

# Interview Style Inventory™ Administrator's Guide



## Directions for Administering and Interpreting the *ISI*

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### Introduction

This brief guide was written to provide additional information for professionals using the *Interview Style Inventory (ISI)*. The *ISI* helps individuals identify their preferred employment interviewing style. It is designed to be self-scored and self-interpreted without the use of any other materials, thus providing immediate results for the respondent and/or administrator.

### Background and Development

The *ISI* is based on research of personality types and their potential relevance to and use in vocational psychology, particularly with regard to employment interviewing. The following section describes the research that informed the inventory's development.

### Personality

Over the years, many different definitions of personality have been proposed. Most of these definitions refer to a collection of traits that comprise the psychological functioning of a person. Carver and Scheier (2000) believe that personality is “a dynamic organization, inside the person, of psychophysical systems that create a person's characteristic patterns of behavior, thought, and feelings” (p. 7). Similarly, Deckers (2005) suggests that personality is a “consistent way of behaving as a result of the interaction between temperament characteristics and social experience” (p. 224).

While theorists formulate similar definitions of personality, they disagree about how it develops. Some theorists believe that we are born with certain personality traits and that these traits remain constant throughout the lifespan. Hartman (1998) believes that personality is

innate and that “every child is born with a unique set of personality traits” (p. 25). Similarly, Ritenberger (2000) says that each person is born with inherent personality traits, which in turn determine the way the brain develops and how personality expresses itself. She concludes that “personality characteristics create our habits, determine how we gather information, communicate with others, and are primarily responsible for brain functioning and its normal neurobiological and biochemical reactions” (p. 17).

Other personality theorists believe that personality is learned. Albert Bandura (1986) suggests that personality is a dynamic interaction among three forces: environmental factors, personal factors, and behavioral actions. Bandura believes that people are self-organizing, proactive, self-reflecting, and self-regulating rather than simply reactive organisms shaped by environmental forces or childhood circumstances. He believes that cognitions and attitudes play a central role in human adaptation and change.

Allen (2000) also suggests that personality is made up of many different components including individual differences, behavioral dimensions, and personality traits. “Individual differences” refers to the observation that people differ in a variety of ways; “behavioral dimensions” represents the different ways people behave; and personality traits are the internally based psychological characteristics that people possess. Allen concludes that personality is a combination of all of these facets.

Most theories of personality development agree that personality factors influence human behavior and play a major role in social interaction. Therefore, a basic understanding of personality can help job seekers better navigate the social dynamics of the interview process.

## Personality Types

For years psychologists and psychiatrists have studied personality types. They have concluded that human beings do have distinct personality characteristics in common that can be used to classify people into types and, more importantly, to predict how each type will behave.

Carl Jung (1923) was one of the first theorists to see human behavior in terms of patterns, and he defined four groups of personality types based on their four mental functions: sensing, intuiting, thinking, and feeling (Jung & Hull, 1991). Jung suggested that human

behavior was not random, but was predictable and classifiable. He believed that differences in behavior were a result of preferences related to the basic functions our personalities perform in life. He claimed that these preferences emerge early in life and form the foundation of our personalities. He concluded that these preferences became the core to our behaviors, thoughts, feelings, and approach to life.

Jung wrote that people are different in several essential ways and that it is important to identify the way people prefer to function and orient to the world. These ways of functioning are grouped into four distinct pairs:

**Orienting to the World:** Extroversion/Introversion

**Ways of Taking in Information:** Sensing/Intuiting

**Information Processing and Decision-Making:** Thinking/Feeling

**Dealing with the External World:** Judging/Perceiving

Jung (1923) suggested that each four-letter combination represents a distinct personality type. Thus, there are sixteen different letter combinations and sixteen different personality types. In the 1950s, the *Myers-Briggs Type Indicator (MBTI)* (Myers, McCaulley, Quenk, & Hammer, 1998) was developed based on Jung’s research to help people understand and identify their personality types. The *MBTI* identifies sixteen personality types based on four distinct personality patterns which include Intuitive-Feelers (NFs), Intuitive-Thinkers (NTs), Sensing-Judgers (SJs), and Sensing-Perceivers (SPs) (Baron, 1998). The *MBTI* is the most popular assessment instrument of personality types, and it has been used by millions of people to learn more about themselves, make career choices, communicate more effectively, and make good decisions. The four types identified in the *ISI* are highly correlated with the primary types measured on the *MBTI*.

Other theorists have similarly categorized personality into four distinct types. For example, David Keirsey (1998) believes that the sixteen types identified on the *MBTI* could easily be partitioned into a different set of four groups with common characteristics, called temperaments. He suggests that people can be organized into four temperament types: Idealists, Rationals, Guardians, and Artisans. The Keirsey temperaments have also been used extensively in vocational psychology.

Baron (1998) believes that “type theory can be used to explain and in some ways foster our growth and development over the course of a lifetime” (p. 160). She says that according to type development theory, in the early years of life, people focus their energy and attention into developing their dominant function (primary personality type) balanced by auxiliary functions. She concludes that people will ideally have access to their primary type and be able to call on less-preferred functions in given situations and that “the emergence of clear dominant and auxiliary functions gives our personality consistency, predictability, and effectiveness” (p. 160).

Personality type has provided a framework for better understanding ourselves and others. Personality type can be measured and has been used as a basis for predicting human behavior and interpreting how people interact with their environments. Personality type has been used as a framework for a variety of processes including career counseling, marriage and family counseling, psychotherapy, and team-building. The *ISI* was developed using personality type as a means of helping people learn about their interviewing strengths and weaknesses and discover ways to become a more effective interviewee.

## Personality and Employment Interviewing

Personality plays an important role in the interviewing process. Authors who write about effective job search methods suggest that people who are effective in employment interviews must utilize a variety of styles and skills in order to develop rapport with the interviewer. Therefore, interviewees must know and understand their interviewing strengths and work to overcome their weaknesses. Krannich (2002) suggests that “an interview is a two-way communication exchange between an interviewer and interviewee” (p. 247) and that this communication involves both verbal and non-verbal behavior. He believes that through the various stages of an interview, many different sets of communication behaviors are required. He concludes that

Since the interviewer has certain expectations about required personalities and performance in candidates, he or she wants to identify your weaknesses. You counter by communicating your strengths to lessen the interviewer's fears of hiring you. Recognizing that you are an unknown quantity to the employer, you must raise the interviewer's expectations of you (p. 248).

Because employment interviews are complex interactions, many authors suggest that prospective interviewees be able to adapt their personalities to the various stages of an employment interview (Cassell, 1992; Farr, 1991; Krannich, 2002). Farr (1991) suggested that many employers claim they get a gut reaction to a job candidate based on a combination of verbal and nonverbal behaviors. Cassell (1992) said that prior to entering an interview session, people should develop a strong sense of what they know and what they can do, and that by knowing interview strengths and weaknesses, interviewees will be more confident and able to adapt to what happens in the interview.

Taylor and Hardy (2004) suggest that most interviews incorporate four distinct stages:

**Preparation:** In this stage the interviewee prepares for the interview by researching the organization, formulating appropriate questions to ask, and practicing responses to different interview situations and styles. In this stage, organization, attention to details, research, synthesis, and precision skills are required. This corresponds most closely to the Analyzer scale on the *ISI*.

**First Impression:** In this stage the interviewee needs to be likable and congenial and work to develop rapport. Interviewers form an impression of the interviewee during the first few minutes of the interview. In this stage the interviewee must be spontaneous, sociable, optimistic, and energetic. This corresponds most closely to the Energizer scale on the *ISI*.

**Passion/Skills Presentation:** In this stage the interviewee must passionately and convincingly present qualifications and skills. Interviewees must make a sales pitch at this point by telling their achievement story. In this stage the interviewee must be goal-oriented, driven, eager to impress, and action-oriented. This corresponds most closely to the Achiever scale on the *ISI*.

**Closing and Follow-Up:** In this stage the interviewee must listen well and look for nonverbal cues that signal the interview is over. Once the interviewer has signaled closure, the interviewee should quickly and gracefully finish the interview and ask for the job. Then the interviewee must creatively and quickly follow up on the interview. In this

stage the interviewee must be patient, respectful, introspective, intuitive, and creative. This corresponds most closely to the Intuitor scale on the *ISI*.

Farr (1991) agrees that people pass through various stages in an employment interview and that a certain amount of judgment and knowledge is required for people to successfully navigate each stage. The *ISI* was designed to help people utilize their primary personality type in an interview, but also to integrate aspects of other personality types throughout the interview process to succeed in each stage.

Employers are increasingly looking at personality factors as a way of improving selection decisions (Borman & Brush, 1993; Campion, Palmer, & Campion, 1997). They suggest that knowledge of personality and personality type can help people improve their selection chances by being better prepared to adapt to the interviewer's personality style. Krannich (2002) suggests that today many employers and interviewers still regard the employment interview as a way of eliminating people as potential job candidates, and that people who are successful in employment interviews are able to use their strengths and overcome their weaknesses.

Nelles (2001) suggests that the most important aspect of an effective employment interview is "the ability to immediately establish rapport with the hiring manager" (p. 165). He believes prospective employees should try to determine what type of person the hiring manager is. He concludes that this entails identifying the hiring manager's personality type based on what he or she keeps in the office. Similarly, Bixler and Dugan (2001) suggests that a first impression in an interview should create a human connection that not only includes all parties, but also puts everyone on the same playing field. This is best accomplished through the matching of interviewee and interviewer personality types.

A great deal has been written about the personality styles of interviewers (Fry, 2003; Kennedy, 2000). However, very little has been written about how interviewee styles affect interviewing success. One expert, Graber (2000), suggests that "the interviewer's decision about whether you will be invited back for an additional interview will probably be influenced by your attitude and personality as much as your qualifications" (p. 232).

## Need for the *ISI*

The *Interview Style Inventory (ISI)* is designed to meet the need for a brief assessment instrument to help people identify their primary style when interviewing for employment. It is based on the ideas that, because employment interviewing is such a complex process, people need as much self knowledge as possible and that individuals will be naturally inclined to use certain job interview strategies and approaches based on their personality. Job candidates who are aware of their interviewing strengths and weaknesses can better explore ways to improve their interview performance.

The *ISI* is intended for use in any type of program that prepares students and clients for prospective employment interviews, including comprehensive career guidance programs, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career and placement offices, outplacement programs, prisons and parole-oriented programs, military transition programs, school-to-work programs, welfare-to-work programs, employee development programs, or any agency that works with clients or students who will eventually be interviewing.

## Administration and Interpretation

The *ISI* has been designed for ease of use. It is simple to take and can be self-scored and self-interpreted. Each assessment includes scoring directions, an interpretation guide, a worksheet for improving interview strategies, and sources for additional information.

Each *ISI* inventory contains 40 statements that could be descriptive of a person's personality. Each of the items has been grouped into one of the four scales that are representative of the four interview styles identified in the literature.

The *ISI* can be administered to individuals or to groups. It is written for individuals at or above the seventh grade level. Since none of the items are gender-specific, the *ISI* is appropriate for a variety of audiences and populations.

## Administering the *ISI*

The *ISI* can be self-administered and the inventory booklets are consumable. A pencil or pen is the only



other item necessary for administering, scoring, and interpreting the inventory. The first page of the inventory contains spaces for normative data including name, date, gender, and age. Instruct each respondent to fill in the necessary information. Then read the description and directions on the first page while all respondents follow along. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory booklet. The *ISI* requires approximately 15–20 minutes to complete.

### Steps of the *ISI*

The *ISI* uses a series of steps to guide respondents. In Step 1, respondents mark their answers for all 40 items. Respondents are asked to read each statement and then circle the response that best represents how descriptive each statement is of their personality. Each scale is made up of 10 statements.

In Step 2, respondents add their scores for each section and put that number in the total space provided. For example, if the respondent marked a 3 for each of the 10 statements of a given section (meaning the respondent felt the statements were “Somewhat Descriptive” of his or her personality), that person’s total score for that section would be 30. Each of the four sections corresponds to a particular interviewing style. Scores will range from 10 to 40.

Step 3 helps respondents identify whether their scores were in the low, average, or high ranges. This step then helps respondents better understand their scores and provides a description of the four scales.

Step 4 describes how respondents should explore their interviewing strengths and weaknesses and ways to improve their interviewing performance based on their preferred interviewing style. Checklists are provided so that respondents can easily and quickly learn more about their interviewing style and explore alternative strategies for effective interviewing.

Step 5 helps respondents identify the strengths of their own natural interviewing style and then adapt strategies from the other styles to improve their overall interviewing performance.

## Understanding and Interpreting *ISI* Scores

The *ISI* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total of the numbers circled for each of the 10 self-report personality statements for the four scales. The performance of respondents can only be evaluated in terms of the mean scores on each of the scales.

For each of the scales on the *ISI*:

**Scores from 10 to 19 in any section are LOW** and indicate that this style does not match the respondent’s personality and that the respondent tends not to use the interviewing strategies associated with this approach.

**Scores from 20 to 30 in any section are AVERAGE** and indicate that this style somewhat matches the respondent’s personality and that the respondent tends to use some of the interviewing strategies associated with this approach.

**Scores from 31 to 40 in any section are HIGH** and indicate that this style matches well with the respondent’s personality and that the respondent tends to use many of the interviewing strategies associated with this approach.

Respondents generally have one or more areas in which they score in the high or high-average categories. While respondents will naturally gravitate towards the strategies associated with that style, they should concentrate on developing an interviewing approach that incorporates the best aspects of all four styles.

### Scales Used on the *ISI*

Because the primary objective of this instrument is to help people learn more about the primary style they use in employment interviews, the *ISI* is organized around four scales that represent the four major personality styles. These scales were chosen as representative based on a literature review related to personality and personality styles and include the following:

**Achiever:** You are action-oriented and hard-working. You often do not take “no” for an answer. You are self-motivated, confident, and persistent, and you place a great deal of pressure on yourself to succeed. You are respected by others because of

your ability to get things done, though you may have trouble getting to know people well. You have innate leadership qualities and tend to rise to the top in whatever you do. You are strong-willed and good at making decisions. You would rather achieve personal goals than please other people.

**Intuitior:** You are highly intuitive about people and things. You are a good listener and genuinely care about other people, making you a good friend and confidante. You are easy to get along with but are not very forceful when dealing with others. You handle problems courteously and efficiently but prefer to keep a low profile and avoid conflict. You are very productive in your work, and you find creative ways to solve problems. You often are not very flexible and prefer stability over change. You tend to be calm and collected in whatever you do.

**Energizer:** You are adventurous, spontaneous, passionate, and unstructured. You are outgoing and tend to get along well with others, though you try to avoid confrontation. You like to engage in a variety of tasks and are open to change, but you are also impulsive and get restless or bored easily. You trust in your ability to improvise in any situation. You have a high energy level but often need help channeling this energy in constructive ways. You prefer working with people and do not want to be bothered with details or paperwork. You have limited organizational skills, but your enthusiasm makes you a good motivator.

**Analyzer:** You are very logical in all you do. You prefer to work with data and ideas and would rather work by yourself than as part of a group. You are willing to spend a great deal of energy to complete projects you have started; however, you often get bogged down in details and lose sight of the end results. You are often viewed by others as a deep thinker, and you make decisions only after having all the facts. You tend to be objective and unemotional. You value critical thinking and don't often act on impulse.

## Illustrative Case Using the *ISI*

Jenny is finding it difficult to get a job. She searches the hidden job market, has an excellent resume and cover letter, and completes employment applications well. She

seems to get many job interviews but has had no offers. She took the *ISI* to help her identify ways she can be more effective in employment interviews (see Figure 1).

**Figure 1: Profile Results for Jenny**

Scale I: Achiever = 21

Scale II: Intuitior = 32

Scale III: Energizer = 22

Scale IV: Analyzer = 35

As can be seen from her results on the *ISI*, she scored in the “High” range for the Analyzer (35) and Intuitior (32) scales. A discussion of her results indicated that she really does have an Analyzer-type personality. She described herself as very well prepared and a person who can gather and synthesize information quickly and effectively. On the other hand, she admitted that she does not enjoy interviewing. She described herself as “not a people person.” She indicated that she gets nervous meeting other people and has a hard time “getting excited about interviewing.”

The Intuitior part of her personality helps her to be a good listener, but she realized that she needs to be more assertive and more enthusiastic. She needs to be more willing to discuss personal achievements (from the Achiever style), be more energetic in developing rapport with the interviewer (from the Energizer style), and concentrate on maintaining eye contact. A thorough analysis of her interview style allows her to make better use of her strengths, become more aware of her weaknesses, and learn ways to integrate all of the four styles to be a more effective interviewer.

## Research and Development

This section outlines the stages involved in the development of the *Interview Style Inventory*. It includes guidelines for development, item construction, item selection, item standardization, and norm development and testing.

### Guidelines for Development

The *ISI* was developed to fill the need for a quick, reliable instrument to help people explore their interview style and learn to make adjustments to be more effective in employment interviews. The inventory consists of

four scales, each containing ten personality descriptors that represent the scales. It also provides counselors and job search specialists with information that they can use to help their clients and students develop interviewing skills. The *ISI* was developed to meet the following guidelines:

**The instrument should confidently measure a wide range of interview styles.** To help people identify a specific interview style and apply this style and others to employment interview situations, four scales were developed that were representative of the personality types reviewed in the literature. The four scales on the *ISI* include Achiever, Intuitor, Energizer, and Analyzer.

**The instrument should be easy to use.** The *ISI* uses a four-point Likert question-answer format that allows respondents to quickly determine their strongest interviewing style. The format makes it easy for people to learn more about their interview style, the strengths and weaknesses of this style, and ways to improve employment interviewing performance.

**The instrument should be easy to administer, score, and interpret.** The *ISI* utilizes a consumable format that guides the test taker through the five steps necessary to complete the *ISI*, identify scores for the four scales, learn more about the various interview styles, identify strengths and weaknesses, and learn new ways to improve interview performance. It is self-scoring and self-interpreting.

**The instrument should apply to both men and women.** Norms for the *ISI* have been developed for both men and women.

**The instrument should contain items which are applicable to people of all ages.** Norms developed for the *ISI* show an age range from 18 to 62.

## Scale Development

The author's primary goal was to develop an inventory which measures and identifies a person's primary personality type, from which specific interviewing styles could be discerned. In order to ensure that the inventory content was valid, the author conducted a thorough review of the literature related to the topics of personality, temperament, personality styles, and interviewing styles. A

variety of both academic and professional sources were used to identify the four personality types that make up the scales on the *ISI*. Sources included the Jungian typology, the Myers-Briggs typology, and the Keirsey Temperaments.

### Similarities Between *MBTI* Themes and *ISI* Scales

The following charts highlight the similarities between the scales on the *Interview Style Inventory* and the four primary patterns of Jung's research (see Figure 2) and the sixteen personality types measured on the *MBTI* (see Figure 3).

**Figure 2: Similarities Between Personality Patterns and Jung's Typologies**

Jungian Types	<i>ISI</i> Scales
NF (Intuiting/Feeling)—People motivated by a need to understand themselves and others, who value authenticity and autonomy and strive for an ideal world.	Intuitor
NT (Intuiting/Thinking)—People motivated by a need to understand the world around them, who value competency and the powers of the mind.	Analyzer
SJ (Sensing/Judging)—People who are motivated by a need to be useful and of service, who like administering and being in charge.	Achiever
SP (Sensing/Perceiving)—People who are motivated by a need for freedom and action, who value and enjoy living in the here and now.	Energizer

**Figure 3: Similarities Between *MBTI* Personality Types and *ISI* Scales**

<i>MBTI</i> Personality Types	<i>ISI</i> Scales
ENFJ, ENFP, INFJ, INFP	Intuitor
ENTJ, ENTP, INTJ, INTP	Analyzer
ESTJ, ESFJ, ISTJ, ISFJ	Achiever
ESTP, ESFP, ISTP, ISFP	Energizer

Figure 4 highlights the similarities between Keirsey's four Temperament Themes and scales on the *Interview Style Inventory*.

**Figure 4: Similarities Between Keirsey Temperament Themes and *ISI* Scales**

Keirsey Temperament Themes	<i>ISI</i> Scales
Artisans—Highly skilled in implementing goals. They are strong in promoting and operating, or displaying and composing.	Intuitior
Rationals—Highly skilled in strategic analysis. They are strong in marshalling and planning, or inventing and configuring.	Analyzer
Guardians—Highly skilled in logistics. They are strong in administering, protecting, and providing for others.	Achiever
Idealists—Highly skilled in communicating and cooperating to get things done. They are strong in diplomacy, teaching, counseling, and tutoring.	Energizer

As can be seen, many theorists believe that human behavior and psychological functioning can be categorized into distinct patterns. Such patterns provide the basis for the scales on the *ISI*.

## Item Selection

A large pool of items that were representative of the four major scales on the *ISI* was developed and later revised. This enabled the elimination of items which did not correlate well. In developing items for the *ISI*, the author used language that is currently being used in the career and job search literature and research and in employment counseling programs. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for identifying personality types that affect how people interview for employment. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

## Item Standardization

The *ISI* was designed to measure a person's most natural interviewing styles based on personality characteristics. The author identified adult populations to complete the

*ISI* in order to gather data concerning the statistical characteristics on each of the items. From this research, a final pool of 10 personality characteristics was chosen which best represented the four scales on the *ISI*.

This initial research yielded information about the appropriateness of items for each of the *ISI* scales; reactions of respondents concerning the inventory format and content; and reactions of respondents concerning the ease of administration, scoring, and profiling of the *ISI*. Experts in the fields of career counseling and employment counseling were used to eliminate items that were too similar to one another. The data collected was then subjected to split-half correlation coefficients to identify the items which best represented the four scales on the *ISI*. The items accepted for the final form of the *ISI* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or racial bias.

## Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients, test-retest correlations, and interscale correlations. Tables 1, 2, and 3 present all three types of information. As can be seen in Table 1, the *ISI* showed very strong internal consistency validity with Split-Half Correlations ranging from .85 to .96. One month after the original testing, 102 people in the sample population were retested using the *ISI* (see Table 2). Test-retest correlations for the *ISI* ranged from .885 to .898. All of these correlations were significant at the .01 level.

Table 3 shows the correlations among the *ISI* scales. The *ISI* showed very strong interscale correlations with the largest correlation being among the Energizer and Intuitior scales (.478). All of the other interscale correlations were smaller, adding to the independence of each of the scales on the *ISI*. In fact, the Intuitior and Achiever scales had a correlation of  $-.162$ . The results of the reliability studies show that the *ISI* consistently measures employment interviewing styles.



## Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *ISI* is presented in the form of means and standard deviations and construct validity. Table 4 shows the scale means and standard deviations for men and women who completed the *ISI*. Note that women scored highest on the Energizer ( $M = 30.87$ ) scale and lowest on the Analyzer ( $M = 23.69$ ) scale. Men scored highest on the Achiever ( $M = 30.65$ ) scale and lowest on the Analyzer ( $M = 25.57$ ) scale. Overall, people completing the *ISI* scored highest on the Energizer ( $M = 29.83$ ) scale and lowest on the Analyzer ( $M = 24.60$ ) scale.

Construct validity was measured by correlating *ISI* scales with equivalent personality types on the *Myers-Briggs Type Indicator*. Table 5 shows the correlations of the *ISI* scales with the *MBTI*. For example, the Intuitor scale on the *ISI* and the Intuiting scale ( $r = .950$ ) and Feeling scale ( $r = .735$ ) on the *MBTI* had significant correlations at the .01 level. The Achiever scale on the *ISI* and the Extravert scale ( $r = .743$ ) were significantly correlated. The Energizer scale on the *ISI* was significantly correlated with two scales on the *MBTI*: Extravert ( $r = .845$ ) and Perceiving (.569). The Analyzer scale on the *ISI* also highly correlated with two *MBTI* scales: Sensing ( $r = .624$ ) and Thinking ( $r = .899$ ). This suggests that the *ISI* is highly correlated with the *MBTI*.

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**Table 1: Internal Consistency (Split-Half Correlations)\***

<i>Scales</i>	<i>Correlation Coefficients</i>
Achiever	.85**
Intuitior	.96**
Energizer	.94**
Analyzer	.89**

\* N = 73

\*\*Correlation was significant at the 0.01 level

**Table 2: Stability (Test-Retest Correlation)\*<sup>+</sup>**

<i>Scales</i>	<i>Correlations</i>
Achiever	.893**
Intuitior	.885**
Energizer	.898**
Analyzer	.888**

\* N = 102

<sup>+</sup> One month after original testing

\*\* Correlations were significant at the 0.01 level

**Table 3: /S/ Interscale Correlations (N = 102)**

<i>Scales</i>	<i>Analyzer</i>	<i>Achiever</i>	<i>Intuitior</i>	<i>Energizer</i>
Achiever	1	-.162	.007	.118
Intuitior	-.162	1	.478**	.293**
Energizer	.007	.478**	1	.322**
Analyzer	.118	.293**	.322**	1

\*\*Correlation was significant at the 0.01 level

**Table 4: Means and Standard Deviations for Adults**

<i>Scales</i>	<i>Total (N = 422)</i>		<i>Male (N = 205)</i>		<i>Female (N = 217)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Achiever	29.28	5.4	30.65	4.3	27.98	6.0
Intuitior	28.43	3.7	27.67	4.3	29.16	3.0
Energizer	29.83	3.7	28.73	4.7	30.87	1.9
Analyzer	24.60	5.7	25.57	4.9	23.69	6.2

**Table 5: /S/ Correlation with MBTI (N = 28)**

<i>Scales</i>	<i>Extravert</i>	<i>Introvert</i>	<i>Sensing</i>	<i>Intuiting</i>	<i>Thinking</i>	<i>Feeling</i>	<i>Judging</i>	<i>Perceiving</i>
Achiever	.743*	-.742*	.322	-.322	.291	-.291	.328	-.328
Intuitior	-.279	.298	-.950*	.950*	-.735*	.735*	.069	-.069
Energizer	.845*	-.836*	.060	-.060	-.384	.384	-.569*	.569*
Analyzer	-.160	.145	.624**	-.624*	.899*	-.899	.718	-.718

\* Correlation is significant at the 0.01 level (2-tailed)

## About the Author

John Liptak, Ed.D., is one of the leading developers of quantitative and qualitative assessments in the country. He is the Associate Director of the Experiential Learning and Career Development office at Radford University in Radford, Virginia. He provides career assessment and career counseling services for students and administers and interprets a variety of career assessments. Dr. Liptak focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences.

In addition to *ISI*, Dr. Liptak has created the following assessments for JIST Publishing: *Transferable Skills Scale (TSS)*, *Career Exploration Inventory (CEI)*, *Transition-to-Work Inventory (TWI)*, *Job Search Knowledge Scale (JSKS)*, *Job Survival and Success Scale (JSSS)*, *Barriers to Employment Success Inventory (BESI)*, *Job Search Attitude Inventory (JSAI)*, and *College Survival and Success Scale (CSSS)*.

The results of the *ISI* have value beyond identifying interviewing styles, strengths, and weaknesses. Job seekers can use their *ISI* results throughout their job search. An additional resource, "Making the Most of Your Style: Further Tips for Using *ISI* Results in the Job Search and Interview Process," provides information, tips, and worksheets to help individuals apply their *ISI* results to all aspects of their job search. It is available for free download at [www.jist.com](http://www.jist.com).

