

Hass, Lanny Wayne. Communication Preferences and Job Satisfaction Levels of North Carolina Cooperative Extension Faculty. (Under the direction of Dr. Richard T. Liles and Dr. David Jenkins.)

The purpose of this study is to determine the job satisfaction levels and communication preferences of North Carolina Cooperative Extension faculty. In addition, this study examines the relationships between these two factors and five selected demographic variables (gender, race, age, tenure and job title). The data for the study were obtained by surveying, over the NCCE Intranet, 756 faculty members of North Carolina Cooperative Extension. The Intranet proved to be a useful medium to conduct the questionnaire, providing a 74% return rate.

Four research objectives guide the study. The objectives are: a) to determine, describe and compare certain demographic characteristics of North Carolina Cooperative Extension faculty; b) to determine, describe and compare the language preferences of North Carolina Cooperative Extension faculty; c) to determine, describe and compare the job satisfaction levels of North Carolina Cooperative Extension faculty; d) and to describe the differences between communication type, job satisfaction and certain demographics for North Carolina Cooperative Extension faculty.

Among the respondents, there were more males than females and a majority of the faculty was white. A large percentage of the respondents were over 41 years old and had less than 10 years of tenure with NCCE. The data analysis reveals that a the majority of the respondents prefer the Sensing language, followed by the Thinking, then the Intuitive language. The least represented language preference is Feeling for all respondents. When compared to norm groups the data indicate that North Carolina Cooperative Extension faculty are satisfied with their jobs. However, Area and 4-H Agents are the lowest satisfied faculty members for

NCCE. Family and Consumer Science Agents and District Directors have the highest job satisfaction levels. Significant ( $p < .05$ ) differences in general job satisfaction means are found with several job titles and tenure groups. No significant job satisfaction differences are found for gender, race, age and language preference groups.

# **Communication Preferences and Job Satisfaction Levels of North Carolina Cooperative Extension Faculty**

by  
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North Carolina State University  
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Dedication

To Molly, in hope that she will learn to love wisdom and that she can see that I can be a  
“Doctor” that helped somebody.

To Sabrina whose patience, love and support sustained me.

To my extended family, friends and colleagues whose encouragement and understanding  
gave me hope.

To my Mom and Dad who instilled in me effective foundational values.

To all my “teachers,” who saw something in me worthy of their time.

## BIOGRAPHY

Lanny Wayne Hass was born on June 28, 1956, in Statesville, North Carolina, the third of four children born to Byron and Ruby Hass. Lanny grew up on a farm in Iredell County until he graduated from North Iredell High School in 1974. In 1979, he received a Bachelor of Science degree in Economics from The University of North Carolina at Asheville. He received his Masters of Science in Agricultural Economics from The University of Tennessee in 1981. The author began his Extension career with The Virginia Cooperative Extension Service in 1981 as an Area Farm Management Agent in Abingdon, Virginia. While in Virginia he won many state and national honors for educational programs conducted in farm management. In 1988, he was promoted to Unit Chairman of the Southwest Virginia Farm Management Unit. In 1992, Lanny furthered his career by taking a position with North Carolina Cooperative Extension. He held several positions there from county agent to Director of TVA Programs. Currently Lanny is a Personal and Organizational Development Leader for North Carolina Cooperative Extension.

Over his career the author has served in many leadership capacities, has received numerous awards for programs conducted, has presented papers and has spoke about organizational development to over 80 organizations in eight foreign countries. He has authored two books on agribusiness and organizational development. Lanny currently resides in Raleigh, North Carolina with his wife Sabrina and daughter Molly.

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As an Extroverted, Intuitive, Feeling, Perceiving type (ENFP) and one who speaks Intuitive/Feeling (NF), this section is a valued part of this document. It is also humbling feeling to say the least, when I pause to realize the many people who have supported and contributed to this pursuit. First, it has been an honor and a privilege to attend North Carolina State University and to successfully complete a Doctoral program. My deepest appreciation goes to the following people who helped my dream become a reality.

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## CHAPTER 1.

### INTRODUCTION

The overall purpose of this study is to determine and study type language preferences, as measured by the Communication Preference Questionnaire™, and the factors creating job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire™ Short-Form of North Carolina Cooperative Extension (NCCE) faculty. North Carolina Cooperative Extension is on the threshold of a new millennium and faces a future with uncertainty, opportunities and ever-expanding horizons. This new millennium has ushered in many changes that will challenge North Carolina Cooperative Extension. Some of these changes are in financial support, which will mandate seeking new partnerships and fiscal resources. Changes in technology redefine the way people acquire and distribute knowledge to solve their problems. North Carolina's rapid growth is quickly claiming farmland and changing clientele base issues. Changing demographics are providing Extension with opportunities for greater involvement in youth, family and community programs (Lilly, 2000). How NCCE deals with these challenges and changes will determine its future effectiveness. Organizations similar to NCCE must constantly assess and improve management, communication and motivational strategies to compete in this rapidly changing environment (Goldhaber, 1988).

#### Significance of Communication and Job Satisfaction

Effective communications throughout an organization and employee job satisfaction are critical to the success of any organization, public or private (Drucker, 1988). Communication and job satisfaction affect many facets of the organization such as customer service, personal development, teamwork, leadership, organizational climate, culture, job satisfaction, productivity, and the bottom line (Applbaum et al., 1973). Given the magnitude of how

communication and job satisfaction affect organizations, Pearman (1998) indicates that these factors are critical to the success to any organization. Administrators and leaders of NCCE need to be cognizant of how important communication and job satisfaction are to the organization. This awareness can enhance the effectiveness of Extension's leaders as they apply and implement organizational development strategies.

Communication has been on the forefront of research and concern for organizations in the last few years. From 1980 to 1991, there were over 889 articles published in 61 different journals dealing with the need and importance for organizational communication. Most of these articles deal with linking effective communication to positive bottom line outcomes (Allen, Gotcher, & Seibert, 1993). In addition, many organizations find themselves in a communication revolution that compels their leaders to be constantly interpreting, packaging, transmitting and receiving information in new ways that allow themselves to compete in the ever increasing competitive world (Drucker, 1988). Davis and Meyer (1998), in their best seller book Blur, suggest that this communication revolution results in an information economy which forces organizations to acquire new perspectives in connectivity, organizational development and job satisfaction.

Given the above need and importance of communication and job satisfaction, the purpose of this study is to determine the language preference type and job satisfaction levels of North Carolina Cooperative Extension faculty. The "language type" preference measured by The Communication Preference Questionnaire™ (CPQ™) measures language spoken using Jungian type preferences. Job satisfaction levels measured by the Minnesota Job Satisfaction Questionnaire Short-Form™ (MSQ™) measured intrinsic, extrinsic and total job satisfaction.

This study also assesses the differences between the results of the CPQ™, MSQ Short-Form™ and five select demographic variables.

A lengthy history of psychological research demonstrates an association between the three broad sets of variables, those being personality, communication, and job satisfaction. Isabel Myers-Briggs (1980) states that individuals matched on certain personality traits will have considerably different experiences in terms of communication and satisfaction than individuals mismatched on the same personality traits. This study selects concepts relevant to the nature of the relationships among communication, personality, and job satisfaction. In Chapter 2, a conceptual framework illustrates how the variables are linked.

In summary, communication and job satisfaction are often aligned with the overall effectiveness and success of the organization (Young, Worchel, & Woehr, 1998). Downs, Clampitt and Pfeiffer (1988), refer to over 500 studies where communication, productivity and job satisfaction have been studied and linked individually, by work unit and organizationally. Understanding the complexity of the nature of communication and job satisfaction can help in the understanding of how important these variables are to organizational outcomes and productivity (Downs, Clampitt, & Pfeiffer, 1988). In the work place, job satisfaction and communication are paramount. If individuals are not satisfied with their jobs and communications lines are not open, problems often arise in productivity and morale throughout the organization (Herzberg, 1974). Like many organizations today, NCCE is faced with ever changing and increasing demands with fewer and fewer resources. These pressures have leaders in Extension seeking the most effective and proven communication and job satisfaction strategies available in order to secure its place in the future.

## The Cooperative Extension System

The Cooperative Extension System (CES) was created in 1914 through the passing of the Smith-Lever Act. The Smith-Lever Act indicates that the purpose of the CES is to aid in diffusing practical and useful information to the people of the United States, on subjects relating to family and consumer development, agriculture, community resource development, 4-H and youth (Forest, 1989). Extension educational programs have consisted of instruction and practical demonstrations on these topics in all of these United States for over 75 years. CES has historically had an educational focus, helping people apply new practical research to some of the problems they face. Program priorities shift with the needs of the primarily rural target. As the population migrated to urban areas, CES increasingly implemented urban-based programs (Seevers et al., 1997).

Three cooperating levels of government primarily fund the Cooperative Extension System: federal, state and local. Programs vary by state and by local areas in the state. North Carolina Extension at the state level is referred to as North Carolina Cooperative Extension (NCCE) and is based at the land grant universities of North Carolina State University in Raleigh and North Carolina Agricultural and Technical State University in Greensboro, North Carolina. NCCE gives leadership to statewide programs in 100 counties plus the Cherokee Indian Reservation. Each county government assists in providing for a county Extension center, which provides offices and teaching space for field faculty who reside in each of the 101 county centers.

North Carolina Cooperative Extension employs approximately 525 educators in the role of field faculty throughout the state of North Carolina; another 152 para-professionals and 239 support staff also work in field centers assisting in the delivery of local educational programs. In

addition to field faculty and staff, there are 185-campus educators referred to as specialists and/or administrators. Most of the campus faculty are housed among the campus departments in the College of Agriculture and Life Sciences and the College of Natural Resources (Mills, S. 1999). With its many departments, counties, colleges and diverse educational programs, one can quickly see the communication challenges facing NCCE. Furthermore, these challenges give credence to the need for leaders in Extension to have a good understanding of communication styles, models, systems and structures.

#### Significance of Communication and Job Satisfaction to Extension

There has been a great deal of research and dialogue about the importance of communication and job satisfaction among organizational professionals over the years (Applbaum et al., 1973). These discussions have led public and private organizations to evaluate their communication systems and assess these effects on the institution's effectiveness (Weigel, 1994).

North Carolina Cooperative Extension has many factors that could lead to poor communication. One of the principal communication challenges in North Carolina is that there are over 101 county Extension centers, each with staff who are programmatically different based on the needs of that county center (Ort, 1999). Each Extension staff member reports and communicates to different support groups according to their program emphasis. Furthermore, many county centers are geographically separated from central administration and have diverse technological capacities as it relates to infrastructure and individual capabilities (Owen, 1999). The NCCE system also experiences mounting complex and politically sensitive educational needs throughout the state, creating opportunities for cross discipline programming, which blur organizational boundaries all the more. In order to be a relevant public service organization,

Extension leaders should be focusing on achieving effective communication systems (Weigel, 1994).

North Carolina Cooperative Extension is being forced to change and broaden its programming scope with fewer resources. Attrition is at an all time high. Extension leaders must search for new and improved ways to keep Extension employees happy, productive and satisfied (Ort, 1999). Like many public service institutions, Extension professionals must interact with clientele in various roles and, at the same time, respond to administrative duties within the organizational setting. In doing so, they cope with enormous amounts of paperwork, while dealing with constant demands for immediate responses from both clientele and the institutions they serve. The pressure resulting from these demands can create a sense of physical and emotional exhaustion that often leads to job dissatisfaction. According to a recent national study, 89% of Americans report feeling high levels of stress on a regular basis (Filipczak, Raines & Zemke, 2000). This elevated stress strikes hardest among the educated, affluent, professional, and executive-type individual. According to Weigel (1994), several studies find Extension professionals to be at risk of job stress and dissatisfaction. Surmounting stress levels prove to influence job satisfaction. One recent study involving Extension agents in several western states finds that agents were not very satisfied with the job itself (Riggs, 1993). Because employees work harder and perform better if satisfied with their jobs, knowing the factors related to NCCE Faculty job satisfaction could help with retention and prevent staff frustration and low productivity (Weigel, 1994.)

Review of research indicates that employee information about job satisfaction and communication preferences of North Carolina Cooperative Extension is lacking and needs investigating. Based on this limited research and conversations among experts in the field, this

researcher believes that further exploration is needed, examining the effects communication preferences and job satisfaction have on NCCE.

### Statement of the Problem

As mentioned above, communication plays a critical role in an organization's success (Young, Worchel, & Woehr, 1998). Yeakley and Thompson (Thompson, 1996) have defined and researched a relatively new element that affects communication. These communication parameters involve a Jungian concept where individuals prefer to extravert a certain style when communicating with another. In theory, these styles should match up with the Myers-Briggs™ personality type, which measures Jung's theory of personality preferences. Thompson (1996) developed a new instrument that measures extraverted preference, called the Communication Preference Questionnaire™ (CPQ™). This novel concept and instrument brings a need for further research of effects it has on organizations and communication itself. For the purpose of this study, the preferred language type extraverted is determined by the CPQ™.

Job satisfaction has long been studied in organizations as to its influence on organizational effectiveness. Nationally, Extension has studied job satisfaction but there has not been any consistency on the instruments and theories used. North Carolina Extension has not recently ascertained the job satisfaction levels of their faculty. Of the many theories and instruments used for studying job satisfaction and motivation the Minnesota Job Satisfaction Questionnaire™ (MSQ™) has proven to be reliable and valid. The instrument is based on Herzberg's theory of job satisfaction and motivation (Weiss, Dawis, England, & Lofquist, 1967). Given the economic climate and the loss of our brightest and best faculty members, this author feels that job satisfaction levels need investigating. The concept of job satisfaction is operationalized for the purpose of this study as the index from the MSQ™ Short-Form™.

Knowing the organizational communication preferences and job satisfaction levels for North Carolina's Extension faculty can be useful in enhancing an effective and dynamic organization like North Carolina Cooperative Extension. Weigel (1994) suggests that effective communication and job satisfaction can build morale, reduce misunderstanding, retain productive employees, reduce conflicts and most importantly, help Extension respond to its mission of "helping people help themselves." Prior literature and research review have not adequately addressed the understanding and impact which communication, type, and job satisfaction have on organizations, especially Extension. When Extension administrators and policy makers understand the sources of job satisfaction and communication type preferences among Extension faculty, more prudent decisions can be made for the organization. This study explores these issues mentioned above by determining if Extension faculty's job satisfaction is different from particular characteristics of communication type preferences and certain select demographic variables.

#### Purpose of the Study

The purpose of this study is to identify the language preference and job satisfaction for North Carolina Extension faculty. Descriptive statistics are gathered on extraverted type language preferences, job satisfaction and five selected demographic variables of gender, race, age, tenure and job satisfaction classifications. The demographic variables chosen are based on previous theoretical connections from the literature review in Chapter 2. Differences are analyzed between the above variables.

#### Research Objectives

Objective 1: To determine, describe and compare selected demographic characteristics of North Carolina Cooperative Extension faculty.

Objective 2: To determine, describe and compare the type language preferences of North Carolina Cooperative Extension faculty.

Objective 3: To determine, describe and compare the job satisfaction levels of North Carolina Cooperative Extension faculty.

Objective 4: To describe the differences between communication type, job satisfaction and selected demographics for North Carolina Cooperative Extension faculty.

### Definition of Terms

**Attitudes** – Jung termed attitude as the energy flow directed toward the outer (extravert) or inner world (introvert). Jung postulated that this energy could be identified by observing an individual's behavior. They are dichotomous polar opposites (Thompson, 1996).

**Communication** – A process by which senders and receivers of messages interact in given social contexts (Soreno & Mortensen, 1970).

**Communication Adjustment Index (CAI)** - An index, developed by Flavil Yeakley that takes into account which functions are extraverted during communication and whether that function is dominant for that type (Yeakley, 1982).

**Communication Preference** – The extraverted communication preference based on Carl Jung's theory on personality type as measured by Henry Thompson's instrument called the Communication Preference Questionnaire (Thompson, 1995).

**Communication Wheel™** – The Communication Wheel™ is a tool for using psychological type to improve and understand communication. An essential feature of this system is an easy to understand model that visually represents the sixteen MBTI types and their relationship to each other (Thompson, 1995).

**CPQ™** - Developed by Dr. Henry Thompson, a nationally recognized expert on Jungian theory and communication. The CPQ™ is a quick self-report description of communication preferences

that has been correlated with type languages and the Communication Wheel™. The questions are based on type theory and empirical research (Thompson, 1995).

**Extension (CES)** – A publicly funded, non-formal, educational system that links the education and research resources of the U.S. Department of Agriculture land grant universities, and county administrative units (Seevers et al., 1997).

**Extrinsic Job Satisfaction** – Extrinsic job satisfaction is a part of Herzberg's theory on job satisfaction where de-motivating factors such as physical, economic, security, orientation, status and social factors dissatisfy individuals (Weiss, Dawis, England, & Lofquist, 1967).

**Extension Faculty** – North Carolina Cooperative Extension employees who are classified as Extension Agents and County Extension Directors, Extension Specialist and Extension Administrators.

**Frederick Herzberg** – Herzberg was one of the most influential management teachers and consultants of the postwar era. His book Work and the Nature of Man is listed as one of the 10 most important books influencing management theory and practice in the twentieth century (Blazer & Smith, 1990). His work contributes to human relations and motivation in terms of organization development. Herzberg believed workers are intrinsically satisfied by factors such as achievement, recognition, growth, advancement and interest in the job. In addition, he believed that workers are extrinsically dissatisfied by variables such as the companies structures, its policies and its administration, the kind of supervision which people receive while on the job, working conditions, interpersonal relations, salary, status, and security. These extrinsic factors do not lead to higher levels of motivation but without them, there is dissatisfaction (Herzberg, 1959).

**Functions** – Jung expanded his typology by adding four functions: Sensing, iNtuiting, Thinking, and Feeling. These functions provided additional means for the psyche to adapt to the attitudinal (outer/inner) world. Like attitudes, they are dichotomous polar opposites (Thompson, 1996).

**Intrinsic Job Satisfaction** – Intrinsic job satisfaction is a part of Herzberg's theory on job satisfaction where motivators are based on internal perceptions of growth, achievement, responsibility and recognition all of which help determine intrinsic job satisfaction (Herzberg, 1959).

**Job Satisfaction** – A part of Herzberg's theory on job satisfaction which motivators and "dissatisfiers" determine positive or negative feelings toward work adjustment in terms of intrinsic, extrinsic and general job satisfaction as measured by the MSQ Short-Form™ (Herzberg, 1959).

**Judging Language** – The Judging languages are decision making type languages. These languages exhibit characteristics similar to the extraverted sides of the psychological functions of Thinking and Feeling. These languages make decisions and conclusions about information perceived (Thompson, 1995).

**Language Preference Sequence** – A theoretical framework that reflects the primary, second, third and fourth choices for oral communication based on Jung's psychological type (Yeakley, 1982).

**MSQ™** - Minnesota Satisfaction Questionnaire™ is an instrument developed by the University of Minnesota to measure Herzberg's theory of job satisfaction. A long form and short form were created (Weiss, Dawis, England, & Lofquist, 1967).

**Myers- Briggs Type Indicator (MBTI®)** - The MBTI® is an instrument designed and constructed to measure or indicate the basic preferences one uses to look on and react to life.

The test is a non-threatening indicator of one's basic patterns of mental functioning. These patterns are the distinguishing characteristics between personality types. The MBTI® points out the patterns of one's mental functions and assigns a personality type (Lawrence, 1979).

**Perceiving Languages** – Perceiving languages seek information and revolve around gathering and presenting information. These languages exhibit characteristics similar to the extraverted sides of the psychological functions Sensing and Intuitive. This language does not make decisions or draw conclusions (Thompson, 1995).

**Psychological Type** – Psychological type is a specific combination of habitually conscious activity that may be identified according to typological principles and concepts. Each individual potentially constellates a particular typological configuration at the conscious level that in turn is compensated at the unconscious level (Spoto, 1995).

**Receiver** – The individual or group for which a certain message is intended (Windahl et al., 1992)

**Sender** – The entity that says or does something to generate meanings. (Lionberger & Gwin, 1982).

**Type** – An individual's psychological type or preference for how a person interacts, takes in information, comes to conclusions, and structures their lives (Liles & Owen, 1997).

**Type Dialect** – A type dialect is a particular form of a type language that results from the dynamic interaction of the primary and secondary language preferences. The type dialect is determined by the CPQ™ and is indicated in a two-letter combination representing the primary and then secondary language preference. A type dialect results from the dynamic interaction of perception and judging functional pair combinations that comes from Jung's type theory (Thompson, 1995). The eight type dialects are:

- a) Sensing/Thinking (ST) – Individuals preferring this language lead with the sensing language, focusing on the immediate situation. They use the logic of Thinking to support Sensing. This is a practical and factual oriented language.
- b) Sensing/Feeling (SF) – This dialect is focused on the immediate situation; however, this language type is supported with the people focus of the Feeling language.
- c) Intuiting/Thinking (NT) – The NT dialect is a free flowing, idea generating dialect supported by the precise, logical analysis of the Thinking language.
- d) Intuiting/Feeling (NF) – Individuals preferring this extraverted language preference like fast moving, idea generating languages that are supported by the people focused Feeling language.
- e) Thinking/Sensing (TS) – This dialect leads with organization, structure and logic supported by facts, especially facts from the past.
- f) Thinking/Intuiting (TN) – The TN dialect is a logical, intellectual and impersonal dialect supported by the future oriented ideas of the intuiting language.
- g) Feeling/Sensing (FS) – Individuals preferring this extraverted dialect focus on people and people issues. This dialect is supported by a past-oriented sensing language that ties people with events and specifics.
- h) Feeling/Intuiting (FN) - The FN dialect is a fast moving, warm, friendly and creative language. Although conversations are about personal relationships, the supporting intuiting language causes the focus to be on the future.

**Type Language** – Type language is a pattern of communication associated with the extraverted function of a particular personality type. Type languages are similar to foreign languages in that people need to listen and speak in the same language to reduce communication problems. These

languages can be grouped into four categories: Sensing, Intuitive, Thinking and Feeling languages (Thompson, 1995). Type language is determined by the CPQ™.

a) Sensing Language (S) – The Sensing language is a type language pattern of communication associated with the extraverted function of a particular personality type. This language focuses on the present issues, which are backed by facts. The Sensing language would include practical, literal, concrete examples that include a critiqued bottom line. This straight talking language values experience, dependability and reality while avoiding the abstract and theoretical aspects of communication (Thompson, 1995).

Thinking Language (T) – The Thinking language is a type language pattern of communication associated with the extraverted function of a particular personality type. This judging language consists of critical cause and effect lingo. The language values logic, consistency and validity and likes to approach conversations in a business like, intellectual, structured way. The Thinking language focuses on the past with a cause and effect and structure discourse (Thompson, 1995).

b) Intuitive Language (N) - A type language pattern of communication associated with the extraverted function of the Intuitive personality type. This perceiving language consists of future possibilities, concepts, the possibility of what could be, which keeps speech in the future tense. The quick thinking Intuitive language is usually about focusing on the big picture in an abstract way. This language can be complex at times since they are always including everything (Thompson, 1995).

Feeling Language (F) - A type language pattern of communication associated with the extraverted function of a particular personality type. Attributes of this language includes personal relationships and being needed. The Feeling language preference likes to

approach conversations in a warm, friendly, face to face, trusting way. A Feeling language focuses on people, relationships and societal norms (Thompson, 1995).

### Assumptions and Limitations of the Study

It is an assumption of the study that the CPQ™ and the MSQ Short-Form™ conducted via the NCCE Intranet for this population are valid and reliable measures for indicating attitudinal communication type preferences and job satisfaction respectively. The researcher assumes that the responses submitted by the participants were given due consideration; therefore, the responses reveal actual preferences pertinent to the investigation. There exists no evidence suggesting deliberate misrepresentation made during this study. The slight modifications in wording of the MSQ Short-Form™ and CPQ™ do not alter significantly the instrument's validity and reliability. Participation of the population was based on willingness to respond to the instrument used.

The population is limited to NCCE. The results could have implications for other Cooperative Extension Services and similar educational organizations, but the findings should be limited to the population studied. This study is an assessment of the organization at a moment in time. To make predictions and inferences into the future about communication and job satisfaction would not be recommended.

### Organization of the Study

Chapter 1 includes a justification and need for the study along with a statement of the problem, assumptions, definitions and limitations of the study as it relates to NCCE. The concepts, conceptual framework and a review of the significant research pertinent to the study are incorporated in Chapter 2. An explanation of the study's research design, the population description, the description of the instruments and how the data was collected and analyzed are

presented in Chapter 3. Chapter 4 begins with a brief review of the rationale and purpose of the study and proceeds to describe the results of this study, which are guided by the four objectives outlined in Chapter 1. The chapter concludes with a summary of the findings. Chapter 5 contains a brief review of the rationale, method and purpose of this study. The major research findings, conclusions and constructed implications from those findings are described in Chapter 5. Recommendations based on those findings and recommendations for further research are also given in Chapter 5.

### Summary

With today's "performance based budgeting", growing programming demands and fragmented county centers, job satisfaction and communication are more important than ever. Extension leaders are increasingly looking for organizational development fundamentals that can facilitate Extension's relevance in this ever-changing world. Type preferences, communication and job satisfaction have all been separately researched in Extension, but there has been very limited research on NCCE combining all of these concepts. This study is significant to NCCE, in that it can enhance the ability to carry out the Extension mission of "helping people help themselves."

## CHAPTER 2.

### CONCEPTUAL FOUNDATION AND LITERATURE REVIEW

The conceptual frameworks of the study and literature review for three major areas are incorporated in Chapter 2. These focal points are: a) type theory and communication; b) type theory and job satisfaction; and c) type theory, communication and job satisfaction

The first section of this chapter integrates and defines the concepts and variables related to this study. The second section develops the relationship between communication type and job satisfaction by outlining the research literature involving both topics.

The purpose of this study is to assess, the extraverted language type preference as measured by the CPQ™, the job satisfaction levels as measured by the MSQ Short-Form™ and finally determine if there are differences between the language type preferred, select demographic variables and job satisfaction for NCCE faculty.

#### Theoretical Rationale and Concepts Related to Study

##### The Communication Model

For the purpose of this study, communication is conceptually the complex circular process of individuals transferring meaningful information from a sender to a receiver (Thompson, 1995). Thompson (1995) suggests that this circular process quickly becomes very complicated as other independent variables constrain the communication process. The communication framework used for this study is based on the Dr. Henry Thompson's model shown in Figure 1. Initially the model suggests a sender sends a message and a receiver decodes it and encodes a reply as feedback. The process continues as feedback, is decoded and encoded from sender to receiver until meaning is transferred. Mehrabian, & Ferris (1967), determined

that communication constraints could occur as the feedback manifests itself as words, tone, body language, and symbols or in writing. Thompson's (1995) model includes many of these communication constraints as social, individual and neurological. The social constraints are composed of verbal, non-verbal, symbolic and societal norm factors. An example of this type of constraint is how the same word has different meanings for each individual. The word "often" for example, is specifically defined differently by different people. Neurological constraints, as defined by Thompson (1995), are those physical or mental disabilities that individuals might have that inhibit communication such as hearing, speaking or physiological difficulties. For instance, many Extension adult educational settings have older participants who have impaired hearing (Knowles, 1980). Thompson identifies individual constraints as psychological type preferences, wants, values, self-concepts and past experiences. The model insinuates that each of these independent variables have different effects upon communication depending on the sender and the receiver and the environment in which the communication takes place (Thompson, 1996).

Thompson (1995) uses personality type theory as a framework for identifying personality type as an important component in effective communication. In addition, Thompson builds on the work of Flavil Yeakley (1982), who laid the groundwork in his landmark studies on personality type and communication preferences. This study will focus on Thompson and Yeakley's conceptual idea that personality type, that is how we prefer to communicate orally, can affect communication effectiveness.

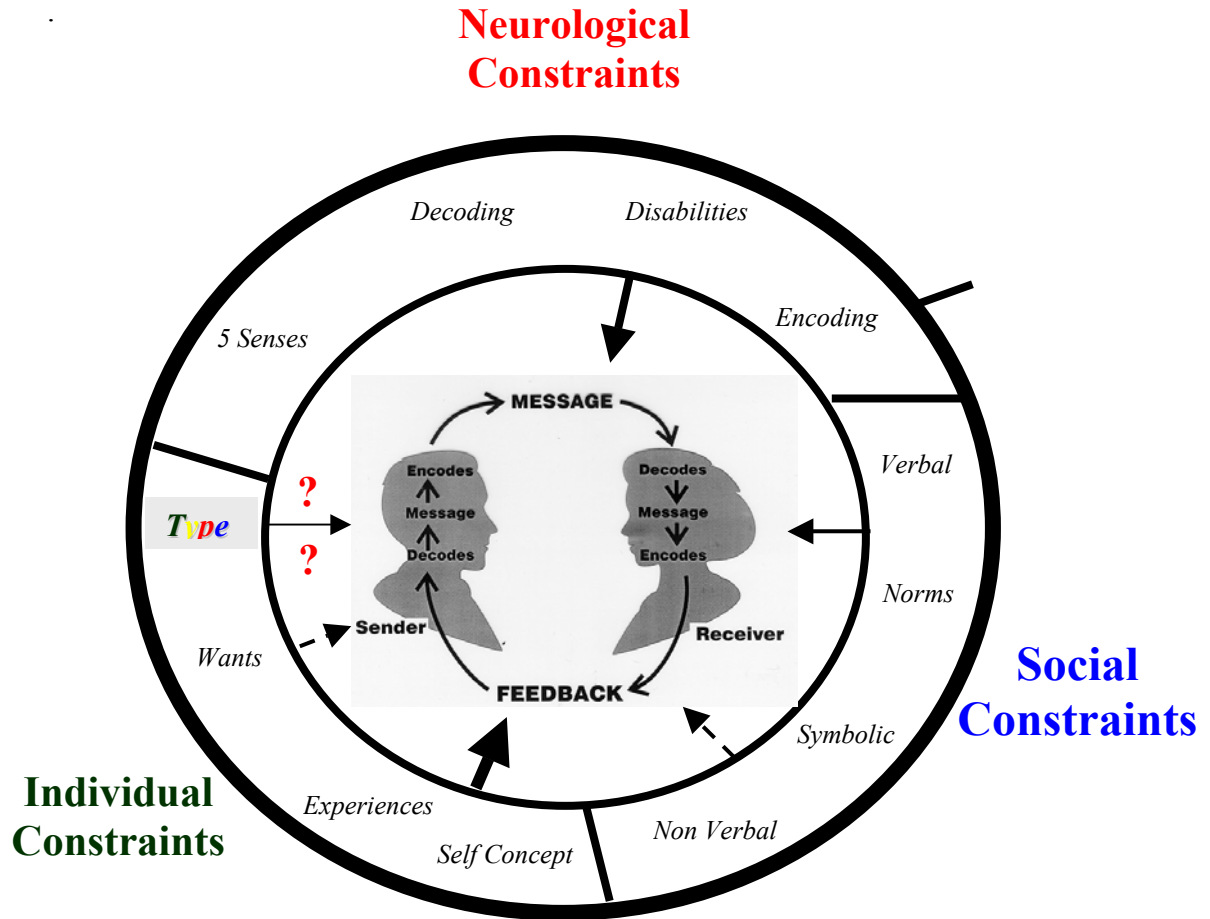


Figure 1. Conceptual Communication Model for Communication (Thompson, 1996  
Cited from Thompson, H., (1995). The communication wheel: A resource book. Watkinsville,  
GA: High Performing Systems. p. 4.

## Psychological Type

A number of perspectives deal with Jungian psychology, two of which are the Myers-Briggs Type Indicator® (MBTI®) and the Kersey Temperament Sorter™. Both are recognized as valid and reliable methods of predicting how individuals are likely to behave in certain situations (Harbour, 1997). Carl Jung, a Swiss Psychiatrist, first developed the theory about personality types on which these two instruments were based. As Thompson (1996) illustrates, Jung felt that human behavior was not random, but it was in fact predictable and therefore classifiable. He suggested that differences in behavior are a result of preferences related to the basic functions our personalities performed throughout life (Thompson, 1996). These preferences emerge early in life, forming the foundation of our personalities. Jung postulates that such preferences are the core of our attractions and aversions to people, tasks, and events in all our lives (Kroegeer, & Thuesen, 1992). To fully appreciate the theoretical foundation and role that type has on communication, it is important to become cognizant of the history and theory of Carl Jung and the instruments that measure his theories.

In the 1920's, two Americans, Katherine Cook Briggs and her daughter, Isabel Briggs Myers, expanded on Jung's theory and developed an instrument designed to measure Jung's personality type theory. To this day it is still the most widely used psychological inventory in the world, with over 50 years of research and over three million people taking it a year (Myers, & McCaulley, 1985). The instrument has been used all over the world being translated into Japanese, Spanish, French, German and many other languages (Kroegeer, & Thuesen, 1992). For years, validity has been determined by correlation's being made of the MBTI® and other measures, which determine the same individual characteristics. Correlations are high with

instruments such as The California Psychological Inventory, Edwards Personality Preference Survey, and the Minnesota Multiphasic Personality Inventory (Myers, & McCaulley, 1985).

While psychological type theory is valuable in understanding management style, teams, dynamics of human relationships in organizations, and career counseling, its uses should be understood in the proper perspective. Carl Jung, the founder of the theory behind the MBTI®, cautioned that his theory was a segment of analytical psychology. Jung felt that his types described general personality features rather than individuals as a whole (Kroeger, & Thuesen, 1992). Katherine Cook Briggs and Isabel Briggs Myers use Jung's theory to describe individual personality differences in a non-judgmental way. They developed an instrument which increased the versatility and usefulness of Jung's work. The MBTI® describes sixteen different personality types, using a combination of four different letters to indicate an individual's dominant characteristics in four functional and attitudinal areas (Thompson, 1996). The two attitudes they describe are extraverts and introverts (designated "E" and "I" on the MBTI®). They describe two functions, Thinking (T) and Feeling (F), and two irrational or perception functions, Sensing (S) and Intuition (N). An orientation variable was added by Myers and Briggs to indicate the kind of functioning a person used most in dealing with the outside world, Judging (J) and Perceiving (P) (Thompson, 1996). Figure 2 shows the dichotomous functions and attitude extremes.

EXTRAVERSION (E) Chooses people as a source of energy	Vs.	INTROVERSION (I) Prefers solitude to recover energy
SENSATION (S) Practical, sensible, realistic	Vs.	INTUITION (N) Innovative, daydreamer, speculative
THINKING (T) Impersonal, objective, analyze	Vs.	FEELING (F) Intimate, subjective, humane
JUDGING (J) Decisive, task-oriented, driver	Vs.	PERCEIVING (P) Flexible, procrastinators, unsettled

Figure 2. The Four Functional and Attitudinal Extremes of the MBTI® (Thompson, 1996)

The four dichotomous attitudes and functions generate 16 different personality types. These sixteen different types can be identified by the MBTI® and a brief description is demonstrated in Figure 3. For example, an ISTP is labeled as a perceptive type with thinking that prefers the inner world that is realistic, logical and spontaneous.

		With Thinking	With Feeling	With Feeling	With Thinking
Introverts	Perceptive Types	ISTP Inner world, realistic, logical, spontaneous	ISFP Inner world, realistic, values driven, spontaneous	INFP Inner world, imaginative, values driven, spontaneous	INTP Inner world, imaginative, logical, spontaneous
	Judging Types	ISTJ Inner world, realistic, logical, orderly	ISFJ Inner world, realistic, values driven, orderly	INFJ Inner world, imaginative, values driven, orderly	INTJ Inner world, imaginative, logical, orderly
Extraverts	Judging Types	ESTJ Outer world, realistic, logical, orderly	ESFJ Outer world, realistic, values driven, orderly	ENFJ Outer world, imaginative, values driven, orderly	ENTJ Outer world, imaginative, logical, orderly
	Perceptive Types	ESTP Outer world, realistic, logical, spontaneous	ESFP Outer world, realistic, values driven, spontaneous	ENFP Outer world, imaginative, values driven, spontaneous	ENTP Outer world, imaginative, logical, spontaneous

Figure 3. General Descriptions of the Sixteen MBTI® Types (Thompson, 1996)

## Psychological Type and Communication

There is a long history of research and literature on type theory and communication. In fact, there are over 165 instruments that measure interpersonal communication. Even though communication differences have long been a concern for those who study psychological type, only a few instruments have been developed that measure communication as it relates to Jungian theory (Rubin, & Graham, 1994). In a keynote address to the First National Conference on the uses of the Myers-Briggs Indicator, Isabel Myers talks about the problems with communicating to other types.

“ . . . you must have noticed that some people are much easier for you to communicate with than others are. It is rather a shock to find occasionally, by accident, that a communication you thought you made did not arrive at the other person’s ears or brain in anything like the form it left you. This difficulty can be dealt with in part if you have a workable notion of what the other person’s type is.” (Myers, 1977, p.5)

The idea of using type to help with communication has been acknowledged as being one of the key uses of MBTI®. In the MBTI® Manual, Myers and McCauley (1985) suggest that the MBTI® has been used to enhance understanding and agreement between different types and groups. They imply that different types use different communication styles and that the effectiveness of the communication may depend on their understanding of what communication styles are preferred by the various types. In the book Gifts Differing, Isabel Myers (1980) provides suggestions for using type to enhance and understand communication between Thinking, Feeling, Sensing and Intuitive types. She suggests that one should be true to his communication preferences and listen for the preferences of others while communicating. Many of the other type “experts” describe typical problems that occur when different types communicate (Hirsh & Kummerow, 1989; Kiersey & Bates, 1978; & Kroeger & Thuesen, 1987).

There are many different theories as to the sequential preferences of type and how type affects communication. This study applies the most widely used theory as to how preference sequence is predicted within the functions of Sensing, Intuition, Thinking and Feeling (Thompson, 1996). To recognize how type affects communication, it is important to understand the complexity of how the theory determines preference order of the type functions of Sensing, Intuitive, Thinking and Feeling.

Myers & Briggs (1980), in their effort to make Jung's theory more understandable, studied how the different types adapted to the outer world. They discovered that all of us use either a perceptive function (S or N) or a judging function (T or F) to deal with the outer world. This accepted orientation dimension is added to Jung's theory to provide a pointer, or indicator, as to which of these functions we use to adapt to the outer world first (Myers, 1980). For example, if the MBTI® indicates you are a "J," you prefer to use your judging function to adapt to the outer world, which is Thinking or Feeling; if the MBTI® indicates you are a "P," you prefer to use your perceptive function which is Sensing or Intuitive. Myers (1980) suggests that when we communicate, we are engaging the outer world and that this influences the way we prefer to communicate orally. This extraverted preference leads to many attempts by type experts to define how type influences communication and in what sequence. In addition, type experts argue that these preferences predict an extroverted style that is based on the functional preference.

The earliest research conducted to validate these communication recommendations and theories, comes from Yeakley's (1982) award winning research on psychological type and communication. Although an excellent piece of research, it is based on the theoretical premise that not only does each of the 16 types have a primary communication style that is determined by

the extraverted function, but also a second, third and fourth language preferential sequence. Yeakley presents a sound theoretical base in Jungian psychology for analyzing communication style preferences between two people. Yeakley argues that having common preferences would not necessarily yield effective communication. Rather, effective communication results when two people are using the same preferred communication style. For example, Yeakley believed that communication occurs when two individuals spoke the same extraverted language type (i.e. Thinking speaking to Thinking). Yeakley devised a complex numerical index to chart the difficulty of communication between the various types that comes from previous work of Myers, Briggs and Jung (Yeakley, 1982).

Dr. Henry Thompson (1996) expands on Yeakley's hypothesis, believing that to varying degrees we sequentially prefer to speak each of the four Perceiving and Judging functional preferences (S, N, T, F) as determined by the J-P attitude and that that these preferences could be thought of as type languages (Thompson, 1997). Thompson and Yeakley both believe that extraverted type preferences are similar to foreign languages, in that people need to listen and speak in the same language to reduce communication problems. A brief description of each of the language preferences, as describe by Thompson, and the theoretical foundation of the functional sequence framework is central to the understanding of this study.

Thompson believes that all types primarily speak one of the four functional preferences (S, N, T, F). Which language a particular type speaks is driven, theoretically, by the extraverted function. This means that the function that is used to engage the outer world is the "type language" heard by others. The type languages are operationalized based on specific characteristics found in the speech patterns that are associated with the four functions of Sensing, Intuiting, Thinking and Feeling. If Sensing is driving the language, the observer should hear a

non-judgmental presentation of facts concerning the past or present, a concrete, agenda-driven focus with action orientation and descriptions. The Intuiting language (the opposite of Sensing) tends to be a stream-of-consciousness type of flow, with creative, future-oriented, exaggerated, rambling flow of thoughts. If Thinking is driving the language, the observer should hear logic, cause-and-effect, and impersonal analysis descriptions. The Feeling language (opposite of Thinking) should be focused on people, personal relationships and values (Appendix C). Thompson (1996) suggests that the languages are presented as if they are isolated from the other functions, and somewhat in the extreme. In practice, the primary language is often colored by the secondary language, the two together are called a dialect; even the third and fourth preferred sequence of one's type language is often heard (Thompson, 1996).

The review of the literature suggests that there are several accepted theories as to the linear sequence of extraverted type preference. These range from focusing on two polar preferences (Bar & Bar, 1989, Hirsh & Kummerow, 1989) to focusing on eight individual preferences (Murray, 1989). Currently, the four-preference approach explained below seems to be the most prevalent method of teaching extraverted preferential sequence (Thompson, 1996). This model suggests that to varying degrees we can speak and prefer each of the four type languages but prefer a primary language which is determined by the J-P attitude. This theoretical preference approach indicates the second language preference comes from the function that is next to the extraverted function in the type code. The third preference is the opposite of the second and the fourth is the opposite of the first function. Figure 4 shows the preferred extraverted communication sequence for an ESTJ personality type. The Judging attitude points to the Thinking function as the primary extraverted preference and the secondary language preference is Sensing. The third language preference is the opposite of the secondary

(intuitive) and the fourth is the opposite of the primary (feeling). The study will use this model for oral communication preference.

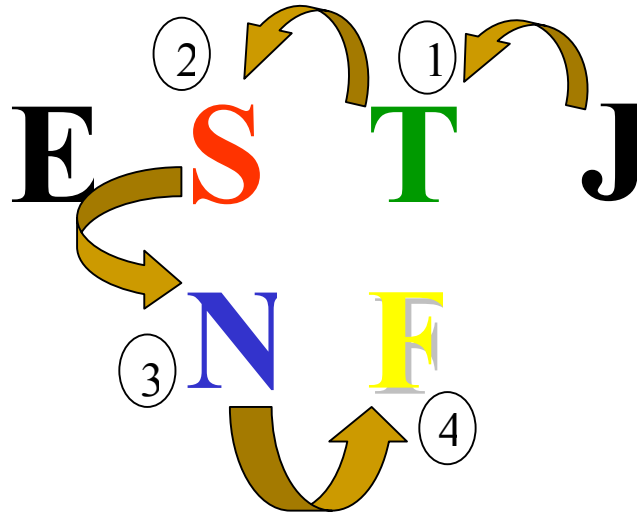


Figure 4. Model Used for Determining Language Preference Sequence for an ESTJ

Thompson and Yeakley believe that each of the 16 types can speak all four languages, but with skill levels that match their preferences for sequence of use. Figure 5 shows the preferred sequence for each type. Both introverted and extraverted forms of a type exhibit the same extraverted language type preference.

Type		Preference Sequence			
		1	2	3	4
ESTP	ISTP	S	T	F	N
ESFP	ISFP	S	F	T	N
ENTP	INTP	N	T	F	S
ENFP	INFP	N	F	T	S
ESTJ	ISTJ	T	S	N	F
ENTJ	INTJ	T	N	S	F
ESFJ	ISFJ	F	S	N	T
ENFJ	INFJ	F	N	S	T

Figure 5. Language Preference Sequence by Type (Thompson, 1996)

Communication Preference Questionnaire™

Dr. Henry Thompson expanded on Yeakley’s complex models, and developed the Communication Preference Questionnaire™ (CPQ™) and the Communication Wheel™, which pulled together the key components of psychological type, communication preferences, and explained them in a simple, practical and easy-to-use model. The CPQ™ determines the primary language and dialect preference of one’s personality type and the Communication Wheel™ is a visual aid in the understanding of the concept of psychological type and its relationship to communication. Since 1983, these tools have been proven by experts in the field to be an effective means of improving communication among all types (Thompson, 1996).

A wheel is used as the model format for the Communication Wheel™ because it visually represents the relationships among the various types and their probable degree of difficulty in communicating. Figure 6 shows the Communication Wheel™ and its design using three concentric rings. The outer ring is divided into the four communication languages of Sensing,

Intuitive, Thinking and Feeling. The second ring represents the eight dialects spoken by the 16 types and contains a language preference sequence for each dialect. Thompson (1996) made a case that a type dialect is a particular form of a type language that results from the dynamic interaction of the primary and the secondary languages. Given the four dichotomous primary type languages, eight distinct dialects are possible. Adding the eight dialects to the Communication Wheel™ produces an added detail where one can begin to predict with some degree of accuracy the difficulty that one dialect might have communicating with another. The third ring contains the type preference letters, which identify the particular communication style of the dialect. This format allows for types with the same dialect to be placed side by side and opposite dialects to be placed across from one another. For example, the STP dialect is directly across the wheel from the NFP, suggesting that their language preferences and styles are different. The ease and simplicity of this instrument can aid with communication and relationship development in organizations, which are among the greatest challenges organizations will have to face (Pearman, 1998).

## The Communication Wheel™

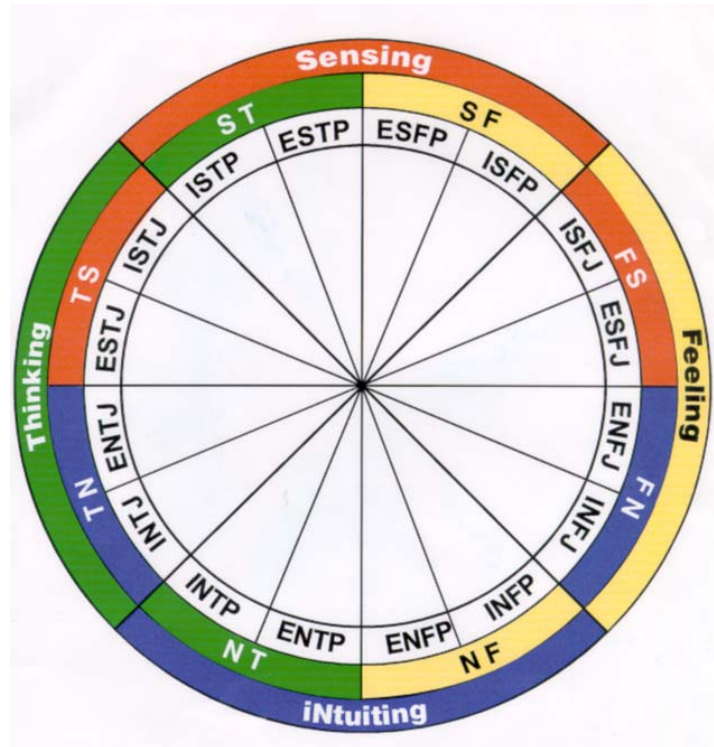


Figure 6. The Communication Wheel™ Diagram (Thompson, 1995)

## Psychological Type and Job Satisfaction

As mentioned in Chapter 1, job satisfaction is important to the success of any organization. If employees are unhappy with working conditions, co-workers, supervisors, or the environment, workers might not stay and do their best for the business (Young, Worchel, & Woehr, 1998). Job satisfaction has been studied in many different contexts while considering several different theories. Since the earliest investigations in the 1920's, job satisfaction has perhaps become the most widely studied variable in industrial/organizational psychology (Balzer & Smith, 1990). To support this, Locke (1969) estimated that some 3,350 articles and dissertations had been written on the subject of job satisfaction, in addition, a review of a

database of psychological and sociological literature since 1976 found a further 4,512 articles and dissertations referring to job satisfaction (Scarpello, 1980).

These articles and studies provide assorted operational definitions for job satisfaction. For example, Mills (1951) explains satisfaction in relationship to income; Jersild (1955) begins from the standpoint of understanding and acceptance of self; Bellow (1961) declares that worker satisfaction is a state of normal motivation or tension; Vroom (1967) says that job satisfaction has been typically defined as an individual's attitude about work roles and the relationship to worker motivation; and Adrisani (1978) relates it to intrinsic factors contributing to positive feeling about one's job. Bess (1977) and Blai (1964) are two of the numerous researchers who looked at job satisfaction in terms of getting needs met. Bellows (1961) gives a history of job satisfaction studies, tracing them back to the time of Plato. He is a strong advocate of using attitudinal surveys as the best way to look at worker satisfaction and dissatisfaction.

Even though studies on job satisfaction represent a host of different theories and descriptions, the literature makes frequent mention of the work of Frederick Herzberg (1959), the creator of the two-factor theory or the Motivation-Hygiene Theory. Findings from Herzberg's research show five factors as strong determiners of job satisfaction and motivation. These intrinsic factors are achievement, recognition, the work itself, responsibility and advancement. Furthermore, Herzberg determined that external environmental factors such as company policy, administration styles, supervision, salary, working conditions and interpersonal relations were dissatisfiers and if present individuals would be satisfied, but not motivated (Herzberg, Mausner, & Snyderman, 1959). Figure 7 shows the Herzberg model use for this study, which includes Herzberg's theories of intrinsic motivational needs of workers as well as external maintenance needs.

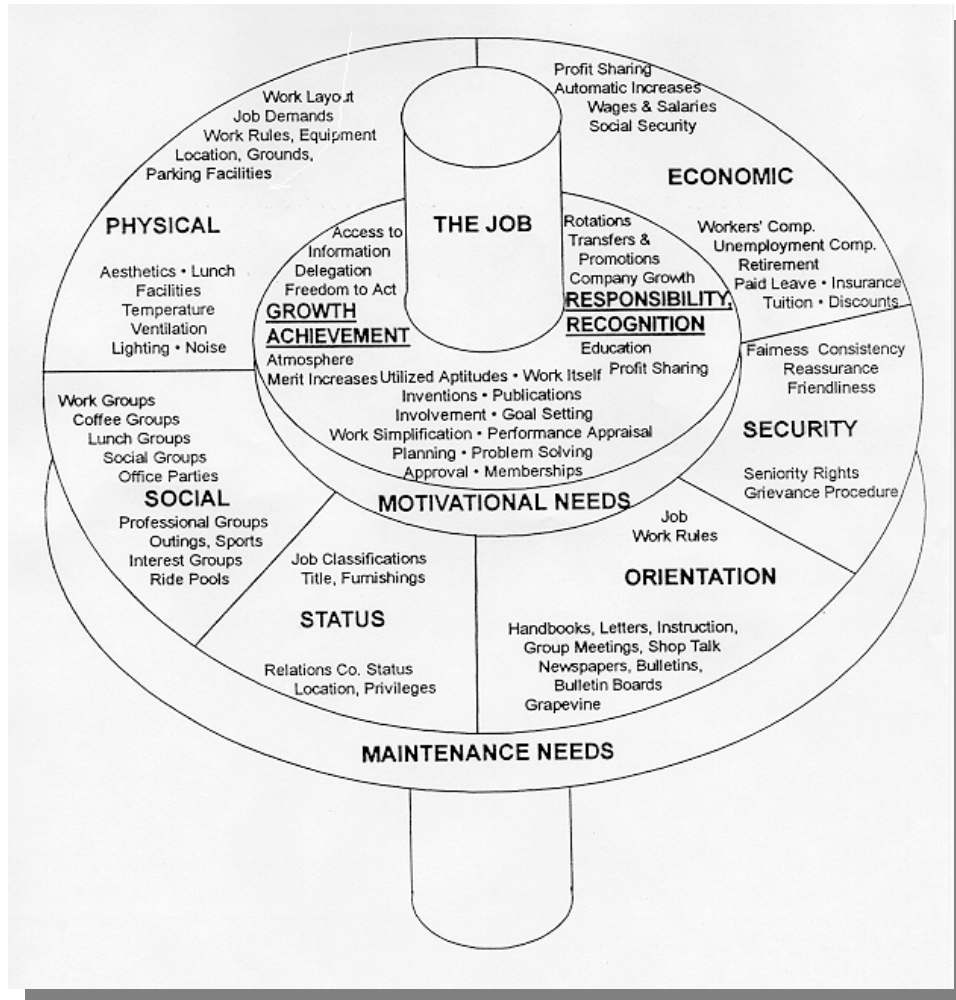


Figure 7. Herzberg's Model of Job Satisfaction (Herzberg, 1974)

The instrument selected for this study that measures Herzberg's theory of job satisfaction is the Minnesota Satisfaction Questionnaire – Short Form™ (MSQ™). The MSQ™ is mentioned frequently in the literature on job satisfaction and is based upon studies that began in 1957. The MSQ™ aims at work adjustment potential and evaluation of work adjustment scores. The MSQ™ provides a more individualized picture of worker satisfaction than general measures of satisfaction, which consider the job as a whole. It has years of peer review, is easy to read, takes little time to administer and meets accepted standards for reliability and validity coefficients (Weiss, et al., 1967). The review of the literature indicates that there is lack of research consistency to build a foundation of knowledge on job satisfaction as it relates to studies in Extension.

Job satisfaction has also been studied in the context of personality type. Myers & McCaulley (1985) suggest that the preferences contained in the MBTI® influence job satisfaction, in that they provide individuals with an understanding of their job interest and how they prefer their work environment. Several studies suggest that individuals seek occupational environments that are congruent with their personality type (Holland, 1973). Moreover, Holland (1973) finds that job satisfaction is increased when there is congruence between personality type and the work environment. Of course, no occupation provides a perfect match between type preferences and work tasks, but good occupational selection can prevent major mistakes and promote efficiency. For example, an Extension Secretary, who is in daily contact with the public, might be better suited if the preference to the outer world was extraverted. The literature review reveals several researchers who attempt to find a link between type and job satisfaction (Clintsome, 1975; Connor, 1979; Fellers, 1975, Franks, 1972; Kuhn, 1981; Plessman, 1985; & Rhaim, 1981). Examinations of these studies are inconclusive as to their findings and

inconsistent in the operational definitions of variables. Many contained conflicting research objectives. Although much has been separately written and researched regarding job satisfaction and type, little has been done with communication, type and job satisfaction collectively.

### Conceptual Framework

Figure 8 presents the conceptual framework for the study. Three independent variables are evaluated: communication type preferences, job satisfaction, and certain selected demographic variables. Chapter 1 outlines the importance each of these variables have on organization effectiveness. The descriptive census study of NCCE faculty determines language preference, as measured by the CPQ™ instrument; the job satisfaction, as measured by the MSQ Short-Form™ and selected demographic variables. For the purpose of this study, descriptive data was gathered on each of the variables and the testing for means of job satisfaction was conducted to measure the significant differences of communication preferences, on the job satisfaction, and the selected demographic variables. The related literature review will examine the associated research for each of these variables separately and then collectively. In addition, this review starts with a broad organizational inspection and then focuses, where possible, on the studies that have been undertaken in Education or in Extension. The review then justifies the study further, by pointing out research gaps and the need for additional inquiry.

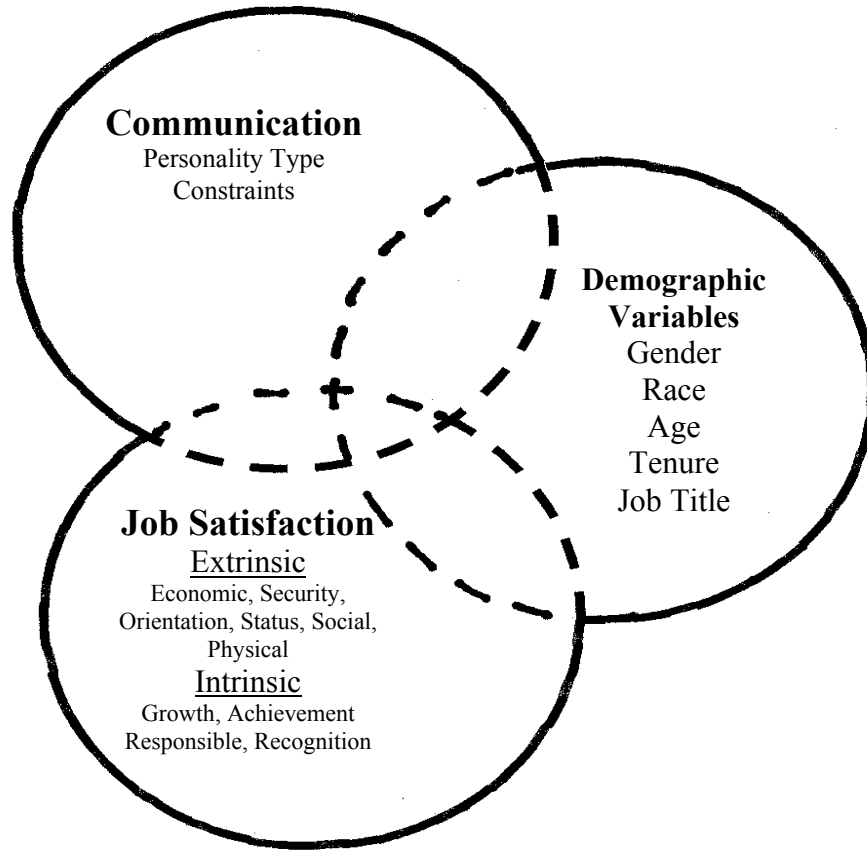


Figure 8. The Conceptual Framework Used for This Study

## Related Literature

The remainder of this chapter unfolds the related research on type and communication, type and job satisfaction and then type, communication, and job satisfaction. Since past studies are narrow and limited in various areas concerning these variables, a broad research focus is chronologically reviewed, followed by reviews on specific Extension research.

### Psychological Type and Communication

Poor communication is often linked to psychological type as it relates to teams, organizations or group problem solving (Hammer, & Huszczo, 1996). The most important type related research on communication that involves individuals and organizations revolves around Flavil Yeakley's research on type and communication preferences (Yeakley, 1982). Yeakley argues that having common type preferences does not necessarily yield effective communication. He believes that to effectively communicate two people must use the same communication style at the same time as it relates to type. Yeakley suggests that a sender needs to use the receiver's first preference and then the second, third and fourth preferences to match the receiver's communication style. If the sender and receiver happen to share the same order of preferences, then adapting to each other is relatively easy. However, if the receiver's first preference is the sender's fourth preference, adapting to the other's style is more difficult (Yeakley, 1982). For example, an ESTJ preference for sending an oral message is the Thinking style. If this message is received by another ESTJ, ISTJ, ENTJ or INTJ, then the message, according to Yeakley can be successfully sent assuming all other constraints are minimized. However, if the ESTJ is sending a message to an INFP, the opposite of his type preference, Yeakley recommends that the ESTJ or the INFP will have to switch to their third preferred communication style, that of Intuitive or Thinking respectively (Yeakley, 1983).

Yeakley created what he calls a Communication Adjustment Index (CAI) to chart the difficulty for communication between the various types. This index takes into account which functions are extraverted during communication and whether that function is dominant for that type. Yeakley conducted a number of studies using the CAI. In a study of 30 manager/subordinate dyads, data suggest that the higher the CAI, the more likely both people in the dyad are to rate the communication as successful (Yeakley, 1982). Yeakley's (1982) results in various studies of manager subordinate relationships, marriages, teacher – student relationships, sales persons, and ministers indicating that high CIA's are related to higher ratings of communication effectiveness are described below.

Ten professionally trained marriage counselors working in church related centers selected 90 couples that had been involved in marriage counseling for the previous six months: 30 couples judged by the counselors to have worse relationships at that time than they had six month earlier; 30 couples judged to have experienced no change in their relationship over the previous six months; and 30 couples judged to have a better relationship at that time than they had six months earlier. These groups were assumed to reflect relative levels of communication effectiveness since the marriage counseling situation demands effective husband-wife communication if differences are to be resolved and the relationship improved. The MBTI® was administered to all subjects. Two-way communication adjustment scores were calculated for each of the 90 marital dyads. The results were that the higher the two-way communication adjustment scores, were the more likely the couple was to have improved their relationship through the six months of marriage counseling (Yeakley, 1982).

In another study by Yeakley, questionnaires were given to people at all levels of management in a large corporation. Both members of each manager-subordinate dyad were

asked to rate the communication in that dyad as being “successful” or “unsuccessful.” Thirty dyads were selected for the study and grouped according to “bad, mixed or good” communication. The MBTI® was administered to all of the dyads (60). Two-way communication scores were calculated for each dyad. The results suggest that the higher the two way communication adjustment scores, the more likely the dyads were to be in the groups where both rated their communication as being “successful” and the less likely those dyads were to be in the group where both rated their communication as being “unsuccessful” (Yeakley, 1982).

Yeakley did conduct studies using educational settings. One study involved 12 teachers teaching 24 lecture classes to 661 students. The MBTI® was administered to all the students and teachers. One-way communication adjustment scores for each teacher-student dyad were calculated with the teacher in the “sender” position. Comparisons were made between these scores and grades made by the student. The results show the greater the communication style preference similarity between teacher and student, the higher the student’s grades were likely to be (Yeakley, 1982).

Carey, Hamilton and Skanklin (1985), also used the CAI to study 99 pairs of female college roommates. CAI scores were correlated with relationship satisfaction as measured by the Barrett-Lennard Relationship Inventory. The results indicate that like types as defined by the CAI method seem to communicate better.

Even though the previous research suggests that communication in organizations is a function of communication style as defined by Yeakley’s interpretation of Myers-Briggs and Jungian theory, Yeakley’s model is complex and difficult to understand (Hermon, 1993).

Other studies that involve psychological type and communication were done by Hermon (1993) who administered questionnaires designed to elicit communication strategies to 108 employees in a construction firm. The questionnaire used a forced-choice format and asked people to select which kind of communication they preferred when messages about change were being communicated to them from their supervisor. Of the 16 “MBTI® strategies” six showed statistically significant differences between people of opposite preferences. The results support Jungian theory, finding that extraverts preferred messages that focused on the people involved in the change, while introverts wanted messages that addressed new ideas. Sensing types preferred practical and realistic messages and messages that indicated well thought out, detailed plans, while Intuitive types wanted imaginative and creative messages that focused on the challenges and possibilities of future work. Judging types preferred supervisors who did not surprise them and gave plenty of advance notice about changes. Perceiving types preferred supervisors who introduced new information that led to change, who were flexible and spontaneous and who encourage modifications in plans (Hermon, 1993).

Thorne (1987) also studied communication and psychological type. His study observed 52 women who were grouped in pairs to get acquainted in two conversations, one with an Introvert and one with an Extravert. The results suggest that Introverts with Introverts engage in focused problem talk, whereas Extraverts with Extraverts discuss a wider range of topics and make more claims of gaining common ground.

Dunning, Lange, & Adams, (1990) studied the relationships between personality type and interpersonal communication behavior of senior dental students. The purpose of the study was to explore how personality type relates to interpersonal skills of dental students. Fifty students were video taped and observed by behavioral science faculty using a “behavioral evaluation”

form. All were given the MBTI®. The study reveals that Sensors and Feelers communicated significantly better than Intuitives or Thinkers, respectively. Dunning, Lange & Adams (1990) determined that type appears to be a pivotal variable in dental student interpersonal communication.

Knically (1995) studied how certain elementary school teams communicated by psychological type. This study focused on determining if team member behavior in leadership team meetings was consistent with type communication styles. She looked at how the teams reached consensus, resolved conflict and reached closure. Knically attended leadership team meetings and coded communication styles. Findings support the theory that communication styles among individuals and teams may be predicted by psychological type (Knically, 1995).

Peter Drucker (1988) indicates that information and communication is the essential resource in an organization. This is very true for an organization like NCCE. Given the 101 county centers, different program areas, and the different departments, NCCE must communicate internally and externally to meet its mission effectively. The following are the Extension studies found on communication and/or psychological type.

Wiegel (1994) conducted an organizational communication audit for Nevada Extension. This audit determined the amount of information currently received, information needed to be received, and the sources of that information. The results are that both field staff and specialist expressed a need for greater information than they were currently receiving. They particularly wanted more on job performance, decision-making, and future developments. The most frequently used channel for this information was the county director or department chairperson. The “grapevine” was used primarily for communication about how decisions were made,

changes, and directions within Extension. This study shows the need, but does not address a method of how to enhance communication.

Earnest (1994) studied conflict management and the Myers-Briggs types of middle managers in Ohio Extension. Since conflict and communication are highly correlated, this study brings light to the importance of communication styles and conflict management styles for middle managers in Extension. This study evaluated 78 middle managers in Ohio Extension on conflict styles and Myers-Briggs preferences. A conflict management style instrument was developed and compared with MBTI® preferences. The results suggest that the largest group of middle managers used a collaborating style and were classified as Thinking/Judging personality styles. The study found that as tenure in Extension increased administrators preferred to use the avoiding conflict management style. Administrators who favored the judging preference were more likely to avoid conflict situations (Earnest, 1994).

McKenna and Martin (1992) conducted a study that suggests how Colorado Extension uses and values Myers-Briggs after an introductory MBTI® workshop. McKenna and Martin took a random sample (90) of over 2000 people in Colorado Extension who had gone through a MBTI® workshop recently. The results show that over 97% of the participants better understand their coworkers and teams, accepts and understands their preferences better, appreciates what their co-workers have to offer and see the need to develop better working relationships. Colorado Extension has applied the MBTI® principles with their teams, planning conferences, working with advisory councils and developing educational programs. This study suggests that the MBTI® has been and is continuing to be a useful tool for Extension and that if there are new applications that they should be investigated also as to their usefulness (McKenna, & Martin, 1992).

Many studies listed above reflect the effect personality type can have on communication and how this style influences aspects of the organization, business, and/or relationships. These studies also suggest that understanding one's own communication style is an essential starting point for more effective communications (Nasca, 1994). Hammer and Huszczo (1996) suggest that additional research is needed on other tools that measure communication preferences as it relates to psychological type. In addition, they suggest that more research on design analyses with type theory on preference sequences and dominant functions is sorely needed (Hammer, & Huszczo, 1996). Extension organizations in general have used the MBTI® for many years. Even so, these studies are incomplete, scattered, incomparable and somewhat dated. The CPQ™ is a relatively new instrument where limited research has occurred, particularly with Extension groups. This, along with the mentioned knowledge gaps, lends a need to study further psychological type's influence on communication in Extension.

#### Psychological Type and Job Satisfaction

Many separate studies, including Extension, have been completed on job satisfaction and on psychological type. However, few have been conducted where the two have been linked. Most of the studies link job satisfaction to psychological type theories in general, but no specific recommendations stem from these studies (Khun, 1981). Several studies suggest that job satisfaction increases when there is congruence between personality and occupational environment (Holland, 1973). The following studies are the relevant to psychological type and job satisfaction.

Nineteen studies on the relationship between psychological type and job satisfaction are reviewed in the MBTI® Career Report Manual (Hammer & Macdaid, 1992). Of these nineteen, ten suggest that psychological type is related to job satisfaction in ways consistent with Jungian

theory. Of these nineteen studies, no operationalized consistency is found in the job satisfaction theory or the instrument used to measure job satisfaction.

Olguin (1989) studied 120 adults and assessed their personality type after an explanation of temperament theory. This study determined that respondents' satisfaction was higher for aspects of their jobs that were theoretically related to their own temperament style. This was especially true for NF and SJ temperaments. The most important finding is that temperament predicts a sizable proportion of variance in facet-specific job satisfaction (Olguin, 1989).

Two other studies show that facet-specific satisfaction is related to psychological type. Bruhn, Bunce, & Floyd (1980) studied nurse practitioners and determined that the addition of the MBTI® (T-F scale) to a regression equation predicted more satisfaction variance than variables like "authority" and "responsibility." Hughes, Mosier, & Hung (1981) studied facet satisfaction of family physicians and found that Introverts had lower personal satisfaction and satisfaction with their practice. Intuitive and Feeling types expressed more satisfaction in their relationships with colleagues (Bruhn, Bunce, & Floyd, 1980).

This literature review finds little research in which MBTI® and the MSQ Short-Form™ is used as a measure of personality preferences and job satisfaction respectively. Scarbrough (1993) studied 255 midlevel staff members of an accounting firm using the MSQ Long-Form™ and the MBTI®. The study found that Judging types were more satisfied than Perceiving types, but further analysis revealed that the significant differences on the J-P scale were found in only women. There were no overall differences in satisfaction on the E-I, S-N or T-F scales. One of the key findings in this study is that failure to include gender as a variable in many models can mask important differences, particularly when the environment is historically occupied by people of only one gender (Scarbrough, 1993).

Buie (1988) studied 47 NASA computer professionals. A questionnaire was developed to measure job satisfaction and the MBTI® instrument was given to them. Over all, Intuitive types were more satisfied with their jobs than Sensing types. Most of the results are congruent with type theory. When ask about the aspects of the job they liked the most, the significant findings were as follows: Intuitive types said creativity, Extraverts mentioned competition; Feeling types said accomplishment, variety and cooperation; and Perceiving types liked spontaneity (Buie, 1988).

McCaulley, Macdaid, and Granade (1993) selected nine occupations from the Center for Application of Psychological Type (CAPT) data bank for study because they represented a wide range of jobs. Job satisfaction was measured using the MBTI® Form G answer sheet that asks, in regard to the person's occupation: "Do you like it?" and provides for three responses: "A lot," "OK" and "Not Much." Judging types were over represented in liking work "a lot" while Perceiving types said that they did not like their work (Granade, Macdaid, and McCaulley, 1993).

Smith (1989) explored the ability of Delphi groups to predict job satisfaction using knowledge of individual's psychological type to their occupational group. He used MBA students based on the fit between the student's occupation and his or her personality preferences. He gave them the Minnesota Importance Questionnaire™ (MIQ™) and the MBTI® instruments. He found that Delphi groups using MIQ™ results were able to predict satisfaction slightly better than Delphi groups using the MBTI®. This is surprising since the MIQ™ is empirically derived and uses precise mathematical formulas to test for occupational fit. Even so, it was found that neither the MBTI® or MIQ™ accounted for a large percentage of satisfaction variance, and that

the two instruments, when combined in the regression, did a better job of prediction than either instrument used separately (Smith, 1989).

Some research does not support the theory that Jungian theory influences job satisfaction. Rahim (1981) tested the hypothesis that congruence between psychological type and occupational environment has favorable influence on job satisfaction. This study collected a sample of 715 part time students and gave them the MBTI® and the Brayfield and Rothe's Index of Job Satisfaction. This study does not support the hypothesis that MBTI® influences job satisfaction, but it does cite a need for further research in this area (Rahim, 1981).

Khun (1981) examined the relationship between teacher psychological type and job satisfaction. She administered 483 MBTI® and MSQ Long-Form™ instruments to elementary and secondary schoolteachers in Florida. Conclusions showed that ESJs had the highest job satisfaction and IPs the lowest. Extraverts tended to be more satisfied with their careers than Introverts; satisfiers centered around intrinsic aspects of work, predominately, helping students; dissatisfiers involved extrinsic motivators such as salary, work conditions, and administrative policies. Finally, findings are consistent with previous research and theories of personality type and job satisfaction (Khun, 1981).

Many of the Extension studies in the 1980s investigate job satisfaction, stress and burnout, but few look at psychological type and its influence on job satisfaction. Fetsch, Flashman and Jeffers (1984) of the University of Kentucky Extension Service offered a training program in job stress for 4-H agents. Their literature review suggests that only one such training had been reported in the country and it was conducted by the Maine Extension Service. They tried to determine if a training program in stress management for Kentucky 4-H agents would reduce stress levels after the program. They used the Everly-Walker General Behavior Survey

(EWGBS) to measure stress management of 4-H agents before and after the training. Of the 154 participants completing pretests, 88 completed a posttest of the EWGBS. The results of the pretest reveal a mean score of 73. Other studies show that a mean score for normal adults is 60. This indicates that the 4-H agents were experiencing high levels of stress. The results of the post-test reveal a reduction of the mean score in the stress test of 72 to 68. This is still above normal but not as high. They concluded that one of the main benefits that Extension can gain from this study is that as stress levels decrease job satisfaction for employees can increase. This job satisfaction increase can lead to better productivity, programming and less agent turnover (Fetsch, Flashman, & Jeffers, 1984).

Igodan & Newcomb (1986) surveyed a sample of 241 Ohio Extension agents and determined the extent to which the agents were experiencing burnout. They found that agents who were satisfied with their jobs did not have much of a problem with burnout, but as job satisfaction decreased, burnout increased. The majority of the agents experienced a low level of burnout, however a significant (12%) experienced high levels. A typical “burned out” agent was likely to be young (20-30), single, and job responsibilities related to 4-H work as opposed to agriculture or home economic work (Igodan, & Newcomb, 1986).

Extension staff satisfaction was studied by Mallilo (1990) at the University of Rhode Island. The study used the Brayfield and Rothe Job Satisfaction Index on 24 Rhode Island Extension employees. Results for these employees is a mean score of 68.3. This score is interpreted as having a moderate to high job satisfaction for the employees. The index item suggesting the most negative job satisfaction is salary. Over 81% of the sample felt they were inadequately compensated for their work. This study recommends further research in this area. Mallilo’s (1990) study indicates that job satisfaction depends on a number of factors and are

subject to change. Therefore, administration should conduct a periodic needs assessment to determine the level of job satisfaction of personnel and identify methods of increasing satisfaction.

McAlister (1990) surveyed university faculty to find that their perception of Extension faculty do not receive appropriate attention within universities when compared to those of research and teaching. One of the concerns was that this belief affected job satisfaction and performance. McAlister conducted a nationwide search to provide insight. Three primary sources were used. The first source consisted of testimony from 32 hearings conducted throughout Virginia. The second source was an extensive literature review. This review helped form the third source of information, which was a survey, sent to 84 chief academic officers at major universities and colleges. The intent of the survey was to determine how other colleges and universities weigh faculty performance in Extension and other service activities in promotion, tenure and salary decisions and how they measure the effectiveness of such activities. The findings are that most of the universities surveyed expected Extension faculty to meet the same standards expected of faculty who don't have Extension responsibilities. The majority of the respondents (78%) indicated that Extension faculties alleged they had less opportunity for promotion, tenure or salary raises than did instructional/research faculty. Many of the respondents felt it was difficult to evaluate Extension work and placed it after research and teaching in importance. The study suggests that if Extension faculty are looked upon as "second class" citizens then job satisfaction and performance will be affected (McAlister, 1990).

Riggs (1993) took a random sample of 301 Extension agents from Arizona, Colorado, Idaho Montana, Nevada, New Mexico, Utah and Wyoming and evaluated the relationship between coping strategies used in work and job satisfaction. Findings indicate agents most often

used re-framing and passive appraisal to cope with stressful situations. Agent's overall satisfaction with their jobs, colleagues, and CES was moderately high, but more agents were satisfied with their colleagues and with CES as an organization than with the overall job itself. Agents who reported having high job satisfaction were satisfied with the six components of overall job satisfaction (job itself, salary, fringe benefits, authority to run programs, supervisors, and opportunity for growth) (Riggs, 1993).

Bowen, Radhakrishna and Keyser (1994) randomly sampled 208 members of the National Association of Extension 4-H Agents. The purpose of the descriptive study was to collect data on the population on job satisfaction, commitment and basic demographics. Results of this study suggest that 4-H agents are satisfied with their jobs and are committed to Cooperative Extension. Older, married and more experienced agents had higher levels of job satisfaction and were more committed to Extension than younger, single and less experienced agents. They suggested that further research is needed to identify elements of job satisfaction for younger, less experienced 4-H agents.

Two recent studies look at job satisfaction for Extension in Texas and in West Virginia. Boltes, Lippke, and Gregory (1995) explored ways to strengthen strategic planning efforts examining the relationship between dimensions that contribute to effective organizations and employee satisfaction in Texas Extension. An instrument was developed to identify barriers between the vision of the Extension organization and the daily realities of getting the job done. The instrument was mailed to 1720 Texas Extension faculty and staff. A 66% return rate was obtained (n=1139). In the categories that affect organizational effectiveness, employees expressed dissatisfaction in the areas of achieving balance, professional development, strategic planning and employee involvement. More than 80% of respondents reported having some

concern about the balance between their work and their personal lives. More than 75% of the respondents indicated that employee input should have more impact on organizational decisions. Agents and specialist with less than five years of service expressed the greatest dissatisfaction in this area. This study provided Texas Extension administration with reliable and valid scales on employee satisfaction dimensions that could affect organizational effectiveness (Boltes, Gregory, 1995, & Lippke).

Nestor and Leary (2000) felt that studying the job satisfaction level of Extension tenure track and non-tenure track faculty at The University of West Virginia, could help in effective programming efforts. They also believed that by increasing job satisfaction that all faculty members' productivity could increase. The study attempted to analyze the roles of tenure and non-tenure track status of Extension faculty of West Virginia University and their relationship to job satisfaction. The Mohrman-Cooke-Mohrman Job Satisfaction (MCMJSS) scale was mailed out to 190 Extension faculty members. The findings generated by the study resulted in no statistically significant relationship between tenure and non-tenure status and extrinsic and overall job satisfaction. However, in this study a relationship was found between non-tenure track status faculty and intrinsic job satisfaction. The study is not congruent with previous literature and theory, in that there was a positive relationship between gender and job satisfaction. The study is congruent with previous research in that as employees got older the higher their job satisfaction level was (Leary, & Nestor, 2000).

In summary, Hammer (1996) suggests there are a number of gaps that need to be addressed by researchers when it comes to job satisfaction. He suggests that there is a need to use facet specific measures of satisfaction and more in-depth study on a wide variety of work settings, interpretive strategies, and samples. As one can see from above, Extension has had

spotty research in job satisfaction using many different instruments and limited research on the affects psychological type has on job satisfaction.

### Psychological Type, Communication and Job Satisfaction

After an exhaustive search, virtually no formal research on investigating the effects of psychological type as it relates to communication styles and job satisfaction exists. For example, research has been conducted on psychological type and job satisfaction, psychological type and communication but not with psychological type, communication and job satisfaction. In addition, studies have not been organized with the CPQ™, MSQ Short-Form™ on any Extension faculty.

Kobes (1993) conducted research that studied aspects of communication, psychological type and job satisfaction. This study was concerned with the relationships among three primary variables, personality, communication and relationship satisfaction. Kobes used the Relationship Resources Communication Questionnaire to support Isabel Myers's (1980) assumption that couples matched on certain personality traits will have a considerably different relationship experience in terms of communication and relationship satisfaction than couples who are mismatched on the same personality traits. Results of this study fail to confirm Isabel's assertion that matching (specifically on the S-N dimension of the MBTI®) is related to communication variables of agreement, expected agreement, understanding, similarity or perceived similarity. In addition, matching is found to be related to marital satisfaction. This study does provide some insight as to the complexity of the relationship between psychological type, communication and job satisfaction.

Review of the literature and relevant research as it relates to psychological type, communication, and job satisfaction is revealed in this chapter. This discussion leads

chronologically from the broadest organizational perspective and then focuses on related studies in Extension. The purpose of this chapter is to define the concepts and theories of this study, to provide a literary review of the research of these concepts and theories and then show research gaps and needs. As indicated, the relationship of psychological type, communication and job satisfaction and MBTI® is been researched extensively, but not all together. Many of the studies seem incomplete, inconsistent and incomparable as it relates to these three variables, and Extension populations. A failure to replicate studies and a non-agreement on operational definitions of communication and job satisfaction exists. Further research is essential before any definite or comprehensive generalization is made about the degree to which psychological type, communication, and job satisfaction have on Extension systems and structures.

## **CHAPTER 3.**

### **METHODOLOGY**

The purpose of this study was to determine the “language type” preferences and job satisfaction levels of North Carolina Cooperative Extension faculty. In addition, the study accesses the differences of communication type preferences, select demographic variables and job satisfaction. The details of the study’s design, the instruments used, population studied, how the data was analyzed, collected and reported are included in Chapter 3.

#### **Research Objectives**

The research objectives which guide this study are:

Objective 1: To determine, describe and compare select demographic characteristics of North Carolina Cooperative Extension faculty.

Objective 2: To determine, describe and compare the language preferences of North Carolina Cooperative Extension faculty.

Objective 3: To determine, describe and compare the job satisfaction levels of North Carolina Cooperative Extension faculty.

Objective 4: To describe the differences between communication type, job satisfaction and selected demographics for North Carolina Cooperative Extension faculty.

#### **Research Design**

The research design is a census survey using a questionnaire over the NCCE Intranet. Proper consent forms from NC State University, the Vocational Psychology Research Department of the University of Minnesota (MSQ™), NCCE and High Performing Systems (CPQ™) were obtained (Appendix B). The questionnaire was confidentially designed so that the population could respond independently. So that follow-up letters could be sent, the researcher knew who responded but not how the respondent answered the questionnaire. The survey was

pilot tested on 20 Extension agents from Virginia in February of 2001. These agents were asked to read the instructions, provide responses and give feedback. Small adjustments and amendments were made from the pilot respondents' critiques.

The questionnaire was sent via email with a cover letter from Dr. Jon Ort, Associate Dean and Director of NC State Extension and Dr. Ray McKinnie, Extension Administrator/Associate Dean of the A & T University in Greensboro on Tuesday, September 18, 2001, at 1:30 pm. A follow-up letter and email was sent to non-respondents two week later on Tuesday, October 2, 2001. Because of the limited number of questions on the questionnaire, a close-ended force-choice format was used.

#### Population

The population is operationally defined as employed Extension faculty, which includes County Agents, Area Agents, County Extension Directors, Extension Specialist and Administrators. The total population which was surveyed represented 736 individuals (Mills, 1999). A 74% response rate was obtained two weeks after the second reminder letter was sent to non-respondents (N=543).

#### Instrumentation

The questionnaire to the NCCE faculty contained The Communication Preference Questionnaire (CPQ™) for identifying language type preferences and a modified version of the Minnesota Satisfaction Questionnaire™ Short-Form (MSQ™) for measuring dimensions of job satisfaction (Appendix A). Furthermore, this questionnaire ascertains certain select demographic variables (Age, Gender, Race, Tenure, Department and Job Title).

Permission was granted from, Dr. Henry Thompson, the developer of the CPQ™, for use in the manner described above. The CPQ™ is an eleven item, forced choice questionnaire,

which applies to C.G. Jung's concepts of psychological types. Letters are initially assigned on four dimensions of language preferences, Sensing (S), Intuitive (N), Thinking (T), and Feeling (F). In addition, eight dimensions of language preference dialects are assigned: Intuitive-Feeling (NF), Intuitive-Thinking (NT); Feeling-Intuitive (FN), Feeling-Sensing (FS); Sensing-Thinking (ST), Sensing-Feeling (SF); Thinking-Intuiting (TN), and Thinking-Sensing (TS) (Appendix C). The CPQ™ has been peer reviewed and validated by groups of experts and participants since 1990 (Thompson, 1996).

The Minnesota Satisfaction Questionnaire™ (MSQ™) Short-Form™ is selected for this study because of its validity, reliability and its 40-year peer reviewed history. It is derived from the most salient items from the long-form of the instrument of the same name and consists of 20 items using as a measure of primary indicators of work adjustment. Measures were obtained on three scales: intrinsic satisfaction, extrinsic satisfaction and total satisfaction. To make the MSQ™ more applicable to Extension faculty in the survey, and to acquire additional data, the researcher obtained permission to make modifications of the instrument from the Vocational Psychology Research Department of the University of Minnesota, the designer and publisher.

From past research, the MSQ™ manual provides norm group information as a point of reference for comparison purposes and percentile scores for each scale obtained for norm groups. The closest norm group for Extension faculty is a group of Minnesota high school teachers. According to the manual, the average percentile score for a follow up group should be 50 or better for the group to be considered satisfied. A percentile score of 75 or higher is ordinarily taken to represent a high degree of satisfaction; percentile scores of 25 or lower represent low satisfaction. Normative data in the manual (long-form) showed high school teachers as having a mean score of 77.8 for total satisfaction (Weiss et al., 1967).

Table 1 shows how the scoring of the MSQ™ instrument is determined by weighing Likert response choices for each of the 20 questions (Weiss et al., 1967). Satisfaction scale scores are determined by summing the weights for the responses for each item in each scale. The MSQ Short-Form™ contains 12 questions that measured intrinsic satisfaction, six questions that measured extrinsic satisfaction and two questions that measured general satisfaction. Table 2 indicates which of these questions measured intrinsic, extrinsic and general satisfaction. All of the questions added together measure total satisfaction with a maximum total score of 100. The same scale scores and weights are determined identically for the importance dimension for each item. In general, the short-form has high reliability and validity coefficients when measuring intrinsic, extrinsic and total satisfaction (Weiss et al., 1967).

Table 1.

Weighted Choices for the MSQ Short-Form™ for  
Each Question (Weiss et al., 1967).

Response Choice	Scoring Weight
Very Dissatisfied	1
Dissatisfied	2
Neither	3
Satisfied	4
Very Satisfied	5

Table 2.

Itemized Questions by Intrinsic, Extrinsic and Total Satisfaction  
for the MSQ™ Short-Form (Weiss et al., 1967)

Scale	MSQ™ Questions
Intrinsic	1,2,3,4,8,9,10,11,15,16,20
Extrinsic	5,6,12,13,14,19
General Satisfaction	7,18
Total Satisfaction	1-20

#### Analysis of the Data

This study uses a descriptive design that investigates the differences of two variables, communication as measured by the CPQ™ and job satisfaction as measured by the MSQ Short-Form™ in the context of five independent variables which are gender, race, age, tenure, and job title classifications. The data have been organized and analyzed using Statistical Package for the Social Sciences, Version 10.0 (SPSS 10.0). Descriptive statistics, particularly measures of central tendency, are provided for each of the variables. To measure differences of means, t-tests were calculated for job satisfaction, communication preferences, and selected demographic variables. The researcher acknowledges that the Fisher's F statistic ANOVA could also be used and is often the preferred method to measure differences of means when more than two variables are to be compared. However this researcher believed that one or more of the variables could differ considerably and that individual t-test might indicate more clearly which variables significantly differ.

## CHAPTER 4.

### RESULTS

Job satisfaction and communication are often two of the most important factors in an organization's success (Mowday, 1984). Extension administrators and faculty need to understand those factors that influence job satisfaction and communication to ensure that Extension's mission can be accomplished effectively. This study was designed and conducted to determine the job satisfaction levels and communication preferences of North Carolina Cooperative Extension (NCCE) faculty. In addition, this study examined the differences between these two factors and demographic variables (gender, race, age, tenure and job title). The background, research objectives, design of the study and the significance of the study are described in Chapters 1 and 3. Chapter 2 reviews the relevant research and indicated research gaps, while Chapter 4 consists of four sections. Chapter 4 begins with a brief review of the rationale and purpose of the study, then proceeds to describe the results of this study which are guided by the four objectives outlined in Chapter one. The chapter concludes with a summary of the findings.

The population of 736 was surveyed. Of those, 543 responded which resulted in a 74% return rate. This return rate is appropriate to make certain inferences and take care of any non-respondent error (Ary, Jacobs & Razavieh, 1996). The four objectives of the study guide the reporting format which are: a) to determine, describe and compare certain demographic characteristics of North Carolina Cooperative Extension faculty; b) to determine, describe and compare the language preferences of North Carolina Cooperative Extension faculty; c) to determine, describe and compare the job satisfaction of North Carolina Cooperative Extension

faculty; d) to describe the differences between communication type, job satisfaction and certain demographics for North Carolina Cooperative Extension faculty.

### Demographic Data

This section reviews data that are collected on five independent variables that are used to describe NCCE faculty. The five independent variables were: gender, race, age, tenure, and job title classifications. The review of related research reveals that these variables influence communication and job satisfaction and are the reason for selection (Bowen, Radhakrishna, & Keyser, 1994; Hermon, 1993; Nestor, & Leary, 2000; Yeakley, 1983). Findings for each independent variable follow below:

**Gender:** Respondents indicated their gender, as summarized in Table 3. The findings indicate that slightly over half (n=304, 56 percent) of the Extension faculty are male. Males represent 56% and females 44% of the respondents.

Table 3.

#### North Carolina Extension Faculty Categorized According to Gender (n=543)

Variable	N	Percent
All Respondents	543	100.0
Gender		
Female	239	44.0
Male	304	56.0

**Race:** Table 4 is a presentation of the NCCE faculty categorized according to race. The data indicate that a significant majority (n=484, 89 percent) of the respondents are white. Only 11 percent of the respondents are non-white (n=59).

Table 4.

North Carolina Extension Faculty Categorized According to Race (n=543)

Variable	n	Percent
All Respondents	543	100.0
Race		
White	484	89.0
Non-White	59	11.0

Age: Table 5 demonstrates the respondent's categorized by age groups. A large percentage of the respondents (n= 249, 46 percent) are between forty-one and fifty years old, while less than two percent of the sample are over 61 years old (n=11, 2 percent). Seventy-three percent of the respondents are over 41 years old (n= 398).

Table 5.

North Carolina Extension Faculty Categorized According to Age (n=543)

Variable	n	Percent
All Respondents	543	100.0
Age		
21-30	47	9.0
31-40	98	18.0
41-50	249	46.0
51-60	138	25.0
>61	11	2.0

Tenure: Table 6 is an assembly of the NCCE faculty categorized according to tenure groups. Of the respondents, a large percentage has less than ten years of experience with NCCE (n=223, 41 percent). Extension professionals with 11 to 20 years of experience comprise 27% of the total (n=147), while 32% of the respondents have over 21 years of experience with NCCE (n=173).

Table 6.

North Carolina Extension Faculty Categorized According to Tenure (n=543)

Variable	n	Percent
All Respondents	543	100.0
Tenure		
1-10	223	41.0
11-20	147	27.0
21-30	158	29.0
>31	15	3.0

Job Title: Table 7 displays the NCCE faculty respondents according to job title classifications. Extension Agricultural Agents (n=116, 21percent) and Extension Specialists (n=112, 21 percent) comprise 42% of the total responding. The instrument does not measure what percentage of Extension appointment each Extension Specialist maintained. Most of the Specialists that have Extension appointments for NCCE range from 10 to 100%. For the purpose of this study, “field faculty” are those faculty that reported themselves as either an Agricultural, 4-H, or Area Agent, a Family Consumer Science Agent, or a County Extension Director. Those that reported themselves as Extension Specialist, Administrators, Department Head, and District Director are categorized as “campus” faculty. Most of the respondents are “field faculty” (n=384, 70 percent) while “campus” faculty represented 30% of the respondents (n=146). There

are 13 missing cases in this demographic due to 13 respondents putting in “other” as a job title category.

Table 7.

North Carolina Extension Faculty Categorized According to Job Title (n=530\*)

Variable	n	Percent
All Respondents	530*	97.6
Job Title		
Ag. Agent	116	21.0
4-H Agent	68	12.0
FCS	88	16.0
Area Agent	31	6.0
District Director	5	1.0
Department Head	9	2.0
CED	81	15.0
Ext. Specialist	112	21.0
Ext. Administrator	20	4.0

\* n=530 due to 13 respondents choosing “other” as a job title choice.

### Language Preferences of the Respondents

The following section reviews language type preferences and type dialects as measured by the Communication Preference Questionnaire™ (CPQ™). The CPQ™ determines the respondent’s primary language preference sequence and forms his/her preferred language dialect. Data are collected on five selected independent variables which are gender, race, age, tenure, and job title classifications. Data on dialects are reported by the variable of job title. Findings for each independent variable follow.

Gender: Table 8 indicates the primary language preference of male and female respondents of NCCE faculty. Primary language preference sequence for males were Sensing

(n=152, 50 percent), with Thinking (n=78, 25.6 percent) being second, Intuitive (n= 51, 17 percent) third, and Feeling language preference (n=23, 8 percent) being least represented. Female primary language preferences are also Sensing (n=117, 49 percent), however Intuitive language preference is second highest (n=51, 21 percent) followed by Thinking (n=45, 19 percent), then Feeling (n=26, 11 percent). On a percentage basis, more females (n=26, 11 percent) prefer to speak the Feeling language than males (n=23, 8 percent). Even so, it is the least primary language represented for either gender. The largest gap of primary language preference between male and female is on the Thinking preference. Twenty-six percent of the males prefer the Thinking language while 19% of the females prefer Thinking as their primary preferred language. For both genders, Sensing is the majority language preference indicated.

Table 8.

Primary Language Preferences of North Carolina Extension Faculty by Gender (n=543)

Variable	Primary Language Preference							
	Sensing		Intuitive		Thinking		Feeling	
	n	%	n	%	n	%	n	%
All Respondents	269	49.0	102	19.0	123	23.0	49	9.0
Gender								
Female	117	49.0	51	21.0	45	19.0	26	11.0
Male	152	50.0	51	17.0	78	26.0	23	8.0

Race: Table 9 indicates the primary language preference sequence of NCCE faculty according to race. Language preference sequences by race are similar to that of gender, in that, most whites (n=229, 47 percent) and non-whites (n=40, 68 percent) prefer to speak the Sensing language. Primary language preferences for whites are Sensing (n=229, 47 percent), Thinking is

second (n=113, 23 percent), followed by Intuitive (n= 95, 20 percent), and then Feeling (n=47, 10 percent). Non-White primary language preferences were also Sensing (n=40, 68 percent), Thinking is second highest (n=10, 17 percent) followed by Intuitive (n=7, 12 percent), then Feeling (n=2, 3 percent).

Table 9.

Primary Language Preferences of North Carolina Extension Faculty by Race (n=543)

Variable	Primary Language Preference							
	Sensing		Intuitive		Thinking		Feeling	
	n	%	n	%	n	%	n	%
All Respondents	269	49.0	102	19.0	123	23.0	49	9.0
Race								
White	229	47.0	95	20.0	113	23.0	47	10.0
Non-White	40	68.0	7	12.0	10	17.0	2	3.0

Age: Table 10 indicates the primary language preference sequence of NCCE faculty according to age groups. Age is reported as five categories. The data indicate a majority of the age groups denoting Sensing as the highest reported primary language preference. This preference range from 64% for the 21-30 age group (n=30), to 47% of the 41-50 age group (n=117). All age groups have the lowest number of respondents indicating the Feeling language as a primary preference. The 51-60 age classification has 12% (n=17) of their group preferring the Feeling language while 47% of this group preferred the Sensing language (n=117). The largest number of respondents in the age category is the 41-50 age group (n=249, 45 percent). This group indicates Sensing (n=117, 47 percent) as their primary language preference. Second is Thinking (n=65, 26 percent) while this group’s third primary preference is Intuitive (n=45, 18

percent). The least percentage of primary language preference for this well represented group is Feeling (n=22, 8 percent).

Table 10.

Primary Language Preferences of North Carolina Extension Faculty by Age Groups (n=543)

Variable	Primary Language Preference							
	Sensing		Intuitive		Thinking		Feeling	
	n	%	n	%	n	%	n	%
All Respondents	269	49.0	102	19.0	123	23.0	49	9.0
Age								
21-30	30	64.0	7	15.0	7	15.0	3	7.0
31-40	50	51.0	23	23.0	18	18.0	7	7.0
41-50	117	47.0	45	18.0	65	26.0	22	8.0
51-60	65	47.0	25	18.0	31	22.0	17	12.0
>61	7	64.0	2	18.0	2	18.0	0	0.0

Tenure: Respondents indicate their tenure classification. Table 11 specifies the primary language preference of NCCE faculty according to tenure groups. All tenured groups indicate Sensing as their largest percentage of primary language preference (n=269, 49 percent). In addition, the lowest percentage of respondents by all tenure groups is the Feeling language (n=49, 9 percent), except for those 31 and over, who has zero entries for the Intuitive preference. The largest tenure group is represented by individuals who have worked less than ten years (41%). Forty-eight percent (n=107) of this group indicate Sensing as their primary language preference. In addition, this group is the only tenure group that has Intuitive language (n=53, 24 percent) preference as their second largest percentage. Each tenure group has the lowest percentage of respondents to prefer the Feeling language as their primary extraverted preference.

Table 11.

Primary Language Preferences of North Carolina Extension Faculty by Tenure Groups (n=543)

Variable	Primary Language Preference							
	Sensing		Intuitive		Thinking		Feeling	
	n	%	n	%	n	%	n	%
All Respondents	269	49.0	102	19.0	123	23.0	49	9.0
Tenure								
1-10	107	48.0	53	24.0	43	19.0	20	9.0
11-20	75	51.0	26	18.0	34	23.0	12	8.0
21-30	77	49.0	23	15.0	43	27.0	15	9.0
>31	10	67.0	0	0.0	3	20.0	2	13.0

Job Title: Table 12 indicates the primary language preference sequence of NCCE faculty according to job title classifications. The data indicate that the Sensing language is the largest percentage of primary language preference by all job title categories. As with the other demographic variables mentioned above, the Feeling language preference has the lowest percentage of respondents for each of the job titles. Specialists and 4-H Agents reveal an Intuitive language preference as their second largest percentage preference. This is unlike the secondary preferences of the Thinking language for other job titles. The largest represented group of job titles is Agricultural Agents, which represent 20% (n=116) of the total and Specialists (n=112), which embody 21% of the total respondents. Agricultural Agents had 60% (n=69) of their group preferring the Sensing language while 37% (n=41) of Specialists favor this preference. Of the entire job title group, the 4-H Agents have the largest percentage of Feeling preferences as their primary language preference (n= 9, 13 percent). However, most of the 4-H

Agents preferred Sensing as their primary preferred language (n= 32, 47 percent). There are 13 missing cases in this demographic category due to 13 respondents putting in “other” as a job title category.

Table 12.

Primary Language Preferences of North Carolina Extension Faculty by Job Classifications (n=530\*)

Variable	Primary Language Preference							
	Sensing		Intuitive		Thinking		Feeling	
	n	%	n	%	n	%	n	%
All Respondents	269	49.0	102	19.0	123	23.0	49	9.0
Job Title								
Ag. Agent	69	60.0	12	10.0	26	22.0	9	7.0
4-H Agent	32	47.0	15	22.0	12	18.0	9	13.0
FCS	49	56.0	14	16.0	17	19.0	8	9.0
Area Agent	15	48.0	6	19.0	7	23.0	3	9.0
District Director	2	40.0	1	20.0	2	40.0	0	0.0
CED	40	49.0	13	16.0	18	23.0	10	12.0
Ext. Specialist	41	37.0	34	30.0	30	27.0	7	6.0
Administrator	11	40.0	6	20.0	9	31.0	1	3.0

\* n=530 due to 13 respondents choosing “other” as a job title choice

As mentioned in Chapter 1, the CPQ™ determines the individual’s dialectic preference.

In theory, these two languages would be what one would hear in normal stress free situations.

Table 13 shows the totals and percentages of dialectic preferences of the sample by job title. The data indicate that 42 percent (n=227) of all the respondents prefer a Sensing/Thinking (ST) dialect while Thinking/Sensing (TS) and Intuitive/Thinking (NT) represented 14 (n=77) and 13 (n= 73) percent of the sample respectively. The Feeling/Sensing (FS) dialect represents the lowest number of responses for all the respondents at four percent (n=22). Additionally, Feeling/

Intuitive (FN), Intuitive/Feeling (NF) and Feeling/Sensing (FS) dialects are low, each representing less than five percent of the total sample.

The ST dialect has the highest percentage preference for each of the job titles. This dialect represents 50% (n=44) of the Family and Consumer Science and 45% (n=9) of the Administration respondents. The Administrators who responded indicated no FN or Sensing/Feeling (SF) dialects in their group. The ST and the TS dialects together represent 66% (n=76) of the Agricultural Agents, 60% (n= 3) the District Directors, 57% (n= 45) the County Extension Directors, and 47% (n=53) of the Specialists. Responding District Directors did not indicate any Feeling dialectic preference. There are 13 missing cases in this demographic due to 13 respondents putting in “other” as a job title category.

Table 13.

The Percentage of Dialect Preferences for North Carolina Cooperative Extension Faculty by Job Title (n=530\*)

Variable	Dialects															
	ST		TS		NT		TN		NF		FN		SF		FS	
	n	%	n	%	n	%	n	%	n	%	n	%	N	%	n	%
All Respondents	227	42.0	77	14.0	73	13.0	46	8.0	29	5.0	27	5.0	42	8.0	22	4.0
Job Title																
Ag. Agent	59	51.0	17	15.0	6	5.0	9	8.0	5	4.0	4	3.0	10	9.0	5	4.0
4-H Agent	23	34.0	5	7.0	10	14.0	9	13.0	5	7.0	6	9.0	9	13.0	3	4.0
FCS	44	50.0	12	14.0	8	9.0	5	6.0	6	7.0	3	3.0	5	6.0	5	6.0
Area Agent	13	42.0	6	19.0	4	13.0	1	3.0	2	7.0	0	0.0	2	7.0	3	10.0
District Director	2	40.0	1	20.0	1	20.0	1	20.0	0	0.0	0	0.0	0	0.0	0	0.0
CED	34	42.0	11	14.0	9	11.0	7	9.0	4	5.0	8	10.0	6	7.0	2	2.0
Ext. Specialist	31	28.0	22	20.0	28	25.0	8	7.0	6	5.0	5	4.0	10	9.0	2	2.0
Administrator	9	45.0	0	0.0	4	20.0	5	25.0	1	5.0	0	0.0	0	0.0	1	5.0

\* n=530 due to 13 respondents choosing "other" as a job title choice

### Responses to Job Satisfaction

Data were collected on five selected independent variables that are used to describe job satisfaction as measured by the MSQ Short-Form™. The MSQ Short-Form™ segregates total job satisfaction into two summative parts, that being, intrinsic and extrinsic job satisfaction. Intrinsic satisfaction is measured by motivational needs such as growth, achievement, responsibility and recognition, while extrinsic satisfaction is measured by security, orientation, status, social, physical and economic de-motivational factors. Total Satisfaction result from adding these two factors together, with two other general factors. Findings for each of the five independent variables of gender, race, age, tenure and job title are presented in the next sections.

Gender: Respondents indicate whether they are male or female. Table 14 shows the sample’s intrinsic, extrinsic and total job satisfaction means by gender. The data indicates that females (O=78.3) have higher satisfaction scores than did males (O=76.9) even though males account for over 56% (n= 304) of total respondents. Females averaged a 1.4-point higher total satisfaction score than did males. In addition, female intrinsic (O=51.3) and extrinsic (O=19.4) scores are both higher than males.

Table 14.

The Job Satisfaction Means and Standard Deviations of North Carolina Cooperative Extension Faculty by Gender (n=543)

Variable	Job Satisfaction						
	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
All Respondents	543	50.8	4.9	19.1	5.6	77.5	10.3
Gender							
Female	239	51.3	5.5	19.4	4.8	78.3	10.3
Male	304	50.5	5.6	18.9	4.9	76.9	10.3

Race: Table 15 is a presentation of the NCCE faculty job satisfaction categorized by race. The data illustrate that non-whites have the higher satisfaction scores on all levels including total job satisfaction (O = 79.3). In addition, the non-whites have a 1.8 point smaller standard (SD= 8.7) deviation of total satisfaction scores than whites (SD=10.3).

Table 15.

The Job Satisfaction Means and Standard Deviations of North Carolina Cooperative Extension Faculty by Race (n=543)

Variable	Job Satisfaction						
	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
All Respondents	543	50.8	4.9	19.1	5.6	77.5	10.3
Race							
White	484	50.7	5.7	19	4.9	77.3	10.5
Non-White	59	51.6	4.1	20	4.5	79.3	8.7

Age: Table 16 indicates that as the age of the respondents increases, so does their job satisfaction on all levels. In addition, the standard deviation increases as the age of the respondents rises. Respondents who are between 21 and 30 years old (n=47, 8 percent) have the lowest satisfaction levels of all age categories. The average total job satisfaction level of this age category is 76.3 with a standard deviation of 10.8. This is 1.2 points below the average respondent and 3.5 points lower than the age category of greater than 61 years. Those respondents over 61 years old (n=11, 2 percent) have the highest job satisfaction levels with an average of 79.8. The standard deviation of this oldest group is higher than the other age categories at 11.2.

Table 16.

The Job Satisfaction Means and Standard Deviations of North Carolina Cooperative Extension Faculty by Age Groups (n=543)

Variable	Job Satisfaction						
	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
All Respondents	543	50.8	4.9	19.1	5.6	77.5	10.3
Age							
21-30	47	50.2	5.4	18.6	5.2	76.3	10.8
31-40	98	50.4	5.2	18.7	5.0	77.3	12.5
41-50	249	51.0	5.4	19.1	4.6	77.5	9.7
51-60	138	51.1	5.7	19.6	5.3	78.3	10.7
>61	11	51.1	4.6	20.8	5.3	79.8	11.2

Tenure: Respondents indicate their tenure classification. Table 17 presents the mean job satisfaction levels of NCCE faculty according to tenure groups. As with age, similar findings are found in Table 17 as it relates to years of tenure. As tenure increases so does satisfaction on all levels. However, as tenure increases the standard deviation decreases which is opposite to what is found in the age categories. Those respondents with less than ten years tenure (n=223, 41 percent) have the lowest job satisfaction levels of all tenure categories while those who have over 31 years of tenure (n=15, 3 percent) have the highest. Furthermore, the highest tenured group (> 31 years) had the lowest standard deviation of total job satisfaction.

Table 17.

The Job Satisfaction Means and Standard Deviations of North Carolina Cooperative Extension Faculty by Tenure Groups (n=543)

Variable	Job Satisfaction						
	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
All Respondents	543	50.8	4.9	19.1	5.6	77.5	10.3
Tenure (yrs)							
1-10	223	50.1	5.8	18.8	4.9	76.5	10.7
11-20	147	51.0	5.9	18.9	5.0	77.6	10.7
21-30	158	51.5	5.2	19.6	4.8	78.7	9.6
>31	15	52.0	4.1	21.0	4.0	81.0	7.4

Job Title: Table 18 reports the mean job satisfaction levels of NCCE faculty according to job title classifications. The data eschew that Family and Consumer Science Agents and District Directors have the highest total job satisfaction scores. District Directors have considerably higher total scores (O = 85.2) than all others including extrinsic and intrinsic job satisfaction. County Extension Directors also have high total job satisfaction scores (O = 79.0), but also have the highest standard deviation of all groups (SD=12.0). Agents with 4-H job titles and Area Agents have the lowest total job satisfaction scores. Respondents with a 4-H job title have the lowest intrinsic scores (O = 49.0) of all job classifications while Area Agents have the lowest extrinsic scores (O = 16.4). Extension Specialists, who comprise 24% of the sample (n=112), have an average total job satisfaction score of 76.0 with a standard deviation of 10.6. Extension Specialists also have the second lowest extrinsic score of all job titles (O = 18.4). Administrators have the third highest total job satisfaction of all job titles (O =79.5); in addition, this category has the second lowest standard deviation average of all job titles (SD=6.6).

Table 18.

The Job Satisfaction Means and Standard Deviations of North Carolina Cooperative Extension Faculty by Job Title Classifications (n=530\*)

Variable	Job Satisfaction						
	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
All Respondents	543	50.8	4.9	19.1	5.6	77.5	10.3
Job Title							
Ag. Agent	116	50.6	5.6	18.6	4.6	77.1	9.7
4-H Agent	68	49.8	5.7	18.5	4.6	75.8	10.3
FCS	88	52.3	4.7	19.9	4.3	80.0	8.9
Area Agent	31	50.0	6.1	16.4	5.0	73.8	11.1
Dist. Director	5	52.6	2.3	24.2	3.2	85.2	6.2
CED	81	50.7	7.7	20.4	4.8	79.0	12.0
Ext. Specialist	112	50.4	5.4	18.4	5.2	76.0	10.6
Administrator	20	51.0	2.5	20.8	4.2	79.5	6.6

\* n=530 due to 13 respondents choosing "other" as a job title choice

Table 19 presents the mean job satisfaction levels of field and campus faculty respondents. Field faculty represents Agents and County Directors while campus faculty represent Administrators, District Directors and Specialists. Field faculty has higher total job satisfaction scores (O=77.6) than that of campus faculty (O= 76.8). The standard deviation is 10.2 for campus faculty and 10.4 for field faculty. Campus faculty has the lower of the two on extrinsic (O=18.7) and intrinsic (O= 50.5) mean job satisfaction scores.

Table 19.

Faculty Respondents of the North Carolina Extension Service on Job Satisfaction by Campus & Field Faculty (n=543)

Variable	Job Satisfaction						
	n	IntrinsicO	SD	ExtrinsicO	SD	Total O	SD
Campus Faculty	132	50.5	5.1	18.7	5.1	76.4	10.2
Field Faculty	411	50.8	5.9	19.1	4.7	77.6	10.4

Table 20 illustrates the percentile break down of the respondents by extrinsic, intrinsic and totals satisfaction. Respondents, who have less than a 71.7 total job satisfaction scores, represent the bottom 25% (n=138). This is a 5.8-point difference in the average of all respondents for total job satisfaction. The 25%-percentile group have extrinsic job satisfaction as the largest gap from the mean (3.1). The upper 25%-percentile group of respondents has total job satisfaction scores well above the average (7.5 points). Half of the respondents score at least a 79.0 on total job satisfaction. There is a 13.3-point difference in total job satisfaction from the unsatisfied 25%-percentile group to the very satisfied 75%-percentile group.

Twenty-five percent of the respondents have extrinsic job satisfaction scores lower than sixteen, which is 3.1 points below the mean. The 25 percentile group has intrinsic satisfaction scores lower than forty-eight which is 2.8 points lower than the intrinsic mean for all respondents. Twenty-five percent of the respondents have extrinsic scores higher than 23, which is 3.9 points higher than the average extrinsic score for all respondents. This percentile group also has intrinsic scores higher than 55 points, which is 5.8 points above the extrinsic average. Half of the respondents have intrinsic scores of 51 or lower and half of them have extrinsic scores lower than 19.5.

Table 20.

Intrinsic, Extrinsic and Total Job Satisfaction Means by Percentile Groups of NCCE Faculty (n=543)

	Percentile	Intrinsic	Extrinsic	Total Satisfaction
n		543	543	543
Mean		50.8	19.1	77.5
Std. Deviation		5.6	4.9	10.3
Percentiles	25	48.0	16.0	71.7
	50	51.0	19.5	79.0
	75	55.0	23.0	85.0

Many studies in the review of research provide normative data comparisons when applicable. As stated in Chapter 2, the past research review does not indicate comparative studies involving Extension audiences using the Short-Form of the MSQ™. Therefore, no normative data for Extension groups exist. The closest normative group to Extension faculty is a study of high school teachers from Minneapolis, MN (Weiss, et. al., 1967). Table 21 describes how NCCE faculty compare to job satisfaction means of these Minnesota high school teachers.

Table 21.

Norm Group Comparisons of Job Satisfaction Means with NCCE Faculty and High School Teachers

Variable	Job Satisfaction						
	n	IntrinsicO	SD	ExtrinsicO	SD	Total O	SD
High School Teachers	378	48.5	7.5	21.3	4.4	77.8	11.9
NCCE Faculty	543	50.8	4.9	19.1	5.6	77.5	10.3

The data in Table 21 suggest that the total satisfaction levels and standard deviations are very close when comparing NCCE faculty to high school teachers in Minnesota. Total job

satisfaction is 77.5 with a standard deviation of 10.3 for NCCE faculty while high school teachers have average total job satisfaction score of 77.8 with a standard deviation 11.9. Even though the total scores are very close, intrinsic scores are higher for NCCE faculty than high school teachers are, while extrinsic scores are higher for high school teachers than NCCE faculty.

Table 22 shows the mean, mode and mean population responses for each question on the MSQ Short-Form™. This dissection of the MSQ Short-Form™ can give insight and help explain the development of the intrinsic, extrinsic and total job satisfaction scores; however it is important to recognize that using a single question to determine job satisfaction is not recommended on the MSQ Short-Form™ (Weiss, et al., 1967).

Table 22.

Means, Mode, Median and Standard Deviations for Each Question on the MSQ™  
Short-Form for All Respondents of NCCE Faculty (n=543)

Number	Question	O	Median	Mode	SD
1(I)	Being able to keep busy all the time	4.3	4.0	5.0	.83
2(I)	The chance to work alone on job	4.2	4.0	4.0	.71
3 (I)	The chance to do things differently	4.6	5.0	5.0	.57
4(I)	The chance to be somebody in the community	4.0	4.0	4.0	.86
5(E)	The way my boss handles workers	3.6	4.0	4.0	1.2
6(E)	The supervisors competency in making decisions	3.7	4.0	4.0	1.2
7(I)	Being able to do things that don't go against my conscience	4.2	4.0	4.0	.80
8(I)	The way my job provides for steady employment	4.1	4.0	4.0	.86
9(I)	The chance to do for other people	4.6	5.0	5.0	.55
10(I)	The chance to tell people what to do	3.4	3.0	3.0	.74
11(I)	To make use of my abilities	4.3	4.0	5.0	.76
12(E)	The way company policies are put into practice	2.7	3.0	2.0	1.0
13(E)	My pay and the amount of work I do	2.6	3.0	2.0	1.1
14(E)	The chances for advancement on this job	2.8	3.0	4.0	1.1
15(I)	The freedom to use my own judgment	4.3	4.0	4.0	.79
16(I)	To try my own methods of doing the job	4.3	4.0	4.0	.74
17(G)	The working conditions	3.8	4.0	4.0	1.0
18(G)	The way my co-workers get along with each other	3.7	4.0	4.0	1.1
19(E)	The praise I get for doing a good job	3.4	4.4	4.4	1.1
20(I)	The feeling of accomplishment I get from the job	4.1	4.0	4.0	.84
Intrinsic		50.8	51.0	51.0	5.6
Extrinsic		19.5	19.5	21.0	4.9
Total		77.5	79.0	79.0	10.3

*E= Extrinsic Question; I= Intrinsic Question; G=General. Each question was a 1-5 Likert type scale ranging: 1=very dissatisfied; 2= dissatisfied, 3=neither; 4= satisfied; 5= very satisfied.*

As discussed in Chapter 1, each of the Likert type questions ranges from a one to a five with 1=very dissatisfied; 2= dissatisfied, 3=neither; 4= satisfied; and 5= very satisfied. In Table 22, response number nine, “ The chance to do for other people,” has one of the highest scores

( $O=4.6$ ) and lowest standard deviations ( $SD=.55$ ) for all the respondents. Response number three, “The chance to do things differently,” and nine, “The chance to do for other people,” are the two highest rated responses, both with an average of 4.6 out of a five rating. Both of these responses measure intrinsic satisfaction. The lowest means for job satisfaction responses is response number 12, “The way the company’s policies are put into practice,” ( $O=2.7$ ) and thirteen, “My pay and the amount of work I do” ( $O=2.6$ ). The highest standard deviations are for response number five, “The way my boss handles workers,” ( $SD=1.2$ ) and six, “The supervisors competency in making decisions” ( $SD=1.2$ ). These two responses measure extrinsic job satisfaction. The lowest standard deviations are for response number three, “The chance to do things differently,” ( $SD=.57$ ) and response nine, “The chance to do for other people” ( $SD=.57$ ).

#### Job Satisfaction and Language Preferences

Table 23 describes the means and standard deviations of the communication dialects as determined by the CPQ™ and the intrinsic, extrinsic and total job satisfaction as measured by the MSQ Short-Form™. The data in table 23 indicate that 51% of the respondents preferred the ST language dialect ( $n=230$ ). This language preference group has the second highest total satisfaction level ( $O=78.4$ ) and the second smallest standard deviation ( $SD=9.9$ ) for total job satisfaction. The FS dialect has the highest total job satisfaction ( $O=80.1$ ) and the smallest standard deviation ( $SD=8.6$ ) for that category. The lowest total job satisfaction scores are the SF ( $O=75.7$ ) and TN ( $O=75.8$ ) dialects. The lowest intrinsic scores by dialect are the TN ( $O=49.7$ ) and the NF ( $O=49.9$ ) dialects. The lowest extrinsic scores are found with the FN ( $O=18.0$ ) and the SF ( $O=18.4$ ) dialects. The largest standard deviations are found with the FN and the SF dialects (both averaging 11.1).

Table 23.

Satisfaction Means on the Intrinsic and Extrinsic Subscales of the MSQ Short-Form™ According to CPQ™ Dialectic Language Preferences (n=543)

Variable		Job Satisfaction					
Dialects	n	Intrinsic O	SD	Extrinsic O	SD	Total O	SD
ST	230	51.1	5.5	19.5	4.5	78.4	9.9
TS	75	50.1	6.0	18.6	5.2	76.0	11.1
NT	74	51.3	5.6	19.1	5.2	77.8	11.1
TN	45	49.7	5.7	18.7	5.0	75.8	10.4
NF	29	49.8	6.5	19.4	4.8	76.8	10.3
FN	28	51.6	5.4	18.0	5.5	77.2	10.6
SF	41	50.1	5.4	18.4	4.8	75.7	10.3
FS	21	52.2	4.2	20.2	5.0	80.1	8.6

The statistical procedure for testing the differences between two means is used to examine the differences in degree of total job satisfaction and the demographic variables of gender, race, age, tenure and job title. Data are collected on five independent variables that are used to describe NCCE Faculty. The five independent variables are: gender, race age, tenure and job title. These are the findings for each of the independent variable.

Gender and Race. Table 24 shows the mean, standard deviation, and t-tests for gender and race. The data indicate that no significant differences exist among the total job satisfaction means of the gender and race variables.

Age. Table 25 is a presentation of NCCE faculty comparing the total job satisfaction means by age categories. No significant differences are found in any of the means of total job satisfaction and age categories.

Table 24.

Differences in Total Job Satisfaction by Gender and Race (n=543)

Variable	n	O	P*	t-value**
Gender				
Male	304	76.9	.90	.146
Female	239	78.2		
Race				
White	484	77.3	.15	-1.44
Non White	59	79.4		

\*p=probability, \*\* denotes level of significance < 0.05

Table 25.

Differences in Total Job Satisfaction Means by Age (n=543)

Variable	n	O	p*	t-value**
Age				
21-30	47	76.3	.90	-.29
31-40	97	76.9		
21-30	47	76.3	.32	-.99
41-55	339	77.8		
21-30	47	76.3	.51	-.66
>55	59	77.8		
31-40	97	76.9	.42	-.81
41-55	339	77.9		
31-40	97	76.9	.63	-.47
>55	59	77.8		
41-55	339	77.8	.97	.03
>55	59	77.8		

\*p=probability, \*\* denotes level of significance < 0.05

Tenure. Table 26, page 82 illustrates the sample size, means, probabilities and t-values for total job satisfaction means by tenure groups. The data in Table 26 indicate that there is no significance found in the differences of the means of total job satisfaction and tenure except for the tenure categories of 1-5 years and 24+ years.

Tables 27, 28, and 29 analyze the differences in means of total, intrinsic and extrinsic job satisfaction by selected job title classifications. Table 27, page 83 shows the difference in total job satisfaction by job titles for NCCE faculty. The data show that there are significant differences found for total job satisfaction means with several job title groups. Differences are found with Family and Consumer Science Agents (FCS) and Agricultural Agents ( $p = .03$ ,  $t = -2.2$ ), 4-H ( $p = .01$ ,  $t = -2.7$ ), and Area Agents ( $p = .001$ ,  $t = 3.1$ ). In addition, there are significant differences found between Area Agents and CEDs for total job satisfaction means ( $p = .04$ ,  $t = -2.1$ ).

Table 28, page 84 presents the differences of means for extrinsic job satisfaction by job title classifications. Family and Consumer Science Educators (FCS) have three job title comparisons where significance is found. The extrinsic job satisfaction means for FCS and Agricultural Agents ( $p = .03$ ,  $t = -2.2$ ), 4-H Agents ( $p = .005$ ,  $t = -2.8$ ) and Area Agents ( $p = .04$ ,  $t = -2.14$ ) are found to be significant. This is consistent with what is found in Table 27 with total job satisfaction means.

Table 29, page 85, presents the differences of means for intrinsic job satisfaction by job title classifications. There are several significant differences found when comparing intrinsic job satisfaction with job title classifications. The intrinsic job satisfaction of Agricultural Agents is significantly different than that of FCS ( $p = .04$ ,  $t = -2.02$ ), Area Agents ( $p = .03$ ,  $t = 2.28$ ) and CEDs ( $p = .01$ ,  $t = -2.55$ ). There is a difference found between CEDs and 4-H Agents ( $p = .02$ ,  $t = -2.4$ ),

Area Agents ( $p=.001, t=-3.8$ ) and Specialist ( $p=.01, t=2.7$ ). In addition, there is significant differences found between Area Agents and Family and Consumer Science Educators ( $p=.001, t=3.71$ ) and 4-H Agents ( $p=.046, t=2.02$ ). Lastly, there is significance found between intrinsic job satisfaction means of Specialist and Administration ( $p=.051, t=1.97$ ).

Table 26.

Differences in Total Job Satisfaction Means by Tenure (n=543)

Variable	n	O	p*	t-value**
Tenure				
1-5 Years	118	76.0	.35	-.93
6-9 Years	90	77.4		
1-5 Years	118	76.0	.31	-1.0
10-17 Years	122	77.5		
1-5 Years	118	76.0	.39	-.86
18- 23 Years	97	77.3		
1-5 Years	110	76.0	.008	-2.7**
24+ Years	115	79.6		
6-9 Years	90	77.4	.95	-.06
10-17 Years	122	77.5		
6-9 Years	90	77.4	.96	.05
18-23 Years	97	77.3		
6-9 Years	90	77.4	.08	-1.76
24+ Years	115	79.6		
10-17 Years	122	77.5	.91	.11
18-23 Years	97	77.3		
10-17 Years	122	77.5	.10	-1.67
24+ Years	115	79.6		
18-23 Years	97	77.3	.09	-1.71
24+ Years	115	79.6		

\*p=probability, \*\* denotes level of significance < 0.05

Table 27.

Difference in Total Job Satisfaction by Job Titles (n=543)

Factor	O	n	p*	t-value**
Ag. Agent	77.1	115	.39	.86
4-H Agent	75.8	68		
Ag. Agent	77.1	115	.03	-2.2**
FCS Agent	80.0	88		
Ag. Agent	77.1	115	.11	1.61
Area Agent	73.8	31		
Ag. Agent	77.1	115	.21	-1.2
CED	79.0	81		
FCS Agent	80.0	88	.55	.61
CED	79.0	81		
4-H Agent	75.8	68	.08	-1.7
CED	79.0	81		
Area Agent	73.8	31	.04	-2.1**
CED	79.0	81		
4-H	75.8	68	.39	-.86
Area Agent	73.8	31		
4-H Agent	75.8	68	.01	-2.7**
FCS Agent	80.0	88		
FCS Agent	80.0	88	.001	3.1**
Area Agent	73.8	31		
CED	79.0	81	.06	1.9
Specialist	75.9	112		
CED	79.0	81	.87	-.16
Administration	79.5	20		
Specialist	75.9	112	.01	-1.45**
Administration	79.5	20		
Campus	137	76.8	.29	-1.05
Field Faculty	400	77.9		

\*p=probability, \*\* denotes level of significance < 0.05

Table 28.

Difference in Extrinsic Job Satisfaction Means by Job Titles (n=543)

Factor	O	n	P*	t-value**
Ag. Agent	50.6	115	.38	.88
4-H Agent	49.8	68		
Ag. Agent	50.6	115	.03	-2.2**
FCS Agent	52.3	88		
Ag. Agent	50.6	115	.59	.54
Area Agent	50.0	31		
Ag. Agent	50.6	115	.96	-.04
CED	50.7	81		
FCS Agent	52.3	88	.08	1.17
CED	50.7	61		
4-H Agent	49.9	68	.46	-.74
CED	50.7	81		
Area Agent	50.0	31	.65	-.45
CED	50.7	81		
4-H	49.9	68	.92	.10
Area Agent	50.0	31		
4-H Agent	49.8	68	.005	-2.8**
FCS Agent	52.3	88		
FCS Agent	52.3	88	.04	2.4**
Area Agent	50.0	31		
CED	50.7	81	.79	.26
Specialist	50.4	112		
CED	50.7	81	.83	-.21
Administration	51.0	20		
Specialist	50.4	112	.64	-.47
Administration	51.0	20		
Field Faculty	50.9	400	.59	-.54
Campus Faculty	50.6	137		

\*p=probability, \*\* denotes level of significance < 0.05

Table 29.

Difference in Intrinsic Job Satisfaction by Job Titles (n=543)

Factor	<u>O</u>	n	P*	t-value**
Ag. Agent	18.6	115	.89	.14
4-H Agent	18.5	68		
Ag. Agent	18.6	115	.04	-2.02**
FCS Agent	19.9	81		
Ag. Agent	18.6	115	.30	2.28**
Area Agent	16.4	31		
Ag. Agent	18.6	115	.10	2.55**
CED	20.4	81		
FCS Agent	19.9	81	.51	-.66
CED	20.4	88		
4-H Agent	18.5	68	.02	-2.4**
CED	20.4	81		
Area Agent	16.4	31	.001	-3.8**
CED	20.4	81		
4-H	18.5	68	.046	-2.02**
Area Agent	16.4	31		
4-H Agent	18.5	68	.06	1.93
FCS Agent	19.9	88		
FCS Agent	18.5	88	.001	3.71**
Area Agent	16.4	31		
CED	20.4	81	.01	2.7**
Specialist	18.4	112		
CED	20.4	81	.72	-.36
Administration	20.8	20		
Specialist	18.4	112	.05	1.97**
Administration	20.8	20		
Field Faculty	19.6	400	.60	-.53
Campus Faculty	19.0	137		

\*p=probability, \*\* denotes level of significance < 0.05

The difference in total job satisfaction means and primary language preferences are analyzed in Table 30. No significant differences are found for primary language preference and total job satisfaction means.

Table 30

Difference in Total Job Satisfaction by Primary Language Preference (n=543)

Variable	n	O	p*	t-value**
Language				
Sensing	268	78.1	.61	.52
Intuitive	102	77.5		
Sensing	268	78.1	.07	1.8
Thinking	123	76.1		
Sensing	268	78.1	.99	.02
Feeling	49	78.1		
Intuitive	102	77.5	.34	.95
Thinking	123	76.1		
Intuitive	102	77.5	.75	-.32
Feeling	49	78.1		
Thinking	123	76.1	.27	-1.1
Feeling	49	78.1		

\*p=probability, \*\* denotes level of significance < 0.05

Summary

The findings of this study have been reported in Chapter 4. Initially, a summary of a justification of the study is provided, followed by a review of the objectives of the research. Statistical analysis is used to support the research objectives. Research objectives one, two and three used general descriptive statistics to analyze the respondents by certain demographic variables. Objective four employs descriptive statistics as well as t-tests to compare means of

total job satisfaction to demographic variables and communication preferences. There are several significant differences found in job titles but not in language preferences.

## **CHAPTER 5.**

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Chapter 5 contains a brief review of the rationale, method and purpose of this study. In addition, this chapter includes reviews of the major research findings, drawn conclusions and states implications from the findings. This chapter concludes with recommendations based on those findings and suggestions for further research are made.

#### Rationale, Purpose, and Review

Communication and job satisfaction come to the forefront as major drivers to effectiveness in most organizations (Davis, & Meyer, 1998). The past few years have left Extension organizations in search of research that will help with organizational development issues (Ort, 1999). These needs lead to the purpose of the study, which is to determine the communication type preferences and job satisfaction levels of North Carolina Cooperative Extension (NCCE) faculty. In addition, this study attempts to determine if job satisfaction differs by communication type preferences and select demographic variables. This purpose leads to four research objectives. The objectives were to: a) determine, describe and compare certain demographic characteristics of NCCE faculty; b) determine the language preferences of NCCE faculty; c) determine the job satisfaction of NCCE faculty; and to d) describe the differences between communication type, job satisfaction and certain selected demographics variables for NCCE faculty.

#### Data Collection and Analysis

The subjects for this study are 736 faculty members of NCCE. This includes Extension faculty from the North Carolina State University as well as Extension faculty from North Carolina A & T State University land grant universities. A response rate of 74% was obtained

from the population (n=543). The method used was a census survey using a questionnaire sent over the NCCE Intranet (Appendix A). Letters were attached to NCCE faculty email from the directors of both land grant institutions. The questionnaire included two proven valid and reliable instruments; the Minnesota Job Satisfaction Questionnaire Short-Form™ (MSQ™) and the Communication Preference Questionnaire (CPQ™). In addition, five demographic variables were selected to be studied; they are gender, race, age, tenure and job title classifications. The MSQ Short-Form™ responses were converted into total, intrinsic and extrinsic satisfaction scores while the CPQ™ responses were transformed into primary language preferences and dialects. Demographic groups were determined and grouped with the results from the MSQ™ and CPQ™. The results from the survey responses were computer analyzed and tabulated using descriptive statistics and mean comparison t-tests contained in the statistical software called SPSS® version 10.0.

### Major Findings

The major findings of this research are grouped by the four research objectives which guide this study. Findings from each of these objectives are summarized below.

**Demographic Findings:** The first objective of this study is to determine, describe and compare certain demographic characteristics of NCCE faculty. The demographic mode or typical NCCE faculty member is a white male, older than 41 years of age with less than 10 years of tenure. One major finding from the study is that 41% (n=223) of the respondents have less than ten years of experience with NCCE. The highest represented groups by job titles are Agricultural Agents (n=116, 21 percent), Extension Specialists (n=112, 21 percent), Family and Consumer Science (FCS) Agents (n=88, 16 percent) and County Extension Directors (n=81, 15 percent).

Language Type Findings: The second objective is to determine the preferred language Type of NCCE faculty. These data come from the responses from the CPQ™ in the questionnaire. The typical NCCE faculty member prefers to speak the Sensing/Thinking dialect. The primary extraverted language type preferred by most of NCCE faculty members is Sensing (n=269, 49 percent) with the Thinking language type being second (n= 123, 23 percent). The third most prevalent primary language type is Intuitive (n=102, 19 percent) while the least represented preferred primary language type is Feeling (n= 49, 9 percent). Five demographic variables are used to explain the distribution of language type preferences. The data indicate that nearly half of the males (n=152, 50 percent) and females (n=117, 49 percent) prefer to speak the Sensing language as their primary language preference. The same is true for race, age and tenure groups in that Sensing is the most represented preferred primary language type and the Feeling language type is the least represented. More females (n=26, 11 percent) prefer to speak the Feeling language than do males (n=23, 8 percent). The predominant language type preference for whites (n=229, 47 percent) and non-whites (n=40, 68 percent) is the Sensing language type followed by the Thinking language type (whites; n=113, 23 percent; non-whites; n=10, 17 percent). Furthermore, all age class categories denote Sensing as the highest primary language type preference represented, while the Feeling language is the least. Every tenured group indicate Sensing as their largest percentage of primary language type preference while the Feeling language type being the least represented. Lastly, the Sensing language type preference is the largest percentage response by all job title categories. There are differences in the second and third language preference percentages for Specialist and 4-H Agents. Specialist and 4-H agents reveal an Intuitive language preference as their second largest percentage preference. Agents

with 4-H titles have the largest percentage of Feeling language preferences (n=9, 13 percent), but this preference was still the least represented by this particular job group.

Dialects are also determined from the CPQ™ in the questionnaire by combining the first and second language preferences. The predominant dialectic type preference is Sensing/Thinking (ST), which represent 42% (n=227) of the respondents. Over half (n= 304, 56 percent) of the respondents prefer either the ST or the Thinking/Sensing (TS) language type. Feeling/Sensing (FS) dialects represent the lowest number of responses at 4 percent (n=22). All job tile classifications have ST as their highest represented language type preference. However, there is absence of the Feeling/Intuitive (FN) or Sensing/Feeling (SF) dialects with the Administrator job tile classification. In addition, there is no Feeling language dialect represented from the District Directors.

Job Satisfaction Findings: The third objective of this study focused on determining the job satisfaction of NCCE faculty using the MSQ Short-Form™. The twenty questions in this MSQ™ instrument determine intrinsic, extrinsic and total job satisfaction scores. Intrinsic satisfaction includes measurements of motivational needs such as growth, achievement, responsibility and recognition, while extrinsic satisfaction is measured by job security, orientation, status, social, physical and economic de-motivational factors. These two factors added together in addition to two other general factors produce total satisfaction.

The mean total satisfaction for all respondents in the study is 77.5 with a standard deviation of 10.3. The mean intrinsic and extrinsic satisfaction levels for the respondents are 50.8 and 19.1, respectively. Females (O=78.3) have higher total, intrinsic and extrinsic satisfaction scores than do males (O=76.9). Non-whites (O=79.3) have higher total job satisfaction levels than do whites (O=77.3). In addition, non-whites have smaller standard

deviations (SD=8.7) than do whites (SD=10.5) for total job satisfaction. The findings suggest that as the age of respondents rises so do their job satisfaction levels. Those respondents who are over 61 years of age have the highest job satisfaction levels (n= 11, O=79.8) along with the highest standard deviation (SD=11.2). A similar finding is generated with tenure groups, in that, as tenure increases so does job satisfaction. Contrary to the findings in age, the standard deviation decreases as tenure increases. The largest percentage of respondents are those who have less than ten years of tenure (n=223, 41 percent). Even though this tenure class has the lowest total job satisfaction (O=76.5), the total job satisfaction is only one point off the mean (O=77.5). Those with 31 years of tenure or greater have the highest total job satisfaction scores along with the lowest standard deviations (O=81.0, SD=7.4). District Directors are the most satisfied job group, measuring 7.5 points above the mean of all NCCE faculty respondents. Area Agents (O=73.8) and 4-H Agents (O=75.8) have the lowest total job satisfaction scores while Extension Specialists have the third lowest total job satisfaction scores (O=76.0). The field faculty (O=77.6) have higher total job satisfaction scores than do faculty on campus (O=76.4).

According to the manual for the MSQ™, the average percentile score for a group should be 50 or better for the group to be considered satisfied with their jobs. A percentile score of 75 or higher is ordinarily taken to represent a high degree of job satisfaction while percentile scores of 25 or lower usually represents low satisfaction (Weiss, et al., 1967). NCCE faculty respondents, who score less than a 71.7 for total job satisfaction, represent the bottom 25 percent. These poorly satisfied respondents (n=138) are 5.8 points off the mean for all NCCE faculty members. This lower 25%-percentile group has extrinsic job satisfaction as the largest gap from the mean (3.1) while the upper 25%-percentile group of respondents has total job satisfaction scores well above the mean (O=7.5 points). Half of the respondents score at least a 79.0 on total

job satisfaction, 51.0 on intrinsic satisfaction and 19.5 on extrinsic satisfaction. There is a 13.3-point difference in total job satisfaction from the lower 25%-percentile group mean to the upper (very satisfied) 25%-percentile group.

Many studies in the literature review provide for normative data comparison when applicable. The past research on job satisfaction does not indicate comparative studies involving Extension audiences using the Short-Form of the MSQ™. Therefore, no normative data exist for Extension groups. The closest normative group to Extension faculty is a study of high school teachers from Minneapolis, MN (Weiss, et al., 1967). The data indicates that NCCE faculty (O=77.5) closely compare to the total job satisfaction mean scores of Minnesota high school teachers (O=77.5).

The MSQ Short-Form™ uses the most valid and reliable items that measure the intrinsic, extrinsic and total satisfaction levels. Each question gives five Likert type options (1=very dissatisfied; 2= dissatisfied, 3=neither; 4= satisfied; 5= very satisfied). Of the 20 questions that represented the MSQ Short-Form™, item nine, “The chance to do for other people,” and item three “the chance to do things differently” have the two highest satisfaction scores, averaging 4.6 out of a 5 point score. Both of these items measure intrinsic satisfaction and have the lowest standard deviations. The lowest satisfaction means of the MSQ Short-Form™ are, item twelve (O=2.7), “The way the company’s policies are put into practice, and item thirteen (O=2.6), “My pay and the amount of work I do.” These two items measure extrinsic satisfaction.

The last objective allows for the differences between communication type, job satisfaction and select demographic variables for NCCE faculty to be studied. Descriptive and comparative statistics are used to evaluate the differences between language dialects and total job satisfaction. The type dialect that indicates the highest total job satisfaction is FS (O=80.1). This

dialect is 4.6 points above the total job satisfaction mean for all NCCE respondents ( $O=77.5$ ), in addition to having the lowest standard deviation of all dialects. The largest represented dialect is ST ( $n=230$ , 42 percent), which has the second highest total job satisfaction scores ( $O=78.4$ ). The lowest total job satisfaction scores come from the SF ( $O=75.7$ ) and TN ( $O=75.8$ ) dialects. The lowest intrinsic satisfaction scores are found with the NF ( $O=49.8$ ) and TN ( $O=49.7$ ) dialects while the lowest extrinsic satisfaction scores are found in the FN ( $O=18.0$ ) and SF ( $O=18.4$ ) dialects. The two highest satisfaction scores ST and FS also have the lowest standard deviations while the TS and NT dialects have the highest standard deviations in total job satisfaction.

The best statistical test to determine differences in means for two groups is the t-test (Ary, Jacobs, & Razavieh, 1996). When evaluating whether there are significant differences existing among the total job satisfaction means of gender and race variables and age classes, none are found. One significant difference was found with total job satisfaction means of tenure classifications. A significant difference between those respondents who have less than 5 years of tenure and those who have over 24 years of tenure is found. When evaluating whether differences exist between job groups and total job satisfaction, many significant differences are revealed. The data indicate that there are significant total job satisfaction mean differences found between Family and Consumer Science Agents (FCS) and Agricultural, 4-H and Area Agents. This is to say that at a .05 level of significance, FCS Agents are more satisfied with their jobs than Agricultural, 4-H and Area Agents. In addition, significance is indicated between the total job satisfaction means of Area Agents ( $O=73.9$ ) and CEDs ( $O=79.0$ ). There are no significant differences found when comparing campus faculty to field faculty for total job satisfaction.

Consistent with the findings of total job satisfaction t-scores there is significant differences at the .05 level found with FCS Agents (O=52.3) and Agricultural (O=50.6), 4-H (O=49.8) and Area Agents (O=50.0) as it relates to extrinsic job satisfaction. Furthermore, there are many significant differences found with intrinsic job satisfaction mean scores. Agricultural Agents intrinsic scores (O=18.6) are different from those of FCS Agents (O=19.9), Area Agents (O=16.4) and CEDs (O=20.4). County Director intrinsic job satisfaction scores (O=20.4) are significantly different from 4-H (O=18.5) and Area Agents (O=16.4) scores, in addition CEDs intrinsic job satisfaction scores are significantly different to Specialist (O=18.4). Area Agent intrinsic job satisfaction scores (O=16.4) are also different from 4-H (O=18.5) and FCS Agent scores (O=18.5). The difference in total job satisfaction means and primary type language preferences are explored. No significant differences are found for primary type language preference and total job satisfaction means.

#### Conclusions, Recommendations and Implications for Practice

The conclusions and implications are expressed in the context of language type preferences and job satisfaction for each of the selected demographic variables.

Recommendations follow the conclusions and implications. These recommendations are categorized organizationally, administratively, and by training and development needs. Based on the statistical analysis of the data that guide the four research objectives, the following conclusions can be drawn.

**Conclusion 1. The dominant extraverted language of NCCE faculty is the Sensing language type followed by the Thinking type language. A majority of the NCCE faculty prefer to speak the Sensing/Thinking Dialect.**

Almost half of the NCCE faculty indicate a preference to speak the Sensing language (n=269, 49 percent) followed by the Thinking language (n=123, 23 percent). Over 56% of NCCE faculty prefer to speak either the ST dialect (n=227, 42 percent) or TS dialect (n=77, 14 percent).

Implications - Conclusion one comes with many positive attributes as it relates to communication effectiveness, job satisfaction, and conducting Extension's mission. Even so, this large representation of the Sensing language preference could indicate some potential vulnerability for NCCE. The Sensing language focuses on the present issues, which are backed by facts and logic. The Sensing language characterizes practical, literal, concrete examples that include a critiqued bottom line. This straight talking language represents experience, dependability and reality while avoiding the abstract and theoretical aspects of communication. Individuals who wish to communicate, lead and manage this group would need to be action oriented, linearly focused, and use a step-by-step process (Appendix C).

It is not surprising, particularly for field faculty, why the study found such a high percentage of the Sensing language preference. The basic mission of Extension is identifying community needs, designing and implementing non-formal educational programs that address these needs and then evaluating the potential impacts of these educational endeavors (Boone, 1985). The daily job requirements to fulfill the mission of Extension's mission necessitate communication styles that reflect the preferences of the Sensing and Thinking languages. Solving daily field faculty problems requires a factual language that is well grounded in the present with a specific logical step-by-step process. For example, Agricultural Agents are inundated with pest management calls, which require a detailed, factual inquiry that includes a logical cause and effect answer to the client's question.

Even though many of Extension's daily activities matched well with a Sensing/Thinking dialect, this large presence of the ST language in NCCE may lead to some potential vulnerability. Today's complex environment has many Extension faculty members conversing as how to deal with this uncertain future (Ort, 1999). Futuristic dialogue that has complex internal logic that is multi dimensional may find resistance in a Sensing dominant environment. Since the Sensing language is focused on the present and past, change becomes a difficult language for Sensors. Their participation in the visioning process would challenge their patience and go against their short-term focus preference. For example, trying to talk to field staff about redirection and doing multiple programming on multiple topics does not follow the Sensing language preference (Appendix C). Other implications involve how meetings and trainings should be conducted. Individuals with Sensing language preferences want meetings that are practical, efficient, short and have immediate application. Training on new educational programs should focus on its concrete and immediate applications.

The second most represented primary language for NCCE faculty is the Thinking language. This judging language consists of critical cause and effect language. The language values logic, consistency and validity and likes to approach their conversations in a business like, intellectual, structured way. The Thinking language is based on principles, control, laws and justice while focusing on the past. The communication approach of the Thinking language is analytical, structured, critical and sequential in nature. The Thinking users prefer to communicate by breaking things down into parts and then using their cause and effect analytical style to come to a impersonal judgment about an issue.

Individuals who wish to communicate and lead the Thinking language preference group would need to be formal, businesslike and analytical. This language becomes valuable for tasks

that require cause and effect conversations, such as specialist conducting research and administrators managing human resources. The Thinking language does not contain much humor or involve many personal revelations; it can be critical and blunt at times, thus damaging relationships and affecting teamwork. Since the Thinking language is focused on the past, talking about change sometimes becomes difficult for Thinking language types. Their participation in the visioning process would challenge their focus on the past and cause-effect processes (Appendix C).

There are implications as to the scarcity of the Intuitive (n=102, 19 percent) and Feeling (n=49, 9 percent) language preference with NCCE faculty. The Intuitive language consists of future possibilities and concepts. This language values the possibility of what could be, which keeps the speech in the future tense. The quick thinking Intuitive language is usually about focusing on the big picture in an abstract way. This language can be complex at times since users are always including everything. The communication approach of the Intuitive language is relational, scattered and creative in nature while reading between the lines. The Intuitive language often rambles and jumps from topic to topic which can be frustrating for the predominant Sensing language of NCCE. Individuals who wish to communicate and lead this group would need to be creative and to be future oriented. This language becomes valuable for tasks that require complex analysis that needs a touch of creativity. In NCCE, the Intuitive language is helpful for visioning endeavors and creatively solving programming issues. The Intuitive language will not include too many details or discussions about the past, which may challenge the task oriented ST language preferences of NCCE.

Feeling language preferences are the least represented language preference (n=49, 9 percent). This judging language consists of values and people. The Feeling user likes to

approach their conversations in a warm, friendly, face to face, trusting way. The Feeling language focuses on people, relationships and societal norms. The communicational approach of the Feeling language is spontaneous, and personal in nature. Individuals who wish to communicate and lead this group would need to be personal first, with warm conversation about people. This language becomes valuable for tasks that require a personal touch as with some human resource issues or educational programming with clients who need a warm friendly environment. The Feeling language can overreact and take conversations personally. In addition, these individuals will not get the point sometimes if they think it will hurt someone. The language of the Feeler can seem shallow and fuzzy at times to NCCE's predominant Sensing and Thinking faculty. Since NCCE predominantly speaks the Sensing and Thinking languages, the NCCE faculty who prefer to speak Feeling, may have difficulty being understood and suffer ineffectiveness and frustration in their careers. As indicated many of NCCE's administrators and supervisors speak a Sensing or Thinking language. Those small number of Feeling faculty members may often be hurt in conversations and take many of these dialogues personally. In addition, NCCE needs to be externally cognizant of their predominant Sensing/Thinking language preferences as it relates to the clientele who would prefer Intuitive and Feeling languages.

The predominant dialect for NCCE faculty is ST and TS (56 percent). This dialect combines the preferences of Sensing and Thinking. This dialect focuses on the past and present, backed with logical cause and effect structure. This practical language prefers a formal, principle-based conversation that is critical, analytical, factual, and in a linear critical way. The strengths of this language fit NCCE very well as they solve current problems in traditional proven ways. This type language is dependable, businesslike and works well for typical field

staff responsibilities. Communication may be reduced when the predominant ST dialect is forced to discuss future complex issues such as visioning and program redirection or if their external clientele prefer a different communication style.

**Conclusion 2. Job satisfaction and language type preferences indicate no significant differences.**

The researcher anticipated that there would be significant job satisfaction differences between language dialects. For example, one might think that if an organization has a predominant ST language preference that those who do not prefer to speak the dominant language, say NF dialects, would be less satisfied with their jobs due to frequent communication frustrations. There are no significant differences found with total job satisfaction mean scores and primary language preferences.

**Conclusion 3. When compared to similar norm groups the faculty of NCCE are satisfied with their jobs.**

When compared to norm groups, such as high school teachers, the satisfaction scores are very similar (Weiss, et al., 1967). Even though the over all satisfaction is relatively high for all NCCE respondents, there are some significant job satisfaction differences found within job classifications. Family and Consumer Science Agents (O=80.0) are significantly more satisfied in their jobs than other field faculty such as Agricultural, 4-H and Area Agents. County Extension Directors, who have the highest job satisfaction levels, also have significantly higher job satisfaction than Area Agents. Even though the norm group comparisons are dated, the comparisons are congruent with the findings in other Extension studies (Bowen, Radhakrishna & Keyser, 1994; Fetsch, Flashman & Jeffers, 1984). This implies that targeted personal

development strategies need to be directed toward the Agricultural, 4-H and Area Agents, particularly with intrinsic motivational factors.

**Conclusion 4: No significant differences are found between job satisfaction and the variables of gender, race and age.**

Previous related research indicates that race, gender and age could influence job satisfaction, particularly if the organization is historically white-male dominated. This study does not find any significant differences with total job satisfaction means and these three demographic variables.

**Conclusion 5: NCCE faculty who have more than 24 years of tenure are more satisfied with their jobs than faculty members who have less than five years of service.**

There is a significant difference found with total job satisfaction levels of those NCCE faculty members who have less than five years of tenure ( $M=76$ ) and those who have more than 24 years of service ( $M=79.6$ ). Several of the studies in the review of research support similar findings. As tenure increases so does job satisfaction (Nestor & Leary, 2000 & McAlister, 1990). Due to the aggressive hiring of the late 1970's and the large number of faculty members who are over 41 years of age (73%), a large loss of tenured faculty is expected in the next fifteen years (Mills, 1999). This exodus could indicate a growing gap of satisfaction levels between newly hired staff and the more satisfied tenured faculty. Since job satisfaction is directly linked to employees' retention and productivity, training on different management and leadership styles necessary to influence and motivate these two distinctly different groups would be prudent. One of the factors that influences intrinsic job satisfaction is growth and achievement. Potential motivators such as transfers and promotions, educational opportunities, organizational growth, merit, work load, and power are factors affecting the job satisfaction of this lower tenured

faculty. Over 40% of NCCE faculty have fewer than ten years of tenure with North Carolina Extension. Extrinsic satisfaction will change as the dynamics of age and tenure change for NCCE. Two of the six factors that influence extrinsic job satisfaction are status and social demotivators. As tenured faculty members retire or leave, there will be a considerable loss of knowledge, historical perspective, networks and reputations in the community. These factors will leave the remaining faculty and administration with the challenge of dealing with these losses and maintaining extrinsic job satisfaction.

### Recommendations

Organizationally:

- 1) North Carolina is predicted to grow in its racial diversity over the next five years (Lilly, 2000). This trend suggests that our programmatic and staff needs may become more diverse. To maintain external (social factors facets) job satisfaction, administrators will need to develop strategies that will influence this particular job satisfaction factor.
- 2) North Carolina Cooperative Extension will need to develop job satisfaction strategies for certain job classifications. Intrinsic and extrinsic strategies will need to be developed to aid the Area and 4-H Agents with their low job satisfaction, particularly if NCCE's direction is to increase area type positions. Research as to the specific job satisfaction facets of these two very important jobs is recommended.
- 3) According to Boone (1985), planning is a very important part of educational programming. Since NCCE's faculty is dominated by the Sensing and Thinking language, theory would suggest that these activities are difficult for these language types. A visioning curriculum that incorporates how to plan and vision educational

programs with the Sensing and Thinking language type preferences in mind could be developed for NCCE. For example, in the planning process faculty who prefer the Sensing language need to hear and speak about the concrete application and impacts of the planned program.

Administratively:

- 4) Administrators need to periodically measure extrinsic, intrinsic and total job satisfaction. Since job satisfaction is important to the effectiveness of an organization and the MSQ™ is not an expensive or a long instrument to take, keeping tabs on NCCE's job satisfaction seems prudent. Furthermore, administrators and supervisors (CEDs & DEDs) have higher job satisfaction scores than all other NCCE faculty. This condition could leave administrators complacent and insensitive to job satisfaction issues. Periodic dialogue about direct report job satisfaction is recommended.
- 5) Administrators and supervisors need to develop strategies on how to develop and maintain job satisfaction levels for low tenured faculty. Intrinsic motivators such as career path plans and non-formal recognition programs should be developed for low tenured faculty.
- 6) Given the large exodus of NCCE faculty members and low tenure of existing ones, the Personal and Organizational Development group needs to develop leadership institutes to help develop remaining productive staff. These institutes will influence and motivate this younger faculty through the growth, achievement, and responsibility factors of intrinsic satisfaction.

Training and Team Development Recommendations

- 7) The disproportionate break down of language preferences for NCCE, necessitates the design and implementation of training on communication and type language preferences. This training would aid communication and effectiveness in several areas such as performance reviews, conflict management and educational programming efforts just to mention a few. Furthermore, these trainings can help with mentoring and coaching of NCCE's many teams. Extension is comprised of various teams, both internal and external, that are constantly evolving. These teams range from issues programming teams to county center teams. Research indicates that in most situations, teams composed of different types tend to produce better solutions than those which are homogenous in nature (Kroger, & Thuesen, 1987). However, research also shows that heterogeneous groups tend to have much more initial difficulty communicating and resolving interpersonal conflict, which results in their needing more time to solve problems. Frequently resolving conflict requires some form of effective communication (Kroger, & Thuesen, 1992). These trainings can help establish trust and effective communication in order to reach the team's optimal performance.
- 8) As resources become more scarce, job pressure increases, political relationships become more challenging and accountability becomes an expectation, the stresses of Extension faculty are increasing (Ort, 1999). Yeakley (1982) and Thompson (1996) suggest that as stress increases, the likelihood of hearing the preferred language will decrease. For example, for individuals with severe stress preferring the Sensing language preference may turn to extravert one of the other languages of Thinking, Intuitive or Feeling. Thompson (1995) also suggests that this less preferred language

type would also be less effective as their primary language preference. This leads to a recommendation that NCCE administrators and faculty need further training on recognizing these type languages and learning how to match the language that is being heard in order to enhance communication efforts.

- 9) In addition, the Sensing and Thinking language preference has tendencies to be cold and blunt. This leaves potential for many damaging and hurtful conversations, especially to the Feeling language preference. It is recommended that training in communication type languages occur for all NCCE faculty particularly administrators and supervisors who converse regularly with their direct reports.

#### Recommendations for Further Research

- 1) Data that are more normative are needed on other Extension populations. Other Extension faculty with other land grant universities should use the MSQ™ Short-Form, so that better normative data can be developed and validate this study's findings.
- 2) Broader Extension populations need to be sampled. Many of the Extension staff who help contribute to Extension's mission were not included in this study. Another study which includes secretaries, technicians, para professionals and volunteers is needed.
- 3) Further research investigating the underlying facets of intrinsic, extrinsic and total satisfaction is needed using the MSQ™ Long-Form. The MSQ™ Long-Form breaks out in detail the intrinsic factors of growth, achievement, responsibility, and recognition factors and the physical, economic, security, orientation, status and social aspects of extrinsic job satisfaction. A regression analysis of these independent variables would be useful in helping to direct proper resources that would enhance job satisfaction of NCCE faculty.

- 4) More research needs to be conducted on the cross application one can make about the CPQ™ and the MBTI®. This study's data indicated that a large percentage of NCCE faculty prefer to speak the ST dialect. Type theory would suggest an ST dialect would reveal an MBTI® type of either ISTP or ESTP. A recent study on NCCE faculty indicates a conflict to this inference, in that the predominate personality type found was ESTJ (28 percent) (Owen, 1999). Type theory would have implied that the CPQ™ would have identified TS as being the predominate dialect. It is recommended that the MBTI® needs to be used in place of the CPQ™, to help explain the results found by these two studies.
- 5) Similar studies on communication type preferences need to be conducted on NCCE customers, internally and externally. Information would be useful as to the language preferences the clients prefer.
- 6) Studies need to be conducted as to the personality type dynamics and preferences of writing vs. speaking. There is currently lack of agreement as to the preferred sequence of type preferences as it relates to writing.
- 7) Regression analysis is needed to determine the relationships which other communication constraints have on communication (i.e. Neurological, Social and other Individual Constraints).

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APPENDIX A.

LETTERS TO PARTICIPANTS AND QUESTIONNAIRE



[Go to Communication Preference Questionnaire](#)

September 18, 2001

Dear Colleague:

You are requested to participate in the following research survey of faculty and staff members of North Carolina Cooperative Extension (NCCE). The purpose of this research is to determine communication preferences and job satisfaction levels of NCCE. As the nature of Extension changes, this type of research becomes increasingly important to you and to leaders in Extension. This information will allow us to develop better strategies that will help you in your job.

All responses are categorized by certain demographics not by individual responses. There is complete confidentiality. The researcher will know whether you responded or not (to help with follow-up) but not how you responded.

Complete the questionnaire instructions (point and click). Due to the limited size of the questionnaire, you must answer all questions as best you can. Be honest since there are no wrong answers. This should take no more than five to ten minutes.

**If you return your questionnaire by 10/02/2001 you will be entered in a drawing for \$100 paid to you personally. Drawing will be made after that date and check sent to the winner.**



In order for us to draw accurate conclusions, we need you to participate. While your decision to participate is completely voluntary, please know that your responses are important.

*[Cover letter continued]*

If you have any questions or have difficulty completing the form please contact: Lanny Hass at (828) 687-0570 Ext. 115 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu).

Thank you for your time. Your participation is greatly appreciated and valued!

Sincerely,

Dr. Jon Ort  
Associate Dean & Director  
North Carolina Cooperative Extension Service

Dr. M. Ray McKinnie  
Associate Dean & Associate Administrator  
North Carolina A & T University

[Click here to begin survey](#)

**PLEASE RETURN BY 10/02/01**



There are three pages in this survey composed of two questionnaires with a total of 31 questions and a final demographics page. You must answer **ALL** questions and submit **ALL** three to complete the survey.

**Communication Preference Questionnaire ®**

Below are eleven sets of communication characteristics. Please select one characteristic from each set that most closely describes how you communicate **verbally** (these are your preferences receiving and sending information). **Be sure to select ONE from each set.**

1. When I communicate verbally with someone, I:
  - a.  Want information presented step-by-step.
  - b.  Want the big picture.
2. When I communicate verbally with someone, I:
  - a.  Tend to be blunt.
  - b.  Tend to interpret comments as being directed toward me personally
3. When I communicate verbally with someone, I:
  - a.  Prefer "facts" to "approximations."
  - b.  Prefer "bullets" rather than "details."
4. When I communicate verbally with someone, I:
  - a.  Want information to be organized.
  - b.  Tend to be warm and friendly.
5. When I communicate verbally with someone, I:
  - a.  Tend to focus on the concrete rather than the abstract.
  - b.  Have difficulty staying on topic; ramble.
6. When I communicate verbally with someone, I:
  - a.  Tend to be more "businesslike" than warm and friendly.
  - b.  Need a lot of personal attention/"pats on the back."

7. When I communicate verbally with someone, I:
- a.  Focus on and react to the immediate situation.
  - b.  Am always full of ideas.
8. When I communicate verbally with someone, I:
- a.  Tend to give you more information than you asked for.
  - b.  People tend to be prominent in my conversations.
9. When I communicate verbally with someone, I:
- a.  Have my own agenda in conversations.
  - b.  Get bored if the conversation does not move fast.
10. When I communicate verbally with someone, I:
- a.  Tend to be very logical and analytical.
  - b.  Tend to engage in a lot of personal, non-business chitchat.
11. Select one of the following words that best describes your communication style.
- a.  Facts
  - b.  Ideas
  - c.  Logic
  - d.  People

Continue to Page 2

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If you have any questions or have difficulty completing the form please contact: Lanny Hass at (828) 687-0570 Ext. 115 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu).



**Job Satisfaction Questionnaire**

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things are you satisfied with and what things you are not satisfied with. Be frank and honest. Give a true picture of your general feelings about your present job.

Ask yourself: How satisfied am I with this aspect of my job?

**Very Sat.** means I am very satisfied with this aspect of my job.

**Sat.** means I am satisfied with this aspect of my job.

**N** means I can't decide whether I am satisfied or not with this aspect of my job.

**Dissat.** means I am dissatisfied with this aspect of my job.

**Very Dissat.** means I am very dissatisfied with this aspect of my job.

<b>On my present job, this is how I feel about...</b>	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The chance to work alone on the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The chance to do different things from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The chance to be 'somebody' in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The way my boss handles his/her workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Being able to do things that don't go against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The way my job provides for steady employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The chance to do things for other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The chance to tell people what to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Very				Very

	Dissat.	Dissat.	N	Sat.	Sat.
11. The chance to do something that make use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The way company policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My pay and the amount of work I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The chances for advancement on this job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The freedom to use my own judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The working conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The way my co-workers get along with each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Continue to Page 3

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University of Minnesota. Reproduced by permission.

If you have any questions or have difficulty completing the form please contact: Lanny Hass at (828) 687-0570 Ext. 115 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu).



**User Info**

Your name and email address is collected into a separate table from all other data and will only be used to determine who has completed the survey.

First Name:

Last Name:

E-Mail:

County/Department: **Select from only one box, a County or a Department**  
 **OR**

Job Title:

Age:

Gender:

Race:

Tenure with NC CES (years):

**Choices were:**  
Not County Staff or  
One of the 101 county centers

**Choices were:**  
Not Dept Staff or 4-H, Administration  
Ag & Ext. Education, Ag. Econ, Animal  
Science, Ag. Engineering, CALS Business  
Office, Communications, Grants and  
Contracts, CALSIT, Personnel, College of  
Natural Resources, CRD, Crop Science,  
Design, DEDs, Entomology, FCS, Food  
Science, Hort. Science, A&T  
Administration, Personnel, Plant Path,  
PODS, Poultry Science, Sociology, Soil  
Science, Toxicology, Wood Science,  
Zoology

**Choices were:**  
1-65 years  
in 10 year groups

**Choices were:**  
Male or Female

**Choices were:**  
Ext. Agent –AG, 4-H, FCS, CRD,  
AREA, Dept. Head, Par Professional, EFNEP,  
CED, DED, Ext. Specialist, Ext. Administrator,  
Other.

**Choices were:**  
White or Non-  
White

**Choices were:**  
1-30 years

If you have any questions or have difficulty completing the form please contact: Lanny Hass at (828) 687-0570 Ext. 115 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu).



**Thank you for completing the survey.**

Thanks again for your time. Your input will be very valuable as we move forward in helping the people of North Carolina.



If you have any questions or have difficulty completing the form please contact: Lanny Hass at (828) 687-0570 Ext. 115 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu).

APPENDIX B.  
CONSENT FORMS

*[NCSU Informed Consent Form]*

**North Carolina State University  
Institutional Review Board For The Use of Human Subjects in Research  
GUIDELINES FOR PREPARATION OF INFORMED CONSENT FORM**

An **Informed Consent Statement** has two purposes: (1) to provide adequate information to potential research subjects to make an informed choice as to their participation in a study, and (2) to document their decision to participate. In order to make an informed choice, potential subjects must understand the study, how they are involved in the study, what sort of risks it poses to them and who they can contact if a problem arises. Therefore, **the language used to describe these factors must be understandable to all potential subjects.** The informed consent form is to be read and signed by each subject who participates in the study **before** they begin participation in the study. A duplicate copy is to be provided to each subject.

If subjects are **minors** use the following guidelines for obtaining consent:

-< **8 years old** - requires signature of parent(s)/guardian/legal representative

-**9 through 17 years old** - requires signature of both minor and parent/guardian/legal representative

If the subject or legal representative is *unable to read and/or understand the written consent form*, it must be verbally presented in an understandable manner and witnessed (with signature of witness).

Attached find a sample consent form template. In generating a form for a specific project the principal investigator will fill in the underlined areas of the form and replicate the bold areas.

**North Carolina State University  
INFORMED CONSENT FORM**

**Title of Study – Determining Communication Preferences and Job Satisfaction for North Carolina Cooperative Extension**

**Principal Investigator – Lanny Hass  
Richard Liles**

**Faculty Sponsor (if applicable) – Dr.**

You are invited to participate in the following research study of faculty members of North Carolina Cooperative Extension (NCCE). The purpose of this research is to determine the communication preference and job satisfaction levels of NCCE.

**Information**

Instructions: The survey is on the following web site on the intranet: <http://www.lgosa.org/lanny/>

Time: Completing the questionnaire should take no more than five to ten minutes.

After login into the website please read the brief instructions for each instrument and click send when done. Please answer as honestly as you can each of the questions. If you have no opinion or can't decide please choose one that best fits your opinion. If for some reason you cannot complete the instrument on the web choose one of the following options:

Print out, complete and send/fax or email to:

Lanny Hass

Or email or call and I'll send you a hard

455 Research Drive

Copy to return

Fletcher, NC 2873

828 687-0570, fax 828

684-8715

[lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu)

**RISKS**

The study has been piloted in another state and has been approved by administrative council. There were no risks seen this purposed study.

**BENEFITS**

As the nature of Extension changes, this type of research becomes increasingly important to you and to leaders in Extension. Some of these benefits are:

Communication: Most research suggests that communication is one of the top issues and determinants to organizational effectiveness. Communication has been linked to performance, effective training and development, retention and recruitment. Communication affects the organization on all levels individual, teams and departments. This is particularly an issue with an organization like ours which involves two Universities over 100 county centers spread all over the state, specialists in different colleges, departments and various county staff office arrangements and policies.

Potential Impacts:

Better Communication between various departments and staff.

Increased productivity and performance.

Decreases in conflict

Job Satisfaction: In this time of limited resources and uncertain future, knowing job satisfaction levels can be critical in keeping, retaining, recruiting and motivating staff. This tool will measure job satisfaction intrinsically (Growth, Achievement, Responsibility, Regulations) and extrinsically (Economic, Security, Orientation, Status, Social, Physical). This will be important in developing strategies as

how to retain and motivate staff when certain resources are limited in particularly economic and security factors. Strategies could be developed from this knowledge to better deal with these productivity issues.

Potential Impacts:

- Better strategies to motivate faculty.
- Increased retention in job force.
- Increase in productivity.
- Decreased absenteeism.

Anonymity and Confidentiality: You need not put your name on the instrument; all responses are categorized by certain demographic not by individual responses. The researcher will know whether you responded or not (to help with follow-up) but not how you responded.

While your decision to participate is completely voluntary, please know that your responses are important.

If you have any questions you might have please call: Lanny Hass @ 828 687-0570 or email [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu)

Thank you for your time. Your participation is greatly appreciated!

#### **CONFIDENTIALITY**

**The information in the study records will be kept strictly confidential. Data will be stored securely and will be made available only to persons conducting the study unless you specifically give permission in writing to do otherwise. No reference will be made in oral or written reports which could link you to the study.**

#### **COMPENSATION**

**For participating in this study you will receive describe compensation. Other ways to earn the same amount of credit are describe options here. If you withdraw from the study prior to its completion, you will receive describe partial compensation system here.**

#### **EMERGENCY MEDICAL TREATMENT (if applicable)**

**Include an explanation as to whether any compensation and/or medical treatments are available, if injury occurs and, if so, what they consist of, or where further information may be obtained.**

#### **CONTACT**

**If you have questions at any time about the study or the procedures, you may contact the researcher, principal investigator name here, at address, or [phone number]. If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Dr. Matthew Zingraff, Chair of the NCSU IRB for the Use of Human Subjects in Research Committee, Box 7514, NCSU Campus (919/513-1834) or Mr. Matthew Ronning, Assistant Vice Chancellor, Research Administration, Box 7514, NCSU Campus (919/513-2148)**

#### **PARTICIPATION**

**Your participation in this study is voluntary; you may decline to participate without penalty. If you decide to participate, you may withdraw from the study at any time without penalty and without loss of benefits to which you are otherwise entitled. If you withdraw from the study before data collection is completed your data will be returned to you or destroyed.**

#### **CONSENT**

**I have read and understand the above information. I have received a copy of this form. I agree to participate in this study.**

**Subject's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Investigator's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

[NCSU Human Subjects Consent Form]

North Carolina State University  
Institutional Review Board for the Use of Human Subjects in Research  
COVER PAGE

Title Of Project: Communication Preferences and Job Satisfaction Levels of Faculty of the North Carolina Cooperative Extension Service

Principal Investigator Lanny Hass  
Department: Extension

Source of Funding (other than personal): None  
needed \_\_\_\_\_

Project Duration - Start Date July 1, 2001 End Date: May 1, 2002

Campus Address (Box Number) 7569

E-Mail: lanny\_hass@ncsu.edu Phone: 828 687-0570 Ext. 115

RANK: Faculty XX  
Student: Undergraduate \_\_\_\_\_ Masters \_\_\_\_\_ PhD \_\_\_\_\_  
Other (specify): \_\_\_\_\_

If rank is **other** than faculty, name of faculty sponsor overseeing the research Dr. Richard Liles

Sponsor's e-mail address and/or Campus Box #: Richard\_liles@ncsu.edu Box 7569  
Phone: 919 515-6083

*As the principal investigator, my signature testifies that I have read and understood the University Policy and Procedures for the Use of Human Subjects in Research. I assure the Committee that all procedures performed under this project will be conducted exactly as outlined in the Proposal Narrative and that any modification to this protocol will be submitted to the Committee in the form of an amendment for its approval prior to implementation.*

**Principal Investigator**

\_\_\_\_\_  
(typed/printed name) (signature) (date)

*As the faculty sponsor, my signature testifies that I have reviewed this application thoroughly and will oversee the research in its entirety. I hereby acknowledge my role as the **principal investigator of record**.*

**Faculty Sponsor:**

\_\_\_\_\_  
(typed/printed name) (signature) (date)



**Yes**                      No

6) Does your research involve the analysis of existing data, documents, records, pathological specimens or diagnostic specimens?

Yes  **No**

7) In your estimation does the study involve no more than minimal risk to the subjects (see definition of minimal risk in the Policies and Procedures page)

**Yes**                      No

**North Carolina State University  
Institutional Review Board for the Use of Human Subjects in Research  
PROPOSAL NARRATIVE**

**In your narrative, address each of the topics outlined below. If a section does not apply to your study type “N/A”. Failure to follow these directions will result in delays in reviewing/processing the protocol.**

**A. INTRODUCTION**

1. Briefly describe in lay language the purpose of the proposed research and why it is important.

The research determines the “language” that faculty and staff of North Carolina Extension prefers to speak as measured by the “Communication Wheel” and their job satisfaction as measured by the Minnesota Job Satisfaction Questionnaire. Both of these are valid and reliable proven instruments. I have approval to use these instruments in the manner described from the owners. The methodology will be correlational and descriptive. The survey will take place over the intranet and take little time (10 mins – 55 questions) and be completely confidential and anonymous. The cost will be zero other than the small amount of time for the targeted audience to take the instruments. Communication is listed as one of the major factors to organizational effectiveness. NCCE is based in over 100 counties in which communication is always a challenge. If strategies can be developed by knowing individual and group preferences of communication organizational effectiveness can increase.

NCCE also has and is facing budget cuts that limit resources for staff. By knowing job satisfaction levels intrinsically and extrinsically strategies can be developed to increase retention and performance

2. If student research, indicate whether for a course, thesis, dissertation, or independent research.

This is for a dissertation.

**B. SUBJECT POPULATION**

1. How many subjects will be involved in the research?

Approximately 600.

2. Describe how subjects will be recruited.

Subjects will be randomly chosen from a stratified sample of groups.

3. How much time will be required of each subject?

Approximately 10 minutes

4. List specific eligibility requirements for subjects (or describe screening procedures), including those criteria that would exclude otherwise acceptable subjects.

Subjects have to be employed by North Carolina Cooperative Extension

5. Explain any sampling procedure that might exclude specific populations (women, minorities, elderly).

No exclusion will be experienced.

6. Disclose any relationship between researcher and subjects - such as, teacher/student; employer/employee.

None

7. Check appropriate box for any vulnerable populations included in study:

minors (under age 18) - if so, have you included a line on the consent form for the parent/guardian signature

fetuses

pregnant women

persons with mental, psychiatric or emotional disabilities

persons with physical disabilities

economically or educationally disadvantaged

prisoners

elderly

students from a class taught by principal investigator

other vulnerable population.

If any of the above are used, state the necessity for doing so. Please indicate the approximate age range of the minors to be involved.

### **C. EXPERIMENTAL PROCEDURES**

1. In lay language, describe completely all procedures to be followed during the course of the experimentation. Provide sufficient detail so that the Committee is able to assess potential risks to human subjects.

The study has been approved by North Carolina Cooperative Extension (NCCE) administrative council.

The targeted audience will receive an email with a letter from the director of Extension, Dr. Jon Ort). The email will have a link to an intranet site designed with the questionnaire (enclosed). The subjects will click and send the questionnaire back to a designated place in which I will know who has and has not responded but not what their responses are. Results will be tabulated in norm groups as no one person could be identified as to responses. Results will be reported in a dissertation.

### **D. POTENTIAL RISKS**

1. State the potential risks (physical, psychological, financial, social, legal or other) connected with the proposed procedures and explain the steps taken to minimize these risks.

The investigator has poled several administrative groups within NCCE and no risks are seen by the study.

2. Will there be a request for information which subjects might consider to be personal or sensitive (e.g. private behavior, economic status, sexual issues, religious beliefs, or other matters that if made public might impair their self-esteem or reputation or could reasonably place the subjects at risk of criminal or civil liability)? If yes, please describe and explain the steps taken to minimize these risks.

The questionnaires are enclosed. The researcher sees no questions that would be personal or sensitive in nature.

3. Will the subjects be presented with materials which they might consider to be offensive, threatening, degrading or could produce stress or anxiety. If yes, please describe why they are important and what arrangements have been made for psychological counseling.

The questionnaires are enclosed and several individuals (20) within the organization have seen the questionnaire and none see that the instrument would be offensive, threatening or degrading in any way.

4. Describe methods for preserving confidentiality. How will data be recorded and stored, with any identifiers attached? How will reports will be written, in aggregate terms, or will individual responses be described?

The investigator is working with a computer expert to design a system that allows data to go into a pool that the investigator will have the data but no identifications of who supplied the data. The investigator will need to know who hasn't responded to address non-response error. This list will be separate. In order for confidentiality to occur the investigator will know who has responded but not how they have responded. A sample of the cover letter is enclosed which describes the confidentiality issues.

5. If audio or videotaping is done how will the tapes be stored and how/when will the tapes be destroyed at the conclusion of the study.

Not applicable

6. Is there any deception of the human subjects involved in this study? If yes, please describe why it is necessary and describe the debriefing procedures that have been arranged.

None

#### **E. COMPENSATION**

1. What, if any, direct benefit is to be gained by the subject? In the event of monetary gain, include all payment arrangements (amount of payment and the proposed method of disbursement, including reimbursement of expenses, if applicable). If non-monetary compensation is given, indicate the value.

No direct benefits will be gained. However indirect benefits could be seen by the subjects in better policies and strategies to address communication and job satisfaction.

2. Explain compensation provisions if the subject withdraws prior to completion of the study.

Not Applicable

3. If class credit will be given, list the amount and alternative ways to earn the same amount of credit.

Not Applicable

**F. COLLABORATORS**

None

1. If you anticipate that additional investigators (other than those named on **Cover Page**) may be involved in this research, list them here indicating their institution, department and phone number.

None

**G. ADDITIONAL INFORMATION**

1. If a questionnaire, survey or interview instrument is to be used, attach a copy to this proposal.

Enclosed

2. Attach a copy of the informed consent form to this proposal.

Attached

[Administrative Council Approval 6/13/2001]

**NCCE Administrative Council**

June 13, 2001

Proposal for Lanny Hass's dissertation

**Title:** Communication Preferences and Job Satisfaction in North Carolina Extension

**Targeted Audience:** The faculty of NCCE. This includes field faculty, CEDs, DEDs, DEL,s, Extension Specialist, Program Leaders, and Administration for NCSU and A & T Universities.

**Research Proposal & Methodology:** This is a correlation/descriptive study measuring the communication preferences as measured by the Communication Preference Questionnaire (CPQ) and Job Satisfaction as measured by the Minnesota Job Satisfaction Questionnaire (MSQ). Both are nationally recognized valid, reliable and proven instruments. The questionnaire would be only 55 questions conducted over the Intranet and require very little of the sample population's time (10 min). It would be completely confidential. In no way would the answers be identifiable to anyone.

Dr. Dick Thompson, the creator of the CPQ and a nationally recognized organizational development expert has agreed to collaborate with NCCE free of charge. The department of Vocational Psychology Research at the University of Minnesota is also willing to partner for a nominal fee of \$400 (royalty charges).

**Value of the Study to NCCE:**

**Communication:** Most research suggests that communication is one of the top issues and determinants to organizational effectiveness. Communication has been linked to performance, effective training and development, retention and recruitment. Communication affects the organization on all levels individual, teams and departments. This is particularly an issue with an organization like ours which involves two Universities over 100 county centers spread all over the state, specialists in different colleges, departments and various county staff office arrangements and policies.

Potential Impacts:

- Better Communication between various departments and staff.
- Increased productivity and performance.
- Decreases in conflict

**Job Satisfaction:** In this time of limited resources and uncertain future, knowing job satisfaction levels can be critical in keeping, retaining, recruiting and motivating staff. This tool will measure job satisfaction intrinsically (Growth, Achievement, Responsibility, Regulations) and extrinsically (Economic, Security, Orientation, Status, Social, Physical). This will be important in developing strategies as how to retain and motivate staff when certain resources are limited in particularly economic and security factors. Strategies could be developed from this knowledge to better deal with these productivity issues.

Potential Impacts:

- Better strategies to motivate faculty.
- Increased retention in job force.
- Increase in productivity.
- Decreased absenteeism.

Job satisfaction has been studied with other Extension organizations in the past and has provided very useful information. The literature review also indicates no studies of communication with Extension organizations.

Any issues and concern please contact me at: [lanny\\_hass@ncsu.edu](mailto:lanny_hass@ncsu.edu) or call @ 828 687-0570

APPENDIX C.

DISCRIPTIONS OF LANGUAGE TYPES

**Language Types (Thompson, 1995)**

<b>Language</b>	<b>Sensing</b>			
<b>Dialect</b>	<b>Sensing-Thinking</b>		<b>Sensing-Feeling</b>	
<b>Style</b>	<b>ESTP</b>	<b>ISTP</b>	<b>ESFP</b>	<b>ISFP</b>
<b>Focus</b>	Present; Facts; Logic	Facts; Present; Logic	Present; Facts; People	Facts; Present; People
<b>Prefers</b>	Practical; Concrete examples	Factual; Concrete examples	Practical; Personal examples	Practical; Personal examples
<b>Values</b>	Experience; Reality	Reality; Experience	Personal relationships; Reality	Personal relationships; Reality
<b>Approach</b>	Gregarious; Action; Innovation; Blunt	Reserved; Action; Innovation; Blunt	Outgoing; Action; Innovation; Direct	Reserved; Action; Innovation; Direct
<b>Effects</b>	Outgoing Attends to what is said or done Reacts to the immediate Presents all the facts Impatient Follows own agenda Distracted by physical stimuli Storyteller (long stories) Blunt and critical Avoids the abstract Wants the bottom line Very literal Short attention span Changes mind quickly and often Information manipulator Impulsive Observant Open	Reserved Attends to what is said or done Presents all the facts Impatient Follows own agenda Distracted by physical stimuli Storyteller (long stories) Blunt and critical Avoids the abstract Unpredictable Conversation is sparse and terse Communicates through action Wants information precise Impulsive Operates from internal framework Information manipulator Splits hairs Private	Hyper-energetic Attends to what is said or done Reacts to the immediate Friendly Factual Direct Impatient Distracted by physical stimuli Tells stories about people Sensitive to comments Follows own agenda Short attention span Changes mind quickly and often Fun; entertaining Very agreeable Low tolerance for anxiety Observant Open	Quiet Attends to what is said or done Sensitive to comments Presents all the facts Impatient Follows own agenda Distracted by physical stimuli Tells stories about people Friendly Reacts to the immediate Low tolerance for anxiety Very observant Direct (almost blunt) Unpredictable Operates from internal value system (idealistic) Graceful Private Self-effacing

**Language Types (con't)**

<b>Language</b>	<b>Intuiting</b>			
<b>Dialect</b>	<b>Intuiting-Thinking</b>		<b>Intuiting-Feeling</b>	
<b>Style</b>	<b>ENTP</b>	<b>INTP</b>	<b>ENFP</b>	<b>INFP</b>
<b>Focus</b>	Concepts; Possibilities; Principles	Relationships; Principles; Possibilities	Concepts; Possibilities; Personal relationships	Possibilities; Idealistic values; Selected relationships
<b>Prefers</b>	Big picture; Abstraction; Intellect; Precision	Big picture; Precision; Intellect; Abstraction	Big picture; Interaction	Concepts; Interaction
<b>Values</b>	Possibilities; Own insights; Logical principles	Internal logic/principles; Possibilities; Own insights; Autonomy	Possibilities; Personal interactions; Ideas; Flexibility	Possibilities; Ideas; Universal ideals
<b>Approach</b>	Outgoing; Relational; Scattered; Creative; Logical	Reserved; Relational; Logical; Precise; Creative	Outgoing; Creative; Scattered; Personal	Quiet; Creative; Idealistic; Scattered
<b>Effects</b>	Resists closure Reads between the lines Prone to exaggeration and dramatics Distracted by abstractions Jumps from topic to topic Bored by details Full of ideas Spontaneous Intellectual Enthusiastic Pragmatic Likes to discuss/debate Not time conscious Does it his/her way Gregarious Controls feelings Wants big picture Splits hairs A decision is not a decision Thinks out loud Open	Reads between the lines Prone to exaggeration and dramatics Distracted by abstractions Jumps from topic to topic Bored by details Full of ideas Spontaneous Very intellectual Splits hairs Critical and analytical Abhors redundancy Gets lost in thought Knowledge driven Very independent May seem arrogant Will not violate his/her principles May seem insensitive Can become an intellectual dilettante Private	Full of ideas Spontaneous Warm and friendly Prone to exaggeration and dramatics Easily offended Reads between the lines Distracted by abstractions Jumps from topic to topic Bored by details Sensitive Needs a lot of personal affirmations Shows emotions easily Sensitive to others' feelings Goal oriented—takes charge Reacts negatively to "lecture" Focuses on data confirming personal biases Charismatic Avoids conflict Open	Full of ideas Spontaneous Sensitive Reads between the lines Prone to exaggeration and dramatics Distracted by abstractions Jumps from topic to topic Bored by details Needs a lot of personal affirmations Difficult to understand Will not budge from their values Reacts negatively to "lecture" Focuses on data confirming personal biases Avoids conflict Very private

**Language Types (con't)**

<b>Language</b>	<b>Thinking</b>			
<b>Dialect</b>	<b>Thinking-Sensing</b>		<b>Thinking-Intuition</b>	
<b>Style</b>	<b>ESTJ</b>	<b>ISTJ</b>	<b>ENTJ</b>	<b>INTJ</b>
<b>Focus</b>	Structure; Cause and effect; Facts	Organization; Facts; Cause and effect	Structure; Cause and effect; Improvement	Organization; Improvement; Structure
<b>Prefers</b>	Control; Principles; Stability; Justice; Leading	Stability; Principles; Justice; Control	Control; Principles; Big picture; Leading	Complexity; Big picture; Independence
<b>Values</b>	Logic; Structure; Consistency; Past	Logic; Past; Organization; Tradition	Logic; Consistency; Possibilities	Possibilities; Logic; Consistency
<b>Approach</b>	Analytical; Structured; Critical; Sequential	Organized; Analytical; Factual; Linear	Intellectual; Analytical; Structured; Sequential	Intellectual; Analytical; Pragmatic; Sequential
<b>Effects</b>	Gregarious Very logical Businesslike; Serious Takes control Long answers Tends to be blunt Impersonal Pessimistic Gives and wants details Agenda driven Belabors a point Holds on to the past Might not listen well Single-minded Prefers the concrete External focus Practical Open	Reserved; Quiet Wants information organized Holds on to the past Private Brief Clarifies by questioning Tends to be blunt Serious minded Impersonal Pessimistic Has own agenda No nonsense Wants the details Ties things to the past Goal-oriented Wants control Likes rituals/tradition Can be single-minded	Gregarious Very logical Takes control Long answers Critical and analytical Serious; Businesslike Impersonal; Blunt Quick decisions Goal-oriented Controls emotions Strategic; Visionary Theoretical and abstract Prefers "bullets" to details Seeks confrontation Prefers the future Controls emotions Can be single-minded Open	Reserved Strong need for privacy Wants control Strong intuitive thought Long answers Critical and analytical Serious; Businesslike Impersonal Pragmatic Dry humor Prefers "bullets" to details Bizarre responses Theoretical and abstract Decisions may change Seems aloof Prefers the future Controls emotions Can be single-minded

**Language Types (con't)**

Language	Feeling			
Dialect	Feeling-Sensing		Feeling-Intuition	
Style	ESFJ	ISFJ	ENFJ	INFJ
<b>Focus</b>	Personal relationships; Societal norms; Past; Values	People issues; Past; Societal norms; Values	Personal relationships; Creativity; Personal ideals	People issues; What could be; Personal ideals
<b>Prefers</b>	Extensive face-to-face interaction; Concrete examples; "People talk"	Selected interaction; Concrete examples	Extensive face-to-face interaction; Big Picture; World "causes"	Selected interaction; Big picture; Uniqueness; Independence
<b>Values</b>	Personal relationships; Reality; Structure; Traditions	Personal relationships; Reality; Past; Structure	Personal relationships; Being right; Being unique; The future	Being unique; Personal relationships; What could be
<b>Approach</b>	Outgoing; Judging; Sequential; Literal; Personal	Reserved; Judging; Sequential; Literal; Direct	Outgoing; Enthusiastic; Friendly; Structured; Creative	Reserved; Structured; Creative; Friendly
<b>Effects</b>	Open Warm and friendly Sensitive; Easily offended Likes social interaction Quick decisions about people Has difficulty saying "no" Tends to be pessimistic Experiences mood changes Nurturing Shows emotions easily Holds on to the past Hurt by indifference Needs personal affirmations Takes comments personally Likes "people talk" Prefers the concrete Blames self Tries to please	Private Friendly Sensitive; Easily offended Turned off by "airs" Experiences mood changes Quick decisions about people Shows emotions easily Holds on to the past Quiet; Reserved Seeks personal affirmations Respectful Very organized Prefers concrete Pessimistic Rule follower Down-to-earth Status conscious Tries to please	Open Warm and friendly Creative Takes control Mood changes Charismatic Takes comments personally Quick decisions about people Has difficulty saying "no" Seeks personal affirmations Goal-oriented Shows emotions easily Empathetic Nurturing Sensitive to others' feelings Feels responsible Skilled communicator Tries to please	Private Friendly Takes comments personally Reads between the lines Strong intuitive thought Mood changes Needs to be unique Quick decisions about people Has difficulty saying "no" Prefers the future Empathetic Quietly influential Guarded reactions Avoids conflict Shows emotions easily Sensitive to others' feelings Very creative/imaginative Very responsive to praise

**Psychological Type Language Styles (Thompson, 1995)**

<b>INFJ Style</b>	
<b>FOCUS</b>	The reserved focus of the INFJ communication style is on people, relationships and what could be. Regardless of the topic of conversation, people issues will be included. INFJs are adept at making intuitive leaps during conversations. They place emphasis on “what could be” and tend to be creative. They generally expect to exchange pleasantries before getting down to business. Failing to make a personal connection at the beginning of a conversation can lead to an undesirable result.
<b>PREFERS</b>	If INFJs choose to engage in conversation, they tend to prefer face-to-face communication so they can more effectively “connect” with the other person. They are constantly generating ideas internally while talking or listening to others. Talking about people issues and possibilities is at the heart of their conversations. They also tend to be very intuitive.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Being unique</li> <li>❖ Personal relationships</li> <li>❖ Being creative</li> <li>❖ Ideas and possibilities</li> <li>❖ Personal affirmations</li> <li>❖ Intuitive thoughts</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Private</li> <li>❖ Friendly</li> <li>❖ Take comments personally</li> <li>❖ Read between the lines</li> <li>❖ Strong intuitive thought</li> <li>❖ Mood changes</li> <li>❖ Need to be unique</li> <li>❖ Quick decisions about people</li> <li>❖ Have difficulty saying “no”</li> <li>❖ Prefer the future</li> <li>❖ Empathetic</li> <li>❖ Quietly influential</li> <li>❖ Guarded reactions</li> <li>❖ Avoid conflict</li> <li>❖ Show emotions easily</li> <li>❖ Sensitive to others’ feelings</li> <li>❖ Very creative/imaginative</li> <li>❖ Very responsive to praise</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Thinking too far into the future</li> <li>❖ Reading too much into a comment or situation</li> <li>❖ Negative premonitions</li> <li>❖ Directness of personal feedback</li> <li>❖ Quick judgments of people</li> <li>❖ Taking comments too personally</li> </ul>
<b>UNDER STRESS</b>	Low (FN): Internalizing; moody; questioning motives; multiple ideas; more reserved Medium (NF): Negative premonitions; emotional; attacking; more verbal High (TS): Defensive, using a childlike logic, impulsive behaviors
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Insight</li> <li>❖ Creative</li> <li>❖ Organizer</li> <li>❖ Values</li> <li>❖ Caring</li> <li>❖ Empathetic</li> <li>❖ Charisma</li> <li>❖ Ideas</li> <li>❖ Harmony</li> </ul>
<b>HUMOR</b>	Quick wit; people oriented, dramatics and exaggerations
<b>CONFLICT</b>	Conflict is very uncomfortable for INFJs, and they will avoid it if possible—unless a personal value has been stepped on, then watch out. The INFJ style can be vicious because it attacks the most vulnerable personal areas. Strong emotions tend to accompany the attack, along with future projections of their relationships.
<b>ENERGY</b>	For INFJs, energy is driven by their dominant introverted iNtuiting and revolves around possibilities and relationships. They become impassioned about “what could be,” and discussions about related topics. Personal affirmations and “pats on the back” add to the energy level.
<b>TRIGGER WORDS</b>	These words may trigger an undesirable response for INFJs: <ul style="list-style-type: none"> <li>❖ Not creative</li> <li>❖ Uncaring</li> <li>❖ Lack of insight</li> <li>❖ Selfish</li> <li>❖ Worthless</li> <li>❖ Phony</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	INFJs can normally benefit from working on: <ul style="list-style-type: none"> <li>❖ Paying attention to details</li> <li>❖ Developing analytical skills</li> <li>❖ Practicing the Thinking and Sensing languages</li> </ul>

<b>ENFJ Style</b>	
<b>FOCUS</b>	The focus of the ENFJ communication style is on people, relationships and the future. Regardless of the topic of conversation, people issues will be included. ENFJs are adept at reading between the lines and making intuitive leaps about people issues during conversations. They place emphasis on the norms of the society, e.g., saying “Good morning” before getting down to business is a must. Failing to make a personal connection at the beginning of a conversation can lead to an undesirable result.
<b>PREFERS</b>	ENFJs tend to prefer face-to-face communication so they can more effectively “connect” with the other person. They tend to make quick judgments about people; like to talk about people and events; like to know what “everyone else” is doing; and like to catch up on the latest news. Talking with people about people issues is at the heart of their conversations. They also tend to be very creative.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Personal relationships</li> <li>❖ Being right</li> <li>❖ Being unique</li> <li>❖ Being creative</li> <li>❖ Ideas and possibilities</li> <li>❖ Personal affirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Open</li> <li>❖ Warm and friendly</li> <li>❖ Creative</li> <li>❖ Take control</li> <li>❖ Mood changes</li> <li>❖ Charismatic</li> <li>❖ Take comments personally</li> <li>❖ Quick decisions about people</li> <li>❖ Have difficulty saying “no”</li> <li>❖ Seek personal affirmations</li> <li>❖ Goal-oriented</li> <li>❖ Show emotions easily</li> <li>❖ Empathetic</li> <li>❖ Nurturing</li> <li>❖ Sensitive to others’ feelings</li> <li>❖ Feel responsible</li> <li>❖ Skilled communicators</li> <li>❖ Try to please</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Reading too much into a comment or situation</li> <li>❖ Letting emotions overcome logic</li> <li>❖ Directness of personal feedback</li> <li>❖ Quick judgments of people</li> <li>❖ Taking comments too personally</li> <li>❖ Negative premonitions</li> </ul>
<b>UNDER STRESS</b>	Low (FN): Internalizing; moody; questioning motives; multiple ideas; more verbal Medium (NF): Negative premonitions; emotional; attacking; more reserved High (TS): Defensive, using a childlike logic; impulsive behaviors
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Charisma</li> <li>❖ Harmony</li> <li>❖ Idealistic</li> <li>❖ Caring</li> <li>❖ Creative</li> <li>❖ Empathetic</li> <li>❖ Vulnerable</li> <li>❖ Organizer</li> <li>❖ Insight</li> </ul>
<b>HUMOR</b>	Quick wit; people oriented, dramatics and exaggerations; good storytellers
<b>CONFLICT</b>	The thought of conflict is uncomfortable for ENFJs and will cause them to avoid it if possible—unless a personal value has been stepped on, then watch out. The ENFJ style can be vicious because it finds and attacks the most vulnerable personal areas. Strong emotions tend to accompany the attack. Physical illness may accompany the stress brought on by conflict and its negative premonitions.
<b>ENERGY</b>	For ENFJs, energy is driven by their dominant extraverted Feeling and revolves around people and relationships. They become impassioned by personal “causes” (e.g., save the world) and discussions about related topics. Personal affirmations and “pats on the back” add to the energy level.
<b>TRIGGER WORDS</b>	These words may trigger an undesirable response for ENFJs: <ul style="list-style-type: none"> <li>❖ Uncaring</li> <li>❖ Selfish</li> <li>❖ Worthless</li> <li>❖ Phony</li> <li>❖ Uncreative</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	ENFJs can normally benefit from working on: <ul style="list-style-type: none"> <li>❖ Not taking comments personally</li> <li>❖ Developing analytical skills</li> <li>❖ Paying attention to details</li> <li>❖ Practicing the Thinking and Sensing languages</li> </ul>

<b>ISFJ Style</b>	
<b>FOCUS</b>	The quiet focus of the ISFJ communication style is on people, personal relationships and the past. Treating others with respect is an important aspect of the ISFJ style. Observing the norms of society, e.g., saying “Good morning” before getting down to business is essential. Failing to make a personal connection at the beginning of a conversation can lead to an undesirable result.
<b>PREFERS</b>	Although ISFJs tend not to engage in a lot of conversation, when they do, they prefer face-to-face communication so they can more effectively “connect” with whom they are talking. Their reserved demeanor is often in contrast to the directness of their comments about others. People and tradition are at the heart of their conversations.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Personal relationships</li> <li>❖ Past traditions, holidays, birthdays, etc.</li> <li>❖ People</li> <li>❖ Structure</li> <li>❖ Societal norms</li> <li>❖ Personal affirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Private</li> <li>❖ Friendly</li> <li>❖ Sensitive; easily offended</li> <li>❖ Turned off by “airs”</li> <li>❖ Mood changes</li> <li>❖ Quick decisions about people</li> <li>❖ Show emotion easily</li> <li>❖ Hold on to the past</li> <li>❖ Quiet/Reserved</li> <li>❖ Seek personal affirmations</li> <li>❖ Respectful</li> <li>❖ Very organized</li> <li>❖ Prefer the concrete</li> <li>❖ Pessimistic</li> <li>❖ Rule follower</li> <li>❖ Down-to-earth</li> <li>❖ Status conscious</li> <li>❖ Try to please</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Taking things too literally</li> <li>❖ Not letting go of a person’s past</li> <li>❖ Directness of personal feedback</li> <li>❖ Reading too much into a comment or situation</li> <li>❖ Letting emotions overcome logic</li> <li>❖ Taking comments too personally</li> <li>❖ Too reserved</li> </ul>
<b>UNDER STRESS</b>	<p>Low (FS): Internalizing; talking to people; questioning motives; attacking; more reserved</p> <p>Medium (SF): Impulsive; emotional; attacking; more verbal</p> <p>High (TN): Defensive, using a childlike logic and negative premonitions about tomorrow</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Organized</li> <li>❖ Helpful</li> <li>❖ Tradition</li> <li>❖ Cooperation</li> <li>❖ Giving</li> <li>❖ Caring</li> <li>❖ Appreciation</li> <li>❖ Punctual</li> <li>❖ Parental</li> <li>❖ Harmony</li> </ul>
<b>HUMOR</b>	Descriptive; imitative; people oriented
<b>CONFLICT</b>	Just the thought of conflict is enough to make an ISFJ ill. ISFJs avoid conflict if at all possible. If a personal value has been stepped on, however, they can be vicious. Strong emotions tend to accompany the attack.
<b>ENERGY</b>	For ISFJs, energy is driven by their dominant introverted Sensing and revolves around the past and personal relationships. They enjoy face-to-face discussions about people-related events of the past. Personal affirmations and “pats on the back” add to the energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ISFJs:</p> <ul style="list-style-type: none"> <li>❖ Emotional</li> <li>❖ Uncaring</li> <li>❖ Selfish</li> <li>❖ Sensitive</li> <li>❖ Outcast</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ISFJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being less sensitive</li> <li>❖ Letting go of the past</li> <li>❖ Being more outgoing</li> <li>❖ Practicing the Thinking and iNtuiting languages</li> </ul>

<b>ESFJ Style</b>	
<b>FOCUS</b>	The focus of the ESFJ communication style is on people, personal relationships and societal norms. Regardless of the topic of conversation, people issues and personal values will be included. Of all the styles, ESFJs are the most people-focused. Observing the norms of society, e.g. saying “Good morning” before getting down to business is a must. Failing to make a personal connection at the beginning of a conversation can lead to an undesirable result. This dialect also has an uncanny ability to “read” other people.
<b>PREFERS</b>	ESFJs tend to prefer face-to-face communication so they can more effectively “connect” with whom they are talking. They like to talk about people issues and events from the past, to know what “everyone else” is doing and to catch up on the latest news. Talking with people about people is at the heart of their conversations.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Personal relationships</li> <li>❖ Past traditions, holidays, birthdays, etc.</li> <li>❖ People</li> <li>❖ “Reality”</li> <li>❖ Societal norms</li> <li>❖ Personal affirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Open</li> <li>❖ Warm and friendly</li> <li>❖ Sensitive; easily offended</li> <li>❖ Like social interaction</li> <li>❖ Quick decisions about people</li> <li>❖ Have difficulty saying “no”</li> <li>❖ Tend to be pessimistic</li> <li>❖ Experience mood changes</li> <li>❖ Nurturing</li> <li>❖ Show emotions easily</li> <li>❖ Hold on to the past</li> <li>❖ Hurt by indifference</li> <li>❖ Need a lot of personal affirmations</li> <li>❖ Take comments personally</li> <li>❖ Like “people talk”</li> <li>❖ Prefer the concrete</li> <li>❖ Blame themselves</li> <li>❖ Try to please</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Reading too much into a comment or situation</li> <li>❖ Letting emotions overcome logic</li> <li>❖ Directness of personal feedback</li> <li>❖ Not letting go of a person’s past</li> <li>❖ Taking comments too personally</li> <li>❖ Mood changes</li> <li>❖ Rewriting a person’s history</li> </ul>
<b>UNDER STRESS</b>	<p>Low (FS): Internalizing; talking to people; questioning motives, more verbal</p> <p>Medium (SF): Impulsive; emotional; attacking; more reserved</p> <p>High (TN): Defensive, using a childlike logic and negative premonitions about tomorrow</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Harmony</li> <li>❖ Giving</li> <li>❖ Caring</li> <li>❖ Helpful</li> <li>❖ Appreciation</li> <li>❖ Cooperation</li> <li>❖ Punctual</li> <li>❖ Parental</li> <li>❖ Tradition</li> </ul>
<b>HUMOR</b>	Descriptive; imitative; people oriented
<b>CONFLICT</b>	Just the thought of conflict is uncomfortable for ESFJs and will cause them to avoid it if possible—unless a personal value has been stepped on, then watch out. The ESFJ style can be vicious because it finds and attacks the most vulnerable personal areas. Strong emotions tend to accompany the attack. Physical illness may accompany the stress brought on by conflict.
<b>ENERGY</b>	For ESFJs, energy is driven by their dominant extraverted Feeling and revolves around people and relationships. They become impassioned by face-to-face discussions about people-related topics. Personal affirmations and “pats on the back” add to the energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ESFJs:</p> <ul style="list-style-type: none"> <li>❖ Uncaring</li> <li>❖ Selfish</li> <li>❖ Emotional</li> <li>❖ Sensitive</li> <li>❖ Stupid</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ESFJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Not taking comments personally</li> <li>❖ Letting go of the past</li> <li>❖ Trusting people more</li> <li>❖ Practicing the Thinking and iNtuiting languages</li> </ul>

<b>INTJ Style</b>	
<b>FOCUS</b>	The focus of the INTJ communication style is on possibilities and improvement. Conversations tend to be logical, impersonal, intellectual and centered around improving things. Communicating is reserved, serious and businesslike. It is not unusual for INTJs to have a highly developed vocabulary and prefer writing to conversation. Articulating what they “see” in their minds is difficult because their “visions” come from a nonverbal place.
<b>PREFERS</b>	INTJs tend to prefer to talk about or discuss what could be, logical relationships and connections, systems and complex issues. Their conversations can quickly turn into an analysis of systemic relationships with little consideration for the people element. Their self-confident, intellectual approach and bluntness combined with a reserved approach can create an air of aloofness that can be intimidating.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Logic</li> <li>❖ What could be</li> <li>❖ Competence</li> <li>❖ Knowledge</li> <li>❖ Independence</li> <li>❖ Pragmatism</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Reserved</li> <li>❖ Strong need for privacy</li> <li>❖ Want control</li> <li>❖ Strong intuitive thought</li> <li>❖ Long answers</li> <li>❖ Critical and analytical</li> <li>❖ Serious; businesslike</li> <li>❖ Impersonal</li> <li>❖ Pragmatic</li> <li>❖ Dry humor</li> <li>❖ Prefer “bullets” to details</li> <li>❖ Bizarre responses</li> <li>❖ Theoretical and abstract</li> <li>❖ Decisions may change</li> <li>❖ Seem aloof</li> <li>❖ Prefer the future</li> <li>❖ Control emotions</li> <li>❖ Can be single-minded</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Too far into the future</li> <li>❖ Can be single-minded</li> <li>❖ Reluctant to ask for help</li> <li>❖ Not recognizing the emotional impact of their conversations on others</li> <li>❖ Long answers</li> <li>❖ Aloofness</li> <li>❖ All-knowing attitude</li> </ul>
<b>UNDER STRESS</b>	<p>Low (TN): Quick decisions; critical; become quiet, more introverted</p> <p>Medium (NT): Negative premonitions; may experience analysis paralysis; become more verbal than normal</p> <p>High (FS): Dialog and decisions become childlike, emotional and focused on the immediate situation; become withdrawn; want to be alone; irritated by conversation</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Private</li> <li>❖ Complexity</li> <li>❖ Possibilities</li> <li>❖ Logic</li> <li>❖ Organization</li> <li>❖ Competence</li> <li>❖ Efficient</li> <li>❖ Inversion</li> <li>❖ Intellectual</li> </ul>
<b>HUMOR</b>	INTJs like to play off others’ words, stories, etc.; have quick wit, dry humor and deadpan delivery; may produce bizarre responses and comebacks; it may be difficult to know when they are being humorous.
<b>CONFLICT</b>	INTJs tend to avoid conflict. The challenge of an intellectual debate, however, may draw them into an argument. They will choose the side they believe is correct and defend it to the end. They can be seen as stubborn and difficult to persuade and may come across as arrogant in conflictual situations. When confronted, their initial reaction is to defend. If irritated, INTJs may use the technique of “piling on” rationale.
<b>ENERGY</b>	For INTJs, energy is driven by their dominant introverted iNtuiting and the desire to spend time inside their own minds where anything is possible. Systems and complex issues are favorite topics. Confirmations of their correctness, from those viewed as competent, boost their energy level. Too much time interacting with people drains their energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for INTJs:</p> <ul style="list-style-type: none"> <li>❖ Simplistic</li> <li>❖ Incompetent</li> <li>❖ Not creative</li> <li>❖ Lack of vision</li> <li>❖ Stubborn</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>INTJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being more open-minded</li> <li>❖ Being more personable</li> <li>❖ Speaking up; engaging in conversations</li> <li>❖ Practicing the Sensing and Feeling languages</li> </ul>

<b>ENTJ Style</b>	
<b>FOCUS</b>	The focus of the ENTJ communication style is on organization and improvement. Conversations tend to be logical, impersonal, intellectual and centered around leading and decisionmaking. Communicating is seen as a way to demonstrate competence while making things happen. It is not unusual for people who use the ENTJ style to be gregarious and verbally skilled at defending their position. They always have a rationale to justify their actions.
<b>PREFERS</b>	ENTJs tend to prefer to talk about or discuss logical relationships, strategic issues and systems. Their conversations center around logical analysis of issues with little obvious consideration for the people element. Their self-confident, questioning approach can be intimidating. ENTJs prefer talking to someone who can engage them intellectually, and they are quick decision makers.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Logic</li> <li>❖ Leading; being in charge</li> <li>❖ Competence</li> <li>❖ Knowledge</li> <li>❖ Decisionmaking</li> <li>❖ Justice</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Gregarious</li> <li>❖ Very logical</li> <li>❖ Take control</li> <li>❖ Long answers</li> <li>❖ Critical and analytical</li> <li>❖ Serious; businesslike</li> <li>❖ Impersonal; blunt</li> <li>❖ Quick decisions</li> <li>❖ Goal-oriented</li> <li>❖ Control emotions</li> <li>❖ Strategic; visionary</li> <li>❖ Like theoretical and abstract</li> <li>❖ Prefer “bullets” to details</li> <li>❖ Seek confrontation</li> <li>❖ Prefer the future</li> <li>❖ Focus on empirical data</li> <li>❖ Can be single-minded</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Too aggressive</li> <li>❖ Can be single-minded</li> <li>❖ Demanding</li> <li>❖ All-knowing attitude</li> <li>❖ Lack of details</li> <li>❖ Not recognizing the emotional impact of their conversations on others</li> <li>❖ Arrogance</li> </ul>
<b>UNDER STRESS</b>	<p>Low (TN): Quick decisions; critical; more outspoken</p> <p>Medium (NT): Negative premonitions; may experience analysis paralysis; more reserved, quieter</p> <p>High (FS): Dialog and decisions become childlike, emotional and focused on the immediate situation; irritable, aggressive, attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Logical</li> <li>❖ Organization</li> <li>❖ Possibilities</li> <li>❖ Competence</li> <li>❖ Closure</li> <li>❖ Change</li> <li>❖ Efficient</li> <li>❖ Intellectual</li> <li>❖ Effective</li> </ul>
<b>HUMOR</b>	ENTJs like to play off others’ words, stories, etc.; have quick wit; may produce intuitive responses and comebacks
<b>CONFLICT</b>	ENTJs may seek confrontation; the challenge of an intellectual debate is difficult to resist. They choose the side they believe is correct and defend it vigorously. They can be seen as stubborn and difficult to persuade and may come across as arrogant in conflictual situations. When confronted, their initial reaction is to defend. Their voice level may increase with their irritation, along with an attempt to “beat” you into submission. ENTJs have a strong desire to be right (correct) and seldom back down.
<b>ENERGY</b>	For ENTJs, energy is driven by their dominant extraverted Thinking and revolves around the need to organize complex situations and turn these into reality. They are energized by intellectual discussions, model building and brainstorming. Systems are favorite topics. Confirmations of their correctness boost their energy level, as does being around and engaging other people in conversation.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ENTJs:</p> <ul style="list-style-type: none"> <li>❖ “You’re wrong”</li> <li>❖ Incompetent</li> <li>❖ Illogical</li> <li>❖ Simplistic</li> <li>❖ “Out of control”</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ENTJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being more open-minded</li> <li>❖ Being less aggressive; giving others a chance to lead</li> <li>❖ Being less critical</li> <li>❖ Practicing the Sensing and Feeling languages</li> </ul>

<b>ISTJ Style</b>	
<b>FOCUS</b>	The focus of the ISTJ communication style is on links with the past and logic. Conversations tend to be reserved, logical, impersonal, factual and centered around how things “should be.” Everything seems to be tied to the past, to be a new version of the past or requires attachment to the past in order to move forward. It is not unusual for people with an ISTJ communication style to present a very organized and logical argument for their point of view. Change must be justified through logic based on past experience and may come about slowly.
<b>PREFERS</b>	ISTJs tend to prefer talking about or discussing logical relationships and cause-and-effect actions. They like to give detailed background information to support their point and do it in a thorough, sequential, agenda-driven manner. Their conversations can take on a narrow focus and become quite terse. They want to cover all the bases before making a decision. They prefer talking to someone who can engage them at a concrete and realistic level.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ The past</li> <li>❖ Logic</li> <li>❖ Organization</li> <li>❖ Consistency</li> <li>❖ Tradition</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Reserved/quiet</li> <li>❖ Want information organized</li> <li>❖ Hold on to the past</li> <li>❖ Private</li> <li>❖ Brief</li> <li>❖ Clarify by questioning</li> <li>❖ Blunt</li> <li>❖ Serious minded</li> <li>❖ Impersonal</li> <li>❖ Pessimistic</li> <li>❖ Have their own agenda</li> <li>❖ No nonsense</li> <li>❖ Want the details</li> <li>❖ Tie things to the past</li> <li>❖ Goal-oriented</li> <li>❖ Want control</li> <li>❖ Like rituals/tradition</li> <li>❖ Can be single-minded</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ May hang on to the past too long</li> <li>❖ Single-mindedness</li> <li>❖ Slow to “buy in”</li> <li>❖ Not recognizing the emotional impact of their conversations on others</li> <li>❖ “Pit bull” approach</li> <li>❖ Redundancy</li> <li>❖ May be too reserved</li> </ul>
<b>UNDER STRESS</b>	<p>Low (TS): Quick decisions based on “the way we have always done it”; critical; more reserved</p> <p>Medium (ST): React to immediate situation; may experience analysis paralysis; more verbal</p> <p>High (FN): Dialog and decisions become childlike, emotional; negative premonitions; attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Practical</li> <li>❖ Organized</li> <li>❖ Analytical</li> <li>❖ Logical</li> <li>❖ Procedures</li> <li>❖ Tradition</li> <li>❖ Responsibility</li> <li>❖ Follow through</li> <li>❖ Thoroughness</li> </ul>
<b>HUMOR</b>	ISTJs tend to tell short, descriptive stories and jokes.
<b>CONFLICT</b>	Although ISTJs do not necessarily seek conflict, challenging their logic or decisions may draw them into a defensive position, which they will defend vigorously. They may be perceived as stubborn and difficult to persuade. Their initial reaction when confronted is to present a defense tied to the past and tradition.
<b>ENERGY</b>	For ISTJs, energy is driven by their dominant introverted Sensing and revolves around effectively and efficiently organizing their environment to facilitate accomplishing their assigned duty. They are energized (although it may be well hidden) by reaching their goals. Confirmations of their correctness boost their energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ISTJs:</p> <ul style="list-style-type: none"> <li>❖ Illogical</li> <li>❖ Moving too slowly</li> <li>❖ Defensive</li> <li>❖ Unprepared</li> <li>❖ Large scale change</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ISTJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being more flexible</li> <li>❖ Being less detailed</li> <li>❖ Focusing more on the future</li> <li>❖ Practicing the iNtuiting and Feeling languages</li> </ul>

<b>ESTJ Style</b>	
<b>FOCUS</b>	The focus of the ESTJ communication style is on logic and links with the past. Conversations tend to be logical, impersonal, factual and centered around leading and being in control. The present is tied to the past more than the future. Organization and structure are based on the past and are required in order to move forward. It is not unusual for ESTJs to present very aggressive, organized and logical arguments for their point of view. They always have a rationale to justify their actions. They go “back to the future.”
<b>PREFERS</b>	ESTJs tend to prefer to talk about or discuss logical relationships and cause-and-effect actions. They like to give detailed background information to support their point and do it in a thorough, sequential, agenda-driven manner. Their conversations can take on a narrow focus and become quite lengthy—they want to cover all the bases, ESTJs prefer talking to someone who can engage them on an intellectual and realistic level. They tend to make decisions quickly.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Logic</li> <li>❖ Leading; being in charge</li> <li>❖ Structure</li> <li>❖ Consistency</li> <li>❖ The past</li> <li>❖ Justice</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Gregarious</li> <li>❖ Very logical</li> <li>❖ Businesslike, serious</li> <li>❖ Take control</li> <li>❖ Long answers</li> <li>❖ Tend to be blunt</li> <li>❖ Impersonal</li> <li>❖ Pessimistic</li> <li>❖ Give and want details</li> <li>❖ Agenda driven</li> <li>❖ Belabor a point</li> <li>❖ Hold on to the past</li> <li>❖ Might not listen well</li> <li>❖ Single-minded</li> <li>❖ Prefer concrete issues</li> <li>❖ External focus</li> <li>❖ Practical</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Aggressive approach</li> <li>❖ Single-mindedness</li> <li>❖ Slow to “buy in”</li> <li>❖ Not recognizing the emotional impact of their conversations on others</li> <li>❖ “Pit bull” approach</li> <li>❖ Redundancy</li> <li>❖ Over-rationalization</li> </ul>
<b>UNDER STRESS</b>	<p>Low (TS): Quick decisions based on “the way we have always done it”; critical; more verbal</p> <p>Medium (ST): Reacts to immediate situation; may experience analysis paralysis; becomes quiet, reserved</p> <p>High (FN): Dialog and decisions become childlike, emotional; negative premonitions; attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Organization</li> <li>❖ Analytical</li> <li>❖ Logical</li> <li>❖ Procedures</li> <li>❖ Practical</li> <li>❖ Tradition</li> <li>❖ Responsibility</li> <li>❖ Loyalty</li> <li>❖ Thoroughness</li> </ul>
<b>HUMOR</b>	ESTJs tend to tell long, descriptive stories and jokes.
<b>CONFLICT</b>	Although ESTJs may not necessarily seek confrontation, challenging their logic or decisions may precipitate an aggressive defense. They defend their position vigorously, resulting in being perceived as stubborn and difficult to persuade. Their initial reaction when confronted is to defend, and they may attempt to “beat you into submission” (i.e., admitting that they were correct). ESTJs do not back down.
<b>ENERGY</b>	For ESTJs, energy is driven by their dominant extraverted Thinking and revolves around effectively and efficiently organizing their environment and making things happen. They are energized by reaching their goals, engaging in conversations with others and receiving confirmations of their correctness.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ESTJs:</p> <ul style="list-style-type: none"> <li>❖ Illogical</li> <li>❖ Short-sighted</li> <li>❖ Defensive</li> <li>❖ Disloyal</li> <li>❖ Careless</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ESTJs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being more open-minded and flexible</li> <li>❖ Focusing more on the future</li> <li>❖ Being less forceful</li> <li>❖ Practicing the iNtuiting and Feeling languages</li> </ul>

<b>INFP Style</b>	
<b>FOCUS</b>	The focus of the INFP communication style tends to be reserved and idealistic with an emphasis on the future and people. With a little prompting, this style becomes an idea generator, with the ideas centering around personal relationships and what is “right.” Conversations often take on an idealistic quality as well as a quick and creative pace. Conversations do not necessarily reveal much about a person speaking the INFP style.
<b>PREFERS</b>	INFPs tend to prefer face-to-face communication so they can more effectively “connect” with whom they are talking. At times they are animated and dramatic and may exaggerate their enthusiasm for their topic. Their conversations may sound like a stream of consciousness, going from one idea to another. They prefer to talk on a conceptual level and do not reveal their inner feelings. Although people are prominent in their conversations, they are not eager to delve into the personal aspects of people’s lives. They must have room to explore their own idealistic values or they feel suffocated.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Being unique</li> <li>❖ Personal relationship</li> <li>❖ Creativity</li> <li>❖ Flexibility</li> <li>❖ Universal values</li> <li>❖ Personal affirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Very private</li> <li>❖ Full of ideas</li> <li>❖ Reserved</li> <li>❖ Sensitive; easily offended</li> <li>❖ Friendly</li> <li>❖ Read between the lines</li> <li>❖ Idealistic</li> <li>❖ Prone to exaggeration and dramatics</li> <li>❖ Hide emotions</li> <li>❖ Distracted by abstractions</li> <li>❖ Jump from topic to topic</li> <li>❖ Bored by details</li> <li>❖ Need a lot of personal affirmations</li> <li>❖ Difficult to understand</li> <li>❖ Will not budge from their values</li> <li>❖ React negatively to “lecture”</li> <li>❖ Focus on data confirming their biases</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Idealism may be too far removed from “reality”</li> <li>❖ Applying utopian values to an imperfect world</li> <li>❖ Lack of time consciousness</li> <li>❖ Not seeing the details</li> <li>❖ Lack of external structure</li> <li>❖ Easily distracted</li> </ul>
<b>UNDER STRESS</b>	Low (NF): Multiple ideas, no action; internalizing; attacking; more withdrawn Medium (FN): Emotional; attacking; spinning negative premonitions; more verbal High (ST): “Now” focused; impulsive; defensive, using a childlike logic
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Unique</li> <li>❖ Creative</li> <li>❖ Self-emerging</li> <li>❖ Charismatic</li> <li>❖ Caring</li> <li>❖ Possibilities</li> <li>❖ Communicator</li> <li>❖ Flexible</li> <li>❖ People person</li> </ul>
<b>HUMOR</b>	Quick wit; metaphorical; fast moving
<b>CONFLICT</b>	The thought of conflict is unsettling for INFPs, and they will avoid it if possible—unless a personal value has been stepped on; then they will attack with a vengeance. They tend to carry scars from personal attacks. Forgiveness is not easy for INFPs.
<b>ENERGY</b>	For INFPs, energy is driven by their dominant introverted Feeling and revolves around idealistic relationships. They become impassioned about personal causes, which can easily turn into crusades. Personal affirmations about their uniqueness add to the energy level.
<b>TRIGGER WORDS</b>	These words may trigger an undesirable response for INFPs: <ul style="list-style-type: none"> <li>❖ Not creative</li> <li>❖ Little</li> <li>❖ Simple</li> <li>❖ Selfish</li> <li>❖ Stupid</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	INFPs can normally benefit from working on: <ul style="list-style-type: none"> <li>❖ Focusing on the “real world”</li> <li>❖ Becoming time conscious</li> <li>❖ Empathy</li> <li>❖ Practicing the Sensing and Thinking languages</li> </ul>

<b>ENFP Style</b>	
<b>FOCUS</b>	The focus of the ENFP communication style tends to be global in nature with an emphasis on the future and humanity. Although this dialect is a natural idea generator, the ideas tend to center around global and personal relationships and well-being. Conversations often take on an idealistic quality as well as a quick and creative pace. Topics generate topics, which generate more topics, etc. In addition to the energy in their conversations, there is also fun and an occasional “foot-in-mouth.”
<b>PREFERS</b>	ENFPs tend to prefer face-to-face communication so they can more effectively “connect” with whom they are talking. They are animated, dramatic and may exaggerate in their enthusiasm for the topic. Their conversations sometimes sound like a stream of consciousness that stays on a conceptual level. Although people are prominent in their conversations, they are not as eager to delve into the personal aspects of people’s lives as some of the other styles. They must have room to explore their ideas or they feel suffocated.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Possibilities</li> <li>❖ Flexibility</li> <li>❖ Personal relationships</li> <li>❖ Personal affirmations</li> <li>❖ Universal values</li> <li>❖ Fantasy</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Full of ideas</li> <li>❖ Spontaneous</li> <li>❖ Warm and friendly</li> <li>❖ Prone to exaggeration and dramatics</li> <li>❖ Easily offended</li> <li>❖ Read between the lines</li> <li>❖ Distracted by abstractions</li> <li>❖ Jump from topic to topic</li> <li>❖ Bored by details</li> <li>❖ Sensitive</li> <li>❖ Need a lot of personal affirmations</li> <li>❖ Show emotions easily</li> <li>❖ Sensitive to others’ feelings</li> <li>❖ Goal-oriented—take charge</li> <li>❖ React negatively to “lecture”</li> <li>❖ Focus on data confirming their biases</li> <li>❖ Charismatic</li> <li>❖ Avoid conflict</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Jumping topics</li> <li>❖ Lack of time consciousness</li> <li>❖ Not seeing the details</li> <li>❖ Idealism may be too far removed from “reality”</li> <li>❖ Lack of external structure</li> <li>❖ Easily distracted</li> <li>❖ Applying utopian values to an imperfect world</li> </ul>
<b>UNDER STRESS</b>	Low (NF): Multiple ideas, no action; internalizing; attacking; more verbal Medium (FN): Emotional; attacking; spinning negative premonitions; more reserved High (ST): “Now” focused; impulsive; defensive, using a childlike logic
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Creative</li> <li>❖ Charismatic</li> <li>❖ Caring</li> <li>❖ Possibilities</li> <li>❖ Communicator</li> <li>❖ Flexible</li> <li>❖ People person</li> <li>❖ Self-emerging</li> <li>❖ Unique</li> </ul>
<b>HUMOR</b>	Quick wit; metaphorical; fast moving
<b>CONFLICT</b>	The thought of conflict is unsettling for ENFPs, and they will avoid it if possible—unless a personal value has been stepped on; then they will attack with a vengeance. ENFPs tend to carry scars from personal attacks. Forgiveness is not easy for ENFPs.
<b>ENERGY</b>	For ENFPs, energy is driven by their dominant extraverted iNtuiting and revolves around possibilities and relationships. They become impassioned around personal causes, which can easily turn into crusades. Personal affirmations about their uniqueness add to the energy level.
<b>TRIGGER WORDS</b>	These words may trigger an undesirable response for ENFPs: <ul style="list-style-type: none"> <li>❖ Uncreative</li> <li>❖ Simple</li> <li>❖ Selfish</li> <li>❖ Stupid</li> <li>❖ “Little”</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	ENFPs can normally benefit from working on: <ul style="list-style-type: none"> <li>❖ Following through</li> <li>❖ Focusing on the “real world”</li> <li>❖ Empathy</li> <li>❖ Practicing the Sensing and Thinking languages</li> </ul>

<b>INTP Style</b>	
<b>FOCUS</b>	The focus of the INTP communication style is on patterns and principles. Conversations tend to be creative, fast moving, intellectual and critical. Communicating is like a game of wits and is seen as a way to demonstrate competence. It is not unusual for INTPs to have a highly developed vocabulary, expertise in the rules of grammar and fine-tuned argumentative skills.
<b>PREFERS</b>	INTPs tend to prefer to talk about or discuss ideas, principles and patterns. They like talking about a wide variety of complex issues and especially enjoy an enthusiastic discussion about the abstract world. They prefer talking to someone who can engage them intellectually. INTPs can become very verbal with a captive audience.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Internal logic/principles</li> <li>❖ Own insights</li> <li>❖ Knowledge</li> <li>❖ Competence</li> <li>❖ Autonomy</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Read between the lines</li> <li>❖ Prone to exaggeration and dramatics</li> <li>❖ Distracted by abstractions</li> <li>❖ Jump from topic to topic</li> <li>❖ Bored by details</li> <li>❖ Full of ideas</li> <li>❖ Spontaneous</li> <li>❖ Difficulty expressing logic</li> <li>❖ Split hairs</li> <li>❖ Critical and analytical</li> <li>❖ Abhor redundancy</li> <li>❖ Get lost in thought</li> <li>❖ Knowledge driven</li> <li>❖ Very independent</li> <li>❖ May seem arrogant</li> <li>❖ Will not violate their principles</li> <li>❖ May seem insensitive</li> <li>❖ Can become intellectual dilettantes</li> <li>❖ Private</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Over-trusting their own logic</li> <li>❖ Relating their ideas to reality</li> <li>❖ Long-winded discussions with captive audience</li> <li>❖ Lack of details</li> <li>❖ Time perception</li> <li>❖ Lack of organization when talking</li> <li>❖ Recognizing the emotional impact of their conversations on others</li> </ul>
<b>UNDER STRESS</b>	<p>Low (NT): Multiple ideas, slow to take action; risk-taking; free-flowing; more reserved</p> <p>Medium (TN): Become more logical, analytical, blunt; may experience analysis paralysis; more verbal</p> <p>High (SF): Focused on immediate situation; childlike, emotional and attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Precision</li> <li>❖ Logical</li> <li>❖ Patterns</li> <li>❖ Possibilities</li> <li>❖ Improvisation</li> <li>❖ Risk-taker</li> <li>❖ Competence</li> <li>❖ Skeptical</li> <li>❖ Intellectual</li> </ul>
<b>HUMOR</b>	INTPs like to put a different spin on stories; have a quick wit; produce creative responses and comebacks; puns
<b>CONFLICT</b>	INTPs enjoy the challenge of an intellectual debate, often with little regard to which side they are on. During a debate, they become very focused on being correct. They can be seen as stubborn and difficult to persuade and may come across as arrogant in conflictual situations.
<b>ENERGY</b>	For INTPs, energy is driven by their dominant introverted Thinking and revolves around logic and principles. They are energized by intellectual discussions and brainstorming. Systems are a favorite topic. They tend to be more energized by generating an idea than the actual implementation of it.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for INTPs:</p> <ul style="list-style-type: none"> <li>❖ Illogical</li> <li>❖ Simplistic</li> <li>❖ Incompetent</li> <li>❖ Emotional</li> <li>❖ Feelings</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>INTPs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Being less independent</li> <li>❖ Being more social</li> <li>❖ Not “splitting hairs”</li> <li>❖ Practicing the Sensing and Feeling languages</li> </ul>

<b>ENTP Style</b>	
<b>FOCUS</b>	The focus of the ENTP communication style is on ideas and the future. Conversations tend to be fast moving, may jump from topic to topic and are intellectual and idea based. Conversation is a form of thinking and is seen as a way to elaborate on ideas. It is not unusual for ENTPs to have a highly developed vocabulary and to enjoy the process of debate.
<b>PREFERS</b>	ENTPs tend to prefer to talk about or discuss the big picture, principles and patterns. Their conversations link disparate concepts into patterns as if putting together a jig-saw puzzle. ENTPs enjoy an enthusiastic discussion about the abstract world. They prefer talking to someone who can engage them intellectually.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Possibilities</li> <li>❖ Knowledge</li> <li>❖ Logical principles</li> <li>❖ Competence</li> <li>❖ Their own insights</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Resist closure</li> <li>❖ Read between the lines</li> <li>❖ Prone to exaggeration and dramatics</li> <li>❖ Distracted by abstracts</li> <li>❖ Jump from topic to topic</li> <li>❖ Bored by details</li> <li>❖ Full of ideas</li> <li>❖ Spontaneous</li> <li>❖ Intellectual</li> <li>❖ Enthusiastic</li> <li>❖ Pragmatic</li> <li>❖ Like to discuss/debate</li> <li>❖ Not time conscious</li> <li>❖ Do it their way</li> <li>❖ Gregarious</li> <li>❖ Control feelings</li> <li>❖ Want the big picture</li> <li>❖ Split hairs</li> <li>❖ A decision is not a decision</li> <li>❖ Think out loud</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Time perception</li> <li>❖ Relating their ideas to reality</li> <li>❖ Over-trusting their own logic</li> <li>❖ Lack of organization when talking</li> <li>❖ Following through with their ideas</li> <li>❖ Long-winded discussions</li> <li>❖ Recognizing the emotional impact of their conversation on others</li> </ul>
<b>UNDER STRESS</b>	Low (NT): Multiple ideas, slow to take action; risk-taking; free-flowing; more verbal Medium (TN): Become more logical, analytical, blunt; may experience analysis paralysis; more reserved High (SF): Focused on immediate situation; childlike, emotional and attacking
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Possibilities</li> <li>❖ Complexity</li> <li>❖ Logical</li> <li>❖ Improvisation</li> <li>❖ Risk-taker</li> <li>❖ Competence</li> <li>❖ Skeptical</li> <li>❖ Precision</li> <li>❖ Entrepreneur</li> </ul>
<b>HUMOR</b>	ENTPs like to put a different spin on stories; have a quick wit; produce creative responses, comebacks and puns
<b>CONFLICT</b>	ENTPs enjoy the intellectual challenge of an argument, often with little regard to which side they are on. Sometimes they will change sides during the middle of an argument. They can be seen as stubborn and difficult to persuade and may come across as arrogant in conflictual situations.
<b>ENERGY</b>	For ENTPs, energy is driven by their dominant extraverted iNtuiting and revolves around ideas. They are energized by intellectual discussions and brainstorming. Systems are a favorite topic. They tend to be more energized by generating an idea than the actual implementation of it.
<b>TRIGGER WORDS</b>	These words may trigger an undesirable response for ENTPs: <ul style="list-style-type: none"> <li>❖ Uncreative</li> <li>❖ Simplistic</li> <li>❖ Incompetent</li> <li>❖ Emotional</li> <li>❖ Feeling</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	ENTPs can normally benefit from working on: <ul style="list-style-type: none"> <li>❖ Being more decisive</li> <li>❖ Listening</li> <li>❖ Not splitting hairs</li> <li>❖ Practicing the Sensing and Feeling languages</li> </ul>

<b>ISFP Style</b>	
<b>FOCUS</b>	The focus of the ISFP communication style is on the immediate situation—what is happening right now—particularly as it concerns people and personal relationships. ISFPs’ conversations tend to be reserved, descriptive and provide little in the way of conclusions. People issues and personal values will be included in their conversations. They often do not respond immediately to what people say to them and may hold in how they really feel. They are very astute observers of people.
<b>PREFERS</b>	Although reserved, ISFPs tend to prefer face-to-face communication so they can more effectively “connect” with whom they are talking. They prefer to talk about what is happening today, to know what “everyone else” is doing and to catch up on the latest news. They prefer to talk about people issues rather than “things.”
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Experience</li> <li>❖ “Reality”</li> <li>❖ Personal relationship</li> <li>❖ Idealistic values</li> <li>❖ Innovation</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Quiet</li> <li>❖ Attend to what is said or done</li> <li>❖ Sensitive to comments</li> <li>❖ Present all the facts</li> <li>❖ Impatient</li> <li>❖ Follow their own agenda</li> <li>❖ Distracted by physical stimuli</li> <li>❖ Tell stories about people</li> <li>❖ Friendly</li> <li>❖ React to the immediate</li> <li>❖ Low tolerance for anxiety</li> <li>❖ Very observant</li> <li>❖ Direct (almost blunt)</li> <li>❖ Unpredictable</li> <li>❖ Operate from internal value system</li> <li>❖ Graceful</li> <li>❖ Private</li> <li>❖ Self-effacing</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Directness of personal feedback</li> <li>❖ May react too strongly to a comment or situation</li> <li>❖ Taking things too literally</li> <li>❖ Idealistic evaluations</li> <li>❖ Taking comments too personally</li> <li>❖ Letting emotions build up on the inside</li> </ul>
<b>UNDER STRESS</b>	<p>Low (SF): Impulsive; emotional; attacking; more reserved</p> <p>Medium (FS): Internalizing; questioning motives; attacking; more verbal</p> <p>High (NT): Negative premonitions; mistrusting people, defensive</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Experience</li> <li>❖ Helpful</li> <li>❖ Considerate</li> <li>❖ Flexible</li> <li>❖ Playful</li> <li>❖ Down-to-earth</li> <li>❖ Fun</li> </ul>
<b>HUMOR</b>	Stories, metaphors
<b>CONFLICT</b>	Conflict is uncomfortable for ISFPs. When they find themselves in conflictual situations, they often attempt to escape. If this is not successful, they may withdraw completely. If a personal value has been stepped on, watch out. Strong emotions tend to accompany an ISFP’s attack.
<b>ENERGY</b>	For ISFPs, energy is driven by their dominant introverted Feeling and revolves around personal values. They engage in conversations and activities that move at a steady pace. ISFPs establish a small number of personal relationships. They like face-to-face discussions about people-related topics. Personal affirmations and “pats on the back” add to their energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ISFPs:</p> <ul style="list-style-type: none"> <li>❖ Selfish</li> <li>❖ Emotional</li> <li>❖ Uncreative</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ISFPs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Long-range planning</li> <li>❖ Following through</li> <li>❖ Practicing the Thinking and iNtuiting languages</li> </ul>

<b>ESFP Style</b>	
<b>FOCUS</b>	The focus of the ESFP communication style is on the immediate situation—what is happening right now—particularly as it concerns people and personal relationships. Conversations tend to be descriptive, may appear disjointed and may provide little in the way of conclusions about people. Sometimes the brain outruns the mouth, resulting in sentence fragments and “rambling.” ESFPs tend to talk fast, are often animated and respond immediately to what people say to them.
<b>PREFERS</b>	ESFPs tend to prefer face-to-face communication so they can more effectively “connect” with whom they are talking. They like to talk about what is happening at the moment, to know what “everyone else” is doing and to catch up on the latest news. Talking with people about people issues is at the heart of their conversations. Conversation energizes them.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ “Reality”</li> <li>❖ Personal relationships</li> <li>❖ Deep personal values</li> <li>❖ Innovation</li> <li>❖ Experience</li> <li>❖ Personal affirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Hyper-energetic</li> <li>❖ Attend to what is said or done</li> <li>❖ React to the immediate situation</li> <li>❖ Friendly</li> <li>❖ Factual</li> <li>❖ Direct</li> <li>❖ Impatient</li> <li>❖ Distracted by physical stimuli</li> <li>❖ Tell stories about people</li> <li>❖ Sensitive to comments</li> <li>❖ Follow their own agenda</li> <li>❖ Short attention span</li> <li>❖ Change minds quickly and often</li> <li>❖ Fun/entertaining</li> <li>❖ Very agreeable</li> <li>❖ Low tolerance for anxiety</li> <li>❖ Observant</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ May react too strongly to a comment or situation</li> <li>❖ Directness of personal feedback</li> <li>❖ Letting emotions build up on the inside</li> <li>❖ Short-term focus</li> <li>❖ Taking comments too personally</li> <li>❖ Taking things too literally</li> <li>❖ Hyper-activity</li> </ul>
<b>UNDER STRESS</b>	<p>Low (SF): Impulsive; emotional; attacking; very verbal</p> <p>Medium (FS): Internalizing; questioning motives; attacking; becoming quiet</p> <p>High (NT): Negative premonitions; mistrusting people, defensive</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ “Do it!”</li> <li>❖ Experience</li> <li>❖ Clever</li> <li>❖ Considerate</li> <li>❖ Flexible</li> <li>❖ Playful</li> <li>❖ Performer</li> <li>❖ Fun</li> <li>❖ Helpful</li> </ul>
<b>HUMOR</b>	Stories, metaphors
<b>CONFLICT</b>	Conflict is not comfortable for ESFPs. When they find themselves in conflictual situations, they often attempt to move the argument in their favor. If this is not successful, they may withdraw completely. If a personal value has been stepped on, watch out. Strong emotions tend to accompany an ESFP’s attack.
<b>ENERGY</b>	For ESFPs, energy is driven by their dominant extraverted Sensing and revolves around high stimulation. They love fast moving conversations, activities and having close personal relationships. They like face-to-face discussions about people-related topics. Personal affirmations and “pats on the back” add to the energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ESFPs:</p> <ul style="list-style-type: none"> <li>❖ Uncreative</li> <li>❖ Selfish</li> <li>❖ Uncaring</li> <li>❖ Moving too fast</li> <li>❖ Emotional</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ESFPs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Moving slower</li> <li>❖ Long-range planning</li> <li>❖ Following through</li> <li>❖ Practicing the Thinking and iNtuiting languages</li> </ul>

<b>ISTP Style</b>	
<b>FOCUS</b>	The focus of the ISTP communication style is on the immediate situation—what is happening right now—in a logical and analytical way. Conversations tend to be descriptive and may provide little in the way of conclusions. ISTPs’ complex, impersonal logic will be evident in the background. They become bored quickly and focus much more on the “now” than the past or future. They often respond immediately on the inside to what people say to them, but may not show it on the outside.
<b>PREFERS</b>	ISTPs do not need to be face-to-face when communicating. One-on-one or in small groups they talk about what is happening in their world today and find out about what’s happening with you. The amount of facts and logic they use in conversations can cause these to become drawn out. They can become very verbal with a captured audience.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ “Reality”</li> <li>❖ Logic</li> <li>❖ Experience</li> <li>❖ Action</li> <li>❖ Innovation</li> <li>❖ Personal confirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Reserved</li> <li>❖ Attend to what is said or done</li> <li>❖ Present all the facts</li> <li>❖ Impatient</li> <li>❖ Follow their own agenda</li> <li>❖ Distracted by physical stimuli</li> <li>❖ Storytellers</li> <li>❖ Blunt and critical</li> <li>❖ Avoid the abstract</li> <li>❖ Unpredictable</li> <li>❖ Conversation is sparse and terse</li> <li>❖ Communicate through action</li> <li>❖ Want information to be precise</li> <li>❖ Impulsive</li> <li>❖ Operate from internal framework</li> <li>❖ Information manipulators</li> <li>❖ Split hairs</li> <li>❖ Private</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ Bluntness</li> <li>❖ May react too strongly to a comment or situation</li> <li>❖ Complex internal logic</li> <li>❖ Impulsive</li> <li>❖ Short-term focus</li> </ul>
<b>UNDER STRESS</b>	<p>Low (ST): Impulsive; emotional; attacking; more reserved</p> <p>Medium (TS): Defensive; analysis paralysis; impulsive; more verbal</p> <p>High (NF): Negative premonitions; mistrusting people; attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Experience</li> <li>❖ Logic</li> <li>❖ Clever</li> <li>❖ Observant</li> <li>❖ Down-to-earth</li> <li>❖ Straight-talking</li> <li>❖ Improvise</li> <li>❖ Innovation</li> <li>❖ Flexible</li> </ul>
<b>HUMOR</b>	Stories, similes, analogies
<b>CONFLICT</b>	Conflict is not comfortable for ISTPs. When they find themselves in conflictual situations, they will attempt to move the argument in their favor using logic. If this is not successful, they will look for other ways to “win.” When challenged, they can become defensive.
<b>ENERGY</b>	If ISTPs, energy is driven by their dominant introverted Thinking and revolves around complex logic and facts. They want conversations and activities to move forward. They like to make things happen—not to talk about it. Personal confirmations and recognition for their logic and cleverness add to their energy level.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ISTPs:</p> <ul style="list-style-type: none"> <li>❖ Not logical</li> <li>❖ Emotional</li> <li>❖ Rules</li> <li>❖ No</li> <li>❖ Impulsive</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ISTPs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Long-range planning</li> <li>❖ Following through</li> <li>❖ Patience</li> <li>❖ Practicing the Feeling and iNtuiting languages</li> </ul>

<b>ESTP Style</b>	
<b>FOCUS</b>	The focus of the ESTP communication style is on the immediate situation—what is happening right now—in a logical and analytical way. Conversations tend to be descriptive, provide little in the way of conclusions and might appear disjointed. Sometimes the brain outruns the mouth, resulting in sentence fragments and “rambling.” ESTPs’ impersonal logic will be evident in the background. They become bored quickly and focus much more on the “now” than the past or future. They prefer action.
<b>PREFERS</b>	ESTPs do not need to be face-to-face when communicating, but prefer it. They like to talk about what is happening in their world today and to find out about what’s happening with others. The number of facts and specific details they use results in “stories” that cause their conversations to become long and drawn out.
<b>VALUES</b>	<ul style="list-style-type: none"> <li>❖ Action</li> <li>❖ Experience</li> <li>❖ “Reality”</li> <li>❖ Logic</li> <li>❖ Innovation</li> <li>❖ Personal confirmations</li> </ul>
<b>EFFECTS</b>	<ul style="list-style-type: none"> <li>❖ Outgoing</li> <li>❖ Attend to what is said or done</li> <li>❖ React to the immediate</li> <li>❖ Present all the facts</li> <li>❖ Impatient</li> <li>❖ Follow own agenda</li> <li>❖ Distracted by physical stimuli</li> <li>❖ Storytellers (long stories)</li> <li>❖ Blunt and critical</li> <li>❖ Avoid the abstract</li> <li>❖ Want the bottom line</li> <li>❖ Very literal</li> <li>❖ Short attention span</li> <li>❖ Change mind quickly and often</li> <li>❖ Information manipulators</li> <li>❖ Impulsive</li> <li>❖ Observant</li> <li>❖ Open</li> </ul>
<b>BLIND SPOTS</b>	<ul style="list-style-type: none"> <li>❖ May react too quickly to the immediate situation</li> <li>❖ Complex internal logic</li> <li>❖ Impulsiveness</li> <li>❖ Short-term focus</li> <li>❖ Bluntness</li> <li>❖ Taking things too literally</li> <li>❖ Changing decisions</li> </ul>
<b>UNDER STRESS</b>	<p>Low (ST): Impulsive; emotional; attacking; more verbal</p> <p>Medium (TS): Defensive; analysis paralysis; impulsive; more reserved</p> <p>High (NF): Negative premonitions; mistrusting people; attacking</p>
<b>KEY WORDS</b>	<ul style="list-style-type: none"> <li>❖ Action</li> <li>❖ Flexible</li> <li>❖ Impact</li> <li>❖ Clever</li> <li>❖ Playful</li> <li>❖ Straight-talking</li> <li>❖ Logical</li> <li>❖ Observant</li> <li>❖ Improviser</li> </ul>
<b>HUMOR</b>	Stories, similes, analogies
<b>CONFLICT</b>	Conflict is comfortable for ESTPs. When they find themselves in a conflictual situation they will attempt to move the argument in their favor. If this is not successful, they will look for other ways to “win.” When challenged, they can become defensive, reacting to the immediate situation.
<b>ENERGY</b>	For ESTPs, energy is driven by their dominant extraverted Sensing and revolves around high stimulation. They love fast moving conversations, activities and problemsolving. They like to make things happen—not talk about it. Personal confirmations and recognition for their cleverness/innovativeness add to their energy level. “Just do it” is their motto.
<b>TRIGGER WORDS</b>	<p>These words may trigger an undesirable response for ESTPs:</p> <ul style="list-style-type: none"> <li>❖ Uncreative</li> <li>❖ Moving too fast</li> <li>❖ No</li> <li>❖ Not now</li> <li>❖ Rules</li> </ul>
<b>AREAS FOR IMPROVEMENT</b>	<p>ESTPs can normally benefit from working on:</p> <ul style="list-style-type: none"> <li>❖ Patience</li> <li>❖ Long-range planning</li> <li>❖ Following through</li> <li>❖ Practicing the Feeling and iNtuiting languages</li> </ul>