was a waste of time. If I look back on my dissertation, knowing what I know now, I can see how inadequate my experimental design was. My understanding of Jungian typology was inadequate (but based upon all that was available to me at the time), and there were a number of other weaknesses in my study (some of which I discussed in my analysis of results). It is my hope that my dissertation research has helped others who share my interest in the value of typology for teaching to avoid the pitfalls into which I fell. **Ls+, 1L, Lr**

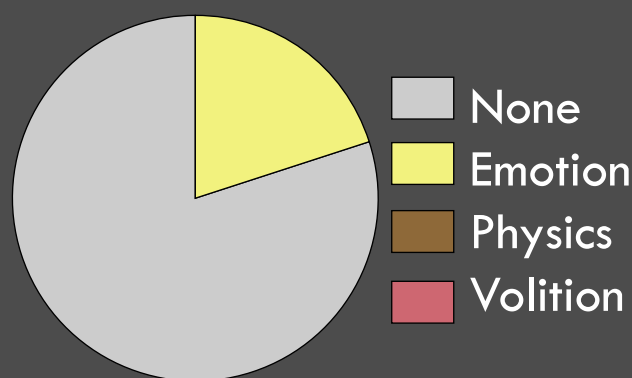
SELF ATTITUDE



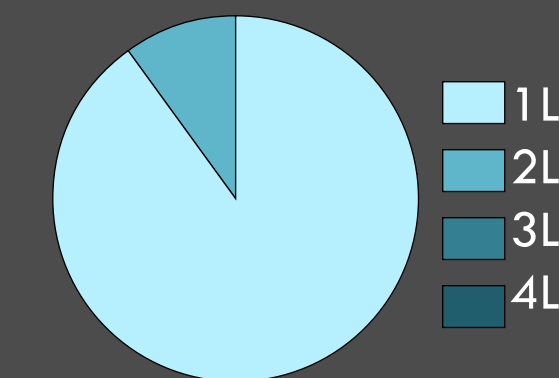
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawsns showed a quintessential 1L attitude. Strong sense of positivity towards the self and the aspect. Lays out the timeline of how each component of logic interacts with the self. Strongly focuses on subjective view of logic, rather than how the opinion towards logic is similar or dissimilar between self versus others - strong 1L, results orientation. Downplays the opinions of others, admitting that she does not know if others view her logic, insinuating a negative disposition towards others. Mitigated slightly to emotions every now and then, so this doesn't entirely rule out a subtype, but based on this answer alone, no subtype seems present.



OTHERS LOGIC

Question 2 Response:

I have considered a variety of situations in which I “exchanged reasoning and analysis with another person to learn a new idea or system,” and every example I can think of involves me as the learner working with someone with more knowledge and/or experience in order to acquire skills that I intend to use in the future. **Lr, Ls+, Subj.** So, I will choose a fairly recent example: learning QuickBooks. At that time, our church had a new pastor, and the decision was made to move from Quicken to QuickBooks for our financial system. **Lr** At that time, I was a part-time office employee and the full-timer was Church Secretary. Both of us were involved with finances, so we both needed to learn the new system. **Ls+**

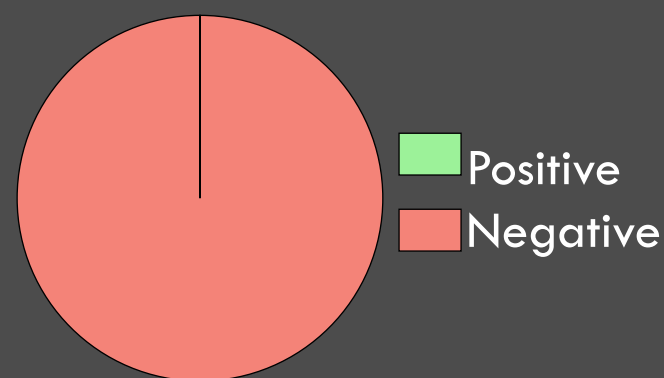
The gentleman who was attempting to teach us QuickBooks was a church member with a great deal of experience in using the software. He designed the chart of accounts in the program and set up the categories he thought we would need. I was excited to learn and use this new system, so I listened intently and asked questions to help me understand the system better. **Ls+, Lp** I could see how QuickBooks would make some financial procedures—such as payroll and income taxes—easier. **Ls+** From time to time, in part based on questions that arose during the training, our instructor made changes to the categories, which I understood as reasonable, but the other learner found quite frustrating. I found the instructor willing to make “tweaks” to the system if I had a good idea. **Lr, Ls+**

As for how I “respond to someone who criticizes [my] knowledge while asserting their own,” I would have to say it depends **Subj.** upon the person doing the criticism and how the criticism is expressed. **M>Eo+** If it is clear that the person is knowledgeable—via education and experience—and can explain why my information or understanding is not correct, I am more likely to accept what he/she says. **Subj. Lo-** It is important that the one offering criticism expresses it in a way that is not sarcastic, nasty, or demeaning, or I will tend to resist it. **M>Ep**

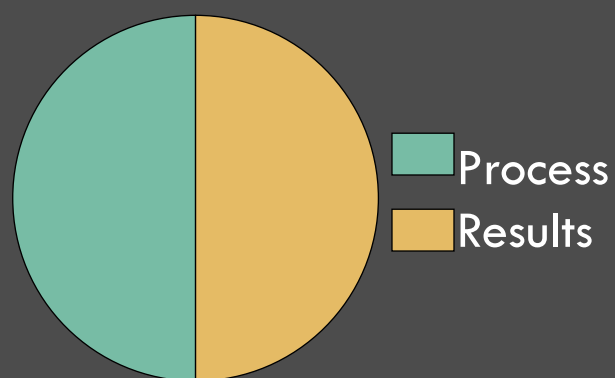
In my view, the best sources of information are well documented (facts, figures), well organized, well-reasoned, and clearly expressed. **Subj. Ls+** I admit that I tend to give more credence to a source which tends to view the world as I do, values the ideals that I do, and contributes to my understanding of the world and its people. **Ls+, Lo-, Subj.**

I am chuckling as I say, “No, I do not believe most people have better reasoning skills than I do.” **Lo-** Our education system seems to be woefully inadequate in developing students with critical thinking skills. **Lo-, M>Ep** Lately, I see this demonstrated a lot in politics-related posting in online venues such as Twitter and Facebook. **M>Vp** For example, many people seem to think that a \$15/hour minimum wage would be a great thing, yet they fail to perceive the negative consequences that would ensue (businesses closing or hiring fewer employees, turning to automaton, needing to charge higher prices, etc.). **Lo-** Granted, I have had more years throughout which to hone my own reasoning skills than most, but unless one has a desire to pursue truth and recognize reality such skills are unlikely to develop. **Lo-, Lr**

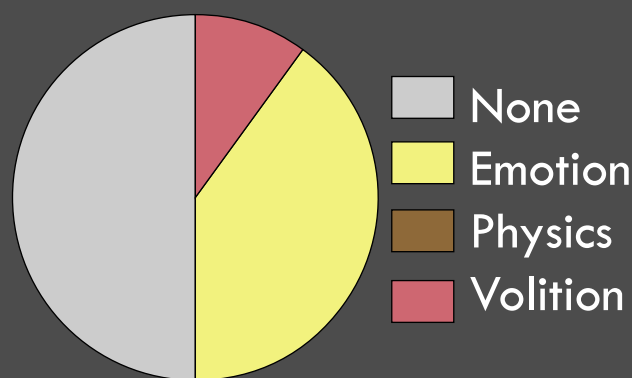
OTHERS ATTITUDE



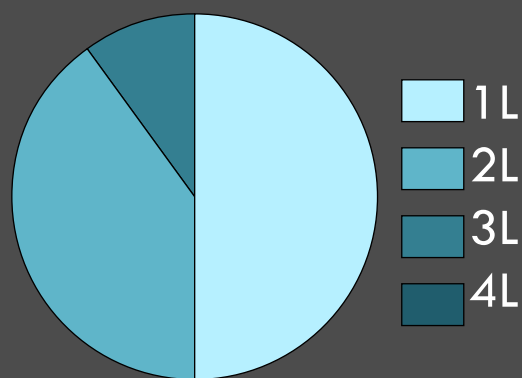
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed a typical 1L attitude with some language orientation and mitigations switched. Strong focus on the use of knowledge for its intended purpose and how the self can benefit - results logic, self positive. There was a lot of mitigation to emotions and particularly processing out emotions, which may point towards a 2L subtype. There is a willingness to process information and ask questions with others which also may point to a 2L subtype, but the native disposition seems to be more precise and confident, as Shawna expresses her opinion as the be-all end-all in her mental world when it comes to logic. Her more prudent positions of logic and truth come out in the end of the answer as she talks about political policy and economics.



SELF VOLITION

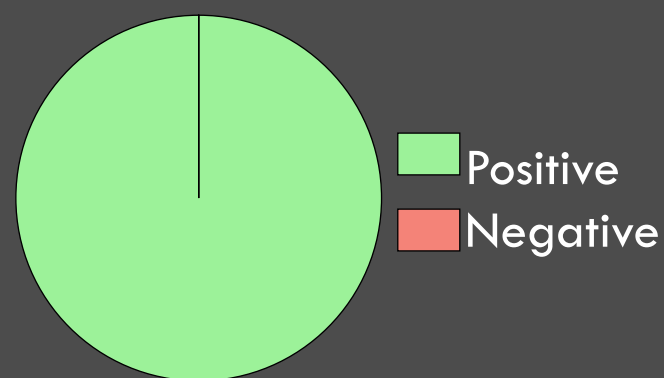
Question 3 Response:

When I graduated with my A.B. and completed my student teaching, I found myself with no employment opportunities aside from substitute teaching. **M>Ls+** I felt that I did not want to “waste time” until a full-time job materialized, so I decided to complete an M.Ed. in Secondary Social Studies Education. **M>Lr** That took nine months, but I still had no full-time teaching job so I decided to pursue another degree. **Vs+** I was determined that I wanted a Ph.D. rather than an Ed.D., and I was happy that my background in German enabled me to go for the Ph.D. **M>Ls+** At the university I attended, one is usually not allowed to study for the doctorate in education until he/she has three years of teaching experience, but my advisor made an exception in my case. **M>Lr** I steadily took evening classes at a local university—even after I obtained a full-time job—and finished my Ph.D. at age 25. I was quite persistent, even typing up my dissertation (yes, on a typewriter) during my summer vacation from school and having my oral exam in September that year. I believe that this push to complete my goal demonstrates both my willpower and my thirst for knowledge/self-improvement. **Vs+, M>Ls+, Lr**

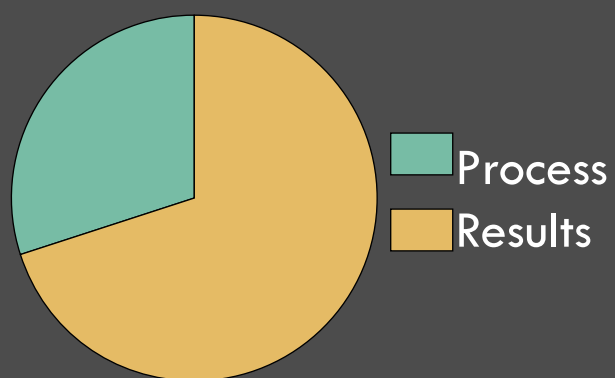
Setting a goal for myself does inspire me. **Vs+** Even after earning the doctorate, I established additional educational goals for myself, such as learning a variety of computer programming languages at a community college, learning skills in PhotoShop to enhance my ability to contribute to the team at a part-time job I held, **M>Ls+, Lr** and taking several years of seminary classes (84 semester hours). I sometimes set non-educational goals as well. When I embark upon a graphics project at work, I strive to select the right elements that will enable me to create something of beauty as well as purpose. **M>Es+** I have learned that the more others get involved in the process, the less happy I tend to be with the results. **Vo-**

I believe that my accomplishments do display a part of my identity. **Subj, Vp** My desire for growth and self-improvement—and, yes, perfectionism (I am an enneagram 1)—are fundamental to who I am. **Vp, Subj**

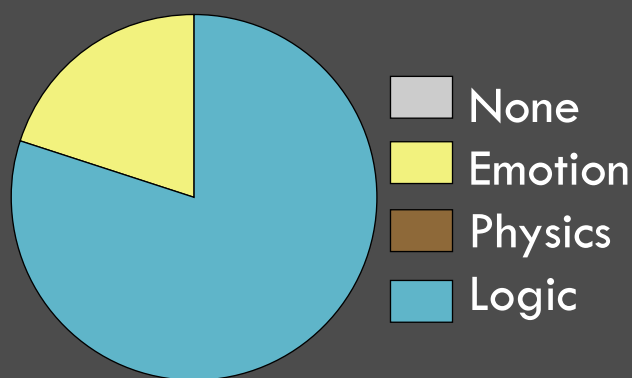
SELF ATTITUDE



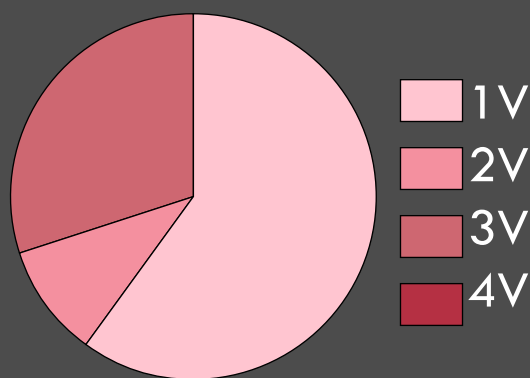
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed a strong 3V-1 subtype present, as mitigates to logic almost the entire time throughout her answer. This is a strong indication of a the 1V subtype, as the native disposition does seem to shine through when she discusses volition and is not mitigating to logic, but is quite often speaking of logic in a self-positive way in reference to volitional concepts. It is very clear that she has a 1L attitude throughout the entire answer, and is seemingly covering up any weakness in volition with the confident logic. The very last paragraph offers a bit of insight into how she truly holds a process orientation with volition, as well as a subjective interpretation which is common for 3Vs.



OTHERS VOLITION

Question 4 Response:

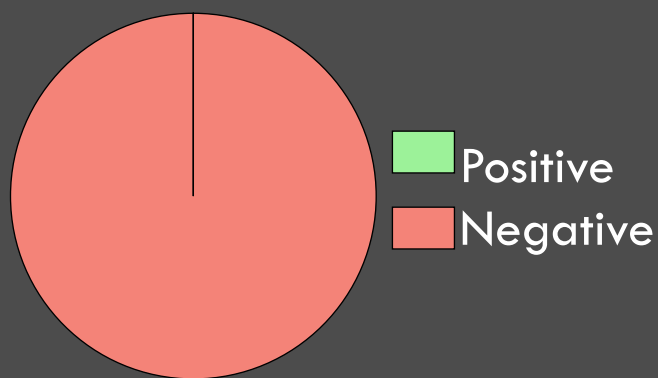
In general, I prefer to work by myself to achieve goals. **Vo-** I have found that collaboration usually results in the most responsible person (me) doing the lion's share of the work. **Vo-** One example from long ago comes from an experience in high school debate class. **M>L** The instructor split me (very shy back then and NOT a public speaker) and my good friend apart, paired each of us with a male member of her debate TEAM, and put us on opposite sides of the topic. The guy on my team was an excellent debater, but—despite my efforts—could not be bothered to research needed information and record it on notecards. I tried to get his cooperation, but he basically ignored me. **Vo-, M>Lo-** Nevertheless, he was perfectly happy to use my notecards during the debate. The real kicker: of the four of us on these teams, I ended up with the lowest grade (not a bad one, but not good enough for me). **M>Ls+, Lo-** To my shame, I did complain to the teacher about the lack of cooperation, and she did relent a bit on the grade. **Vo-**

I can think of one instance, however, where a collaboration worked well for all concerned. **Vp** I needed more room in my sophomore (H.S.) schedule than I had, so I decided to take biology in summer school after my freshman year. I had not really stopped to consider the caliber of student one tended to find in summer school classes, **M>Lo-, Subj.** but most of the time we worked alone so it was not a problem. The challenge came with our final dissection project: a (dead) cat. As a lifelong cat lover, I balked at the idea of handling this poor, euthanized creature. **Vo-** I ended up in a group with three older male students and a perfect solution: I (the most academically inclined by far) read and explained the instructions, **M>Ls+, Lr** and the others did the actual dissection work and never once challenged me. **Vo-, Vs-, Vp**

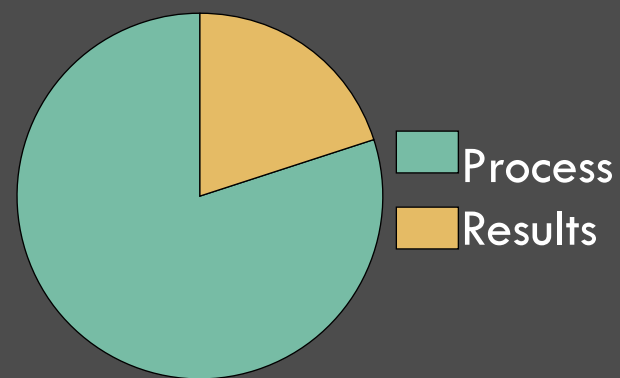
To sum up, I do not often find collaboration with others (such as a work group) inspiring or even pleasant. **Vo-** Fortunately, most of my employment has not required such collaboration. Yes, I take instructions from my superiors (including what I should be responsible for), but I typically work on my own. **Vo-** I acknowledge the right of my bosses (the pastors at my church) to assign responsibilities to me. **Vo-** It is easy not to be rebellious when I love what I am doing. **M>Es+**

I believe that my character is easy for others to see, should they care to look. **Vp** Although I am more introverted than extraverted, I am still friendly and communicative with those around me. **M>Ep, Es+** I am blessed that most of what I hear from others about my character is positive. **Vp, Subj.** When I am called out for some reason on an issue related to character, I consider the source of the criticism **Subj** and—if I value the person and/or consider that the criticism is valid—try to make any alterations that are appropriate to correct the problem. **Vp**

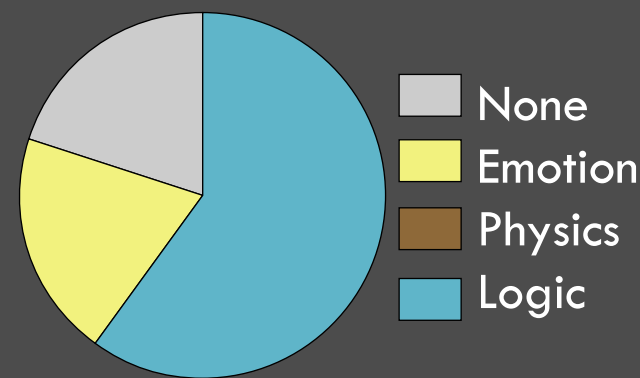
OTHERS ATTITUDE



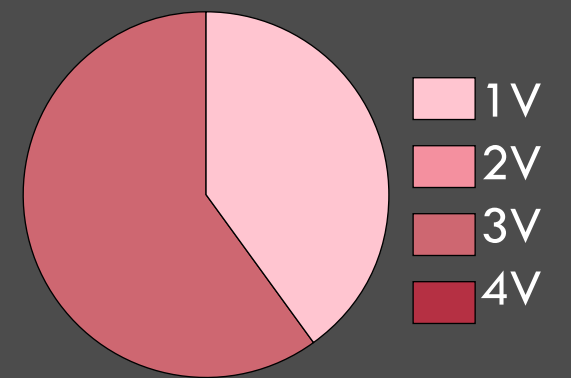
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed a mostly 3V attitude with a strong indication of a 1V subtype present. She was extremely quick to use negative language in regards to others concept of volition, as well as mitigating her distrust and lack of focus on other's willpower to her own control of the situation through logic and her concept of the truth. She mostly stays in an others negative disposition the entire time, but some self negative does shine through when she mentions that no one challenged her when she took her role as the 1L rather than engaging in volition. What's confluent in both answers of volition is the constant mitigation to logic, this is most definitely a 3V-1 subtype present.



SELF EMOTION

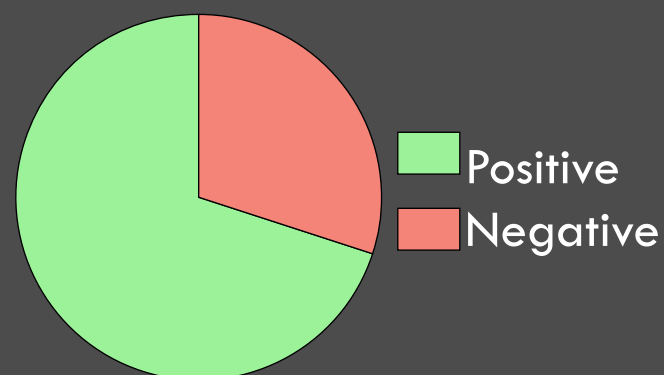
Question 5 Response:

Probably the most noteworthy emotional experience I have ever had—and I have had MANY—was the moment I was saved (accepted Jesus Christ as my Savior). **Es+** I was 36 years old and knew that something was missing in my life. **Es+** I had started to attend the Bible-believing church my parents and sister attended. I had “head knowledge” of God but not “heart knowledge.” My parents advised me to ask God to reveal Himself to me, **Eo+** and I faithfully prayed this each day as I drove to work. **Ep, Es+** The experience happened during prayer after the sermon on the third week I was at the church. The emotion I felt then is still difficult to describe. It was a mixture of emotional and physical sensation, and was a mixture of joy, certainty, and filling. **Ep, Es+** I described this experience to my parents at the time and to a few other people close to me since then, and I still feel my words are inadequate. **Obj, Es+** As I answer your question today, I think that perhaps artistic depictions of the haloes around the heads of saints are physical representations of what I felt, first in my head and then throughout my body, in that moment of salvation. **Es+** I will never be able to adequately describe the emotion(s). **Lack of Subj.**

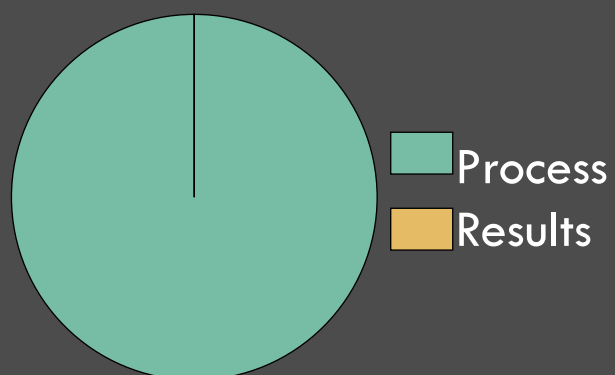
I am not sure I DECIDED on an emotion relevant to my personal values. **M>Vs-** To this day, it is difficult to label, but what I felt was the source of both immediate AND ongoing changes in my values and in my behavior. **Ep, Es+** I KNEW experientially, not just academically, that God exists, that His Son Jesus Christ is my Savior, and that the Holy Spirit is with me and in me. **Es+** I quit smoking at that moment (another story). **M>V Subj., Vs-** My language started getting cleaned up. Some of my values have shifted for the good. Salvation through Christ is the ultimate value. **Es+**

Yes, I see how this experience can be a chance to create. **Obj, Es+** In the most important sense, it created a whole new life: mine. It has inspired me to serve at my church, first as a volunteer and now as an employee. **2E** It inspired me to sing in the choir. It has inspired me to create various graphics for use in and by my church. **Es+** It inspired me to compose a couple of Bible-inspired songs, one of which was performed at my church. It inspired me to write a play based on the Book of Jonah, at the request of my former pastor. I could see myself writing down my salvation story if only I could find a way to describe my experience in such a way that my readers could feel what I felt, but words are not adequate. **Ep, Es+**

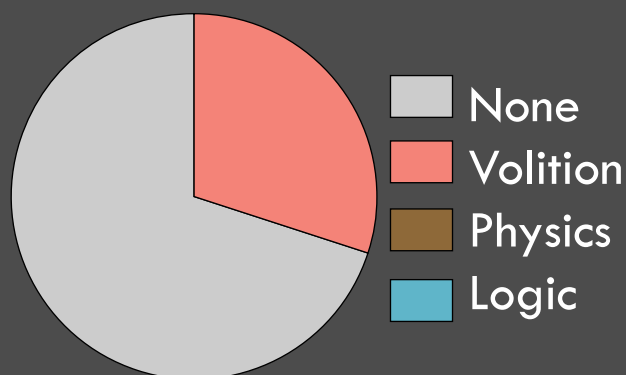
SELF ATTITUDE



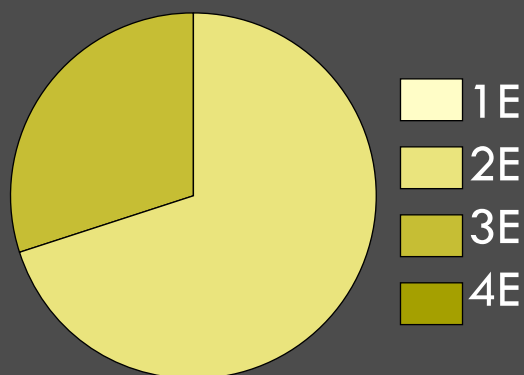
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed a quintessential 2E attitude in her answer. She immediately shares her emotional experiences and her faith, as well as what she holds dear to her, without any mitigation or insecurity. She is happy to explain how the emotions of others also affected her and how she considers their stance as well when bringing her own emotions to the table. There’s plenty of objectivity present as well, which implies 2E. Although she admits her emotions were difficult to describe during her spiritual experience, she still tries to do so, which shows her 2E, and process-orientation. She even ends the paragraph by explaining she isn’t able to describe, which shows a lack of desire to remain subjective. There’s an urge to be objective present though it’s impossible. She does mitigate a few times to volition which could imply a 3E subtype.



OTHERS EMOTION

Question 6 Response:

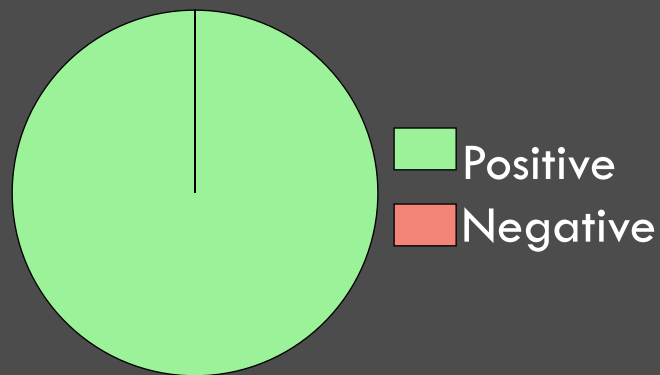
For many years I had a best friend who was in a bad marriage (she is now deceased). Many times when I would visit her, she would express her sorrow over the lacks in her marriage. **Obj** At one point, her spouse even moved out for a year or so, leaving her with their two children. As her BFF, I certain was happy to listen and empathize with her, having been through some marital turmoil in my own life. **Es+, Eo+, Ep**

I never regarded my friend's emotions as inappropriate, although I did wish that she was emotionally strong enough to stand up for herself in certain cases. **Eo+** I would have responded quite differently than she did to some of her husband's words and actions. It was clear to me, however, that she lacked the inner self-confidence and security to do so. **Eo+** I never regarded her as less "valuable" or her emotions as less "appropriate" as a result. I just loved her and wanted her to be happy. **Eo+**

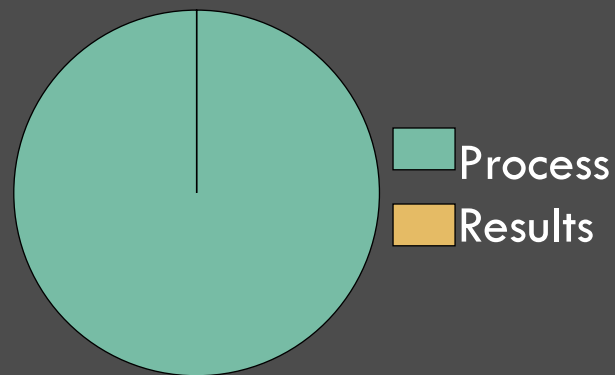
In my younger years I believe I did give quite a bit of thought to the value of culture, art, and music. **Eo+** I grew up with classical music (in childhood, a special treat was staying up late on a Saturday night listening to concerts by the New York Philharmonic), took piano lessons from 6th-10th grade, and started playing French horn in 7th grade. **Ep, Es+** I loved band and orchestra in high school. My favorite class that I taught as a high school teacher was Humanities; the first semester I focused on visual arts, and the second on music. **Es+**

I do have definite tastes in art and music. Although my preferences in popular music are somewhat eclectic (I tend to like specific songs, rather than the entire body of a particular artist's work), **Es+, Subj.** I have stricter standards for classical music. My favorite is Baroque music, particularly the works of J. S. Bach. Secondly, I like much of the Classical period, only some of the Romantic period, and virtually none of the modern **Es+** (with its atonality, computer-generated disharmony, etc.). In the visual arts, I prefer to recognize what is being depicted (I am not into Picasso, etc., or amorphous blobs of color). I like Monet and other impressionists. As I have come to know something about the Bible, I would say that my standards are—in some sense—biblically based. Scripture says, "God is not the author of confusion" (1 Cor. 14:33) and "Let all things be done decently and in order" (1 Cor. 14:40). **Es+, M>Ls+**

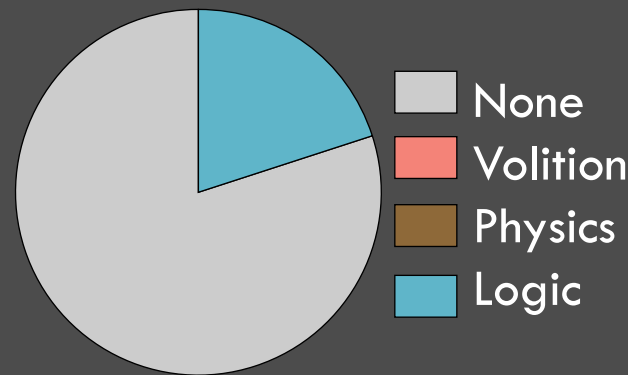
OTHERS ATTITUDE



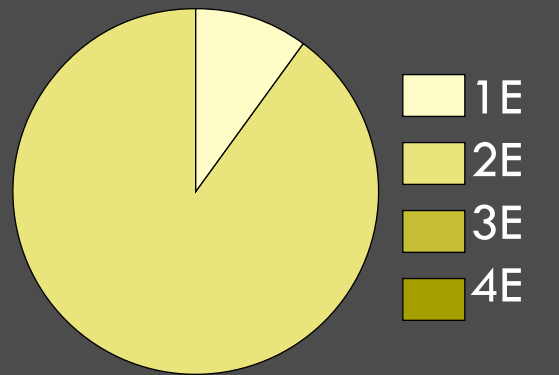
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed quintessential 2E attitudes in her entire response. She was entirely open, honest, and objective about emotions. There was a very slight mitigation to logic a few times, which has been confluent throughout all her responses, but overall this is a typical 2E response. She is willing to divulge all emotions and is thoughtful about the expressions of others. Strong 2E response.



SELF PHYSICS

Question 7 Response:

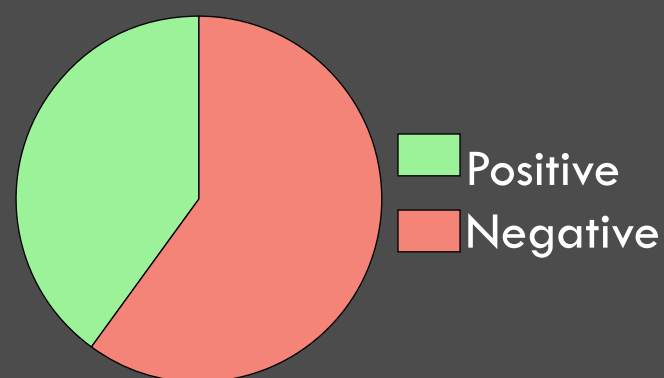
In the past, I was not particularly good about saving for the future. **Fs-** Many years ago my spending (along with that of my spouse at the time) exceeded our incomes (he did love his toys, and I foolishly went along to please him). **Fs-, Obj** Coping with that mess made me somewhat more cautious, and I determined never to play that "game" again. **Fs-, Fr** Over the past two decades in particular, I have become much more careful about reining in my spending and have put money away toward the purchase of a future home (probably a condo). **Fr** My reasons are both practical and emotional. **M>E** When my mother passes away, I will no longer be able to stay in my home (due to the division of assets between heirs), so I must have a down payment for a new place. **Fr** I also need to find a place where I will be able to keep my beloved cats. I am also about to invest in a long-term care policy, as recommended by a respected financial advisor. These decisions are—in my mind—not so much about comfort as about necessity. **Fs-, Fr**

For me, comfort is having what I value around me. The "value" I refer to is not financial, but emotional. **M>Es+** On the few occasions in life where I moved to a new location, I have found that I always quickly make the new place feel like home. **Fs+** This involves finding the "proper" places for things, whether storage of clothes and other material items or display of artwork I enjoy. **Fr**

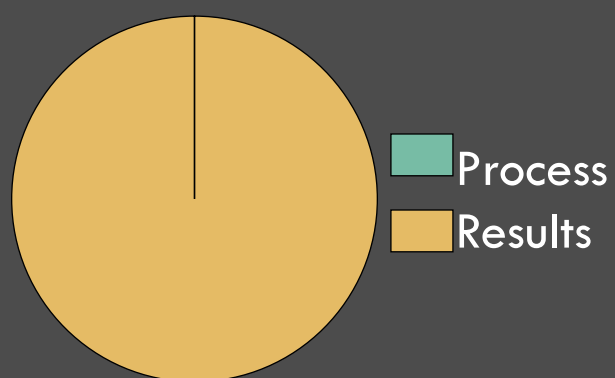
I would say that I am skilled in organizing my environment, but it is not something on which I spend much time or energy. **Fs+, Fr** It seems to come naturally. My goal is to be able to access things when I need them without wasting time searching for them: "a place for everything and everything in its place." **M>Ls+, Lr**

I am not sure what you would include in the concept of "resources." Obviously, I need the basics like clothing, kitchenware, bedding, and bath supplies, etc. My needs are not extravagant. **Fs-** I am currently living in the basement of the home in which I grew up. A folding doorwall divides the main living area into two sections: living room and bedroom. I also have another room around the corner with a kitchen/laundry and full (small) bathroom attached. It feels like "home" to me. What is necessary for me is my feline companions, my cat-themed artwork, and my electronics (computer, cell phone, TV, etc.) for connection to the world outside when I desire it. **Fr, Fs-, Obj.** I also appreciate the presence of my various collections (stuffed cats and bears, glass & ceramic cats, and lighthouses that remind me of my dad). **M>Es+, Fr**

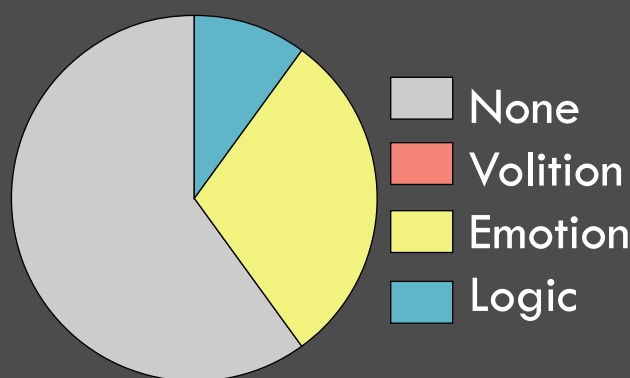
SELF ATTITUDE



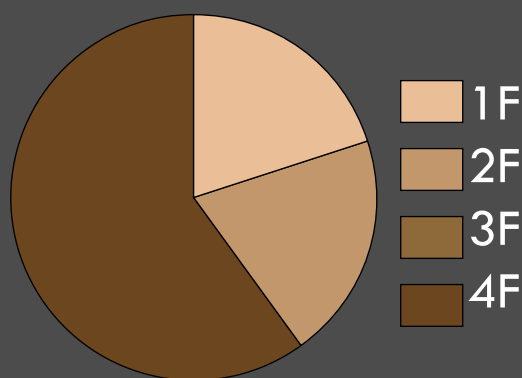
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed quintessential 4F attitudes in her response. She gave examples of how she's been poor at physics related concepts in the past, and learned from this to become more skilled in her spending habits. She shows a strong results orientation in measuring herself now compared to the past, rather than comparing self to others. She mitigates a bit to emotions, which makes me wonder if a 4F-2 subtype is present, but there's also some surprising self-positive moments that crop up in the middle paragraphs, which coupled with results orientation, could very well be a 4F-1 subtype rather than 4F-2. Overall, a strong 4F response, with possibilities of subtypes.



OTHERS PHYSICS

Question 8 Response:

Over twenty years ago, my late husband and I moved in with my mother (five months after my father's death) so that she could stay in the home her father built and that I grew up in. We created an informal system of shared expenses and responsibilities. **Fo+, Fr**

In 2018, about a year after my husband's death, my (unemployed) youngest sister moved in with my mother. At that point it seemed necessary for a more formal, organized system. **Fr, M>Lr** My mother and sister are responsible for purchasing groceries and preparing the main meal of the day, and I am responsible for laundry and trash removal. Each of us pays specific bills during the month. I do trust my mom and sister with decisions about grocery purchases and meal choices (although my input is solicited from time to time). **Fo+** I hate grocery shopping, so I am quite happy to leave that task to others. **Fo+** They have never spent what I would consider an "excessive" amount, so I do not worry about the bills (I trust them not to go to extremes). **Fo+**

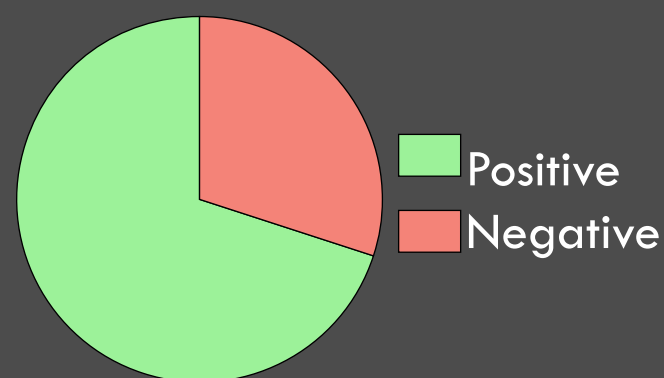
There is, however, a "fail-safe" system in place, and I am the one in charge of maintaining it. I designed an Excel spreadsheet to track household expenses, and each person's established share of each expense is coded into it. **M>Ls+, Lr** Everyone submits receipts to me, and I enter the amounts into the sheet. At the end of each month I am able to tell who owes how much and to whom. **Fr, Fo+, M>Ls+**

As to advice concerning my "personal needs, space and comfort," I tend not to solicit this type of advice. I probably would listen politely if it came from someone whose opinion I valued, but I would not incorporate his/her suggestions unless I was convinced it would make my life better in some way. **Fr, Fo+, M>Vo-?** One person whose advice I would most like ignore is my youngest sister. She is quite messy in her areas of the house, and I find that hard to cope with (it makes me a bit queasy even to see it). **Fo-**

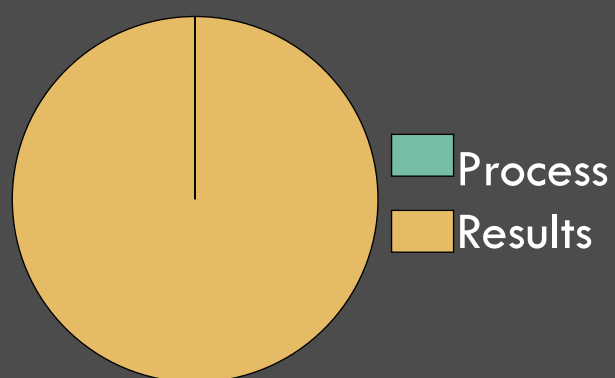
Two people whose advice on money I would heed are my late father and my middle sister's financial advisor, who treats us like family. **Fo+, M>Eo+** Both have practiced what they preach and give great advice. My dad left my mother with financial resources for old age and was careful with money. The financial advisor has given solid advice to my sister, and lately has been helping me plan for my future as well. **Fr, Fo+**

I am happy to share feelings and information with friends and family about my personal tastes, aesthetic preferences, and belongings. **Fo+** People whom I trust are not likely to judge me harshly in these areas, but if they were to do so, I would not care much. **Fo+, Fs-** I know what I like, and I would not be easily influenced in such matters. There are far more important areas of life in which I would take strong stands. **Fr**

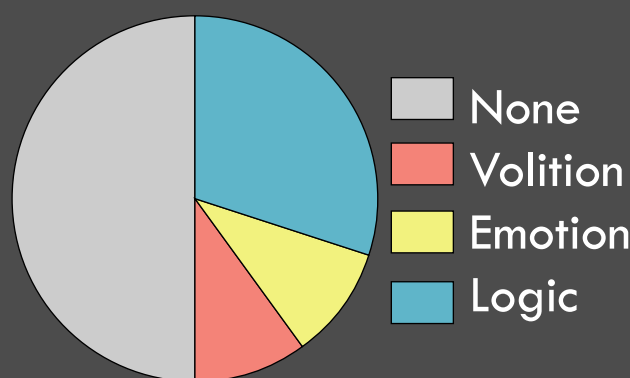
OTHERS ATTITUDE



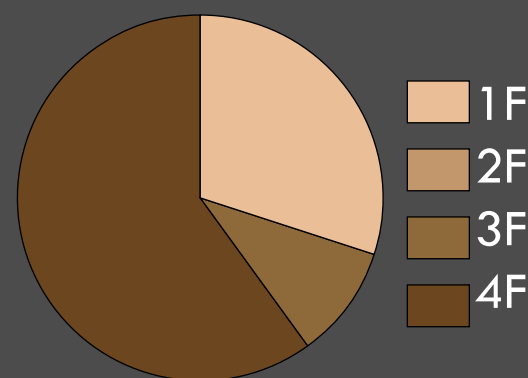
LANGUAGE ORIENTATION



MITIGATION PREVALENCE



LIKELY ATTITUDE MATCH



ANALYSIS: Shawna showed a moderate amount of 4F attitudes in her answer. She gave more examples of how she is open to the physics of others, specifically diverting management of physics to others. She comes to agreements of how to split up physical tasks and seems pleased with the results, a typical 4F way of dealing with it. There is a lot of logic mitigation which brings up the possibility of a 4F-1 subtype, as there's an even more flippant nature with her 4F than the typical 4F. Overall, she was direct, to-the-point, and positive towards others conception of physics - 4F.



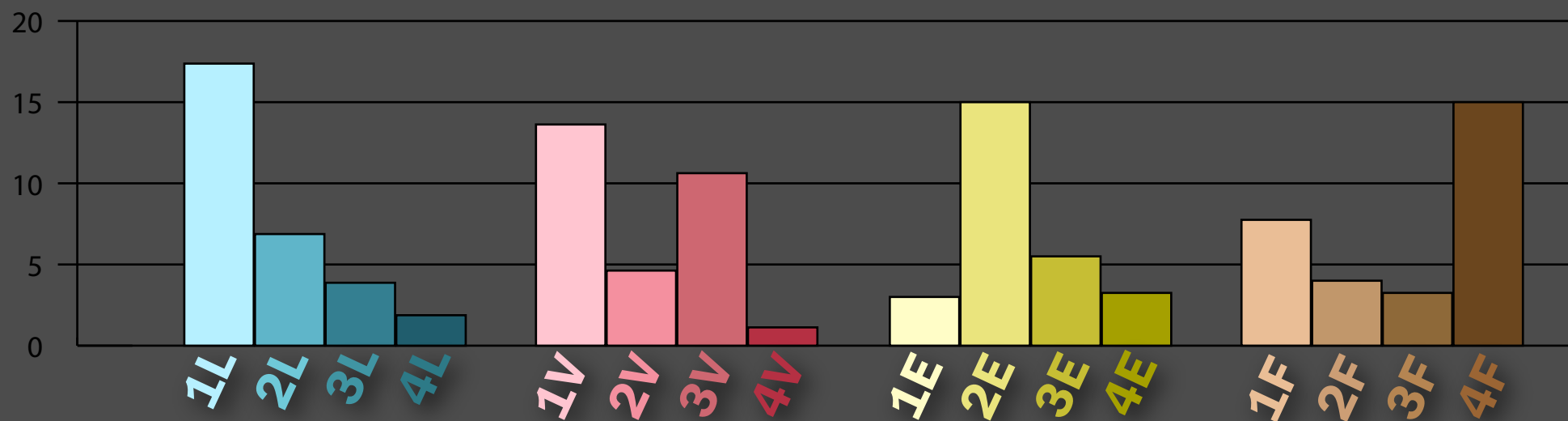
YOUR RESULTS

Cumulative Analysis:



LEVF

THE VISIONARY



Shawna showed strong LEVF attitudes, with a secondary showing of VELF. All sections supported this typing as she showed persistent Results Logic, Results Physics, Process Emotion, and Process Volition.

(A=Accentuated, or No Subtype)

Possible Subtypes:

1L-A • 2E-A • 3V-1* • 4F-1

