

Test Evaluation Assignment

Myers-Briggs Type Indicator vs Minnesota Multiphasic Personality Inventory

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I have selected two personality tests for my evaluation assignment: the Myers-Briggs Type Indicator (MBTI) and the Minnesota Multiphasic Personality Inventory (MMPI). As with all personality tests, they are demonstrative of the test constructor's individual idea of "personality". I hope to illuminate this difference and show how each of the two tests has value. In the first part of this paper, I will provide pertinent information about the MBTI and then similar information about the MMPI. The second part of the paper will be a literature review of the information related to each test, as well as a comparison of the two tests based on the information in part one.

Part I - Test Data

Part one is a review of important information about the two tests. In addressing this information I will provide the necessary data for evaluation of the test in part two. This information will be in outline form for easier readability and comparison.

Myers-Briggs Type Indicator (MBTI)

1. Test author :

Katharine C. Briggs and Isabel Briggs Myers

(later revisions were done by Isabel Briggs Myers only)

2. Publisher Information

- Test Publisher : Consulting Psychology Press Inc.
- Date of initial publication and most recent revision : Initial publication was in 1943 (the first edition of the manual was 1962). The most recent revision of the test was in 1977.
- Cost

Question Booklets: \$9.50 per 25 Form F or G booklets

\$12 per 25 abbreviated Form booklets

Answer Sheets: \$6.50 per 50 answer sheets

Handscoring Keys: \$10 each

Individual Report Forms: \$5.50 per 50

Manuals: \$20

Specimen Set: \$3

MBTI Computer Software: \$200

CAPT Scoring Service: \$6 or less per test

3. Description of Test

The MBTI is a forced choice, self report inventory designed for use with normal subjects. It is based on Jungian theory of personality types (Jung, 1921). The types of items, Forms available, age groups, and other features will be examined.

The items are forced choice, with only 2 choices (except for a few questions on each form which allows 3 choices). The format of the questions are designed to have the respondent answer to a statement which asks something about how they prefer to act in a situation. For example an item would be something like :

1. Would you say you

(A) _____or

(B) _____?

Where the blanks would be statements relating to their preferences.

There are 3 forms available: Form F (166 items), Form G (126 items) and Form AV, the abbreviated version which is self scoring (50 items). Both Form F and G contain research items as well as the items scored for type; Form AV contains no research items. The Form F and Form G items are almost identical, but in Form G the items are

rearranged so that items which best predict type are at the beginning so that those respondents who do not finish are more likely to receive an accurate measurement of type. The AV Form of the indicator includes the first 50 items from Form G in a self scoring format. This has application in group situations where maximum accuracy is not important. The AV Form reports the same type as Form G about 75% of the time (Myers, McCaulley, 1985). Form AV will be more accurate with individuals having higher preference strengths. Form AV is not recommended when an accurate assessment of type is desired. Form G is the standard form of the MBTI. Form F is only used when the administrator is willing to share the results with the authors on a confidential basis. There is also a self-scorable Form G available which has only 92 items.

The age groups which are appropriate to use the MBTI are adults and high school students. The testing manual recommends caution when interpreting results for younger individuals.

The test results are reported based on four preference scales as follows :

Scale	Preference Scale	
EI	Extraversion to Introversion	Reflects whether a person is an extravert(E) or an introvert(I)
SN	Sensing to iNtuitive	How person perceives, through observable facts (S) or through meanings, relationships, and/or possibilities which have been worked out beyond the reach of the conscious mind(N)
TF	Thinking to Feeling	Decisions made based on impersonal, logical consequences (T) or base decisions on personal or social values (F)
JP	Judging to Perceiving	How a person deals with the outside world. Through thinking or feeling (J) or through sensing or intuiting (P)

The MBTI results in a combination of these four scales into the 16 different possible overall types. For example, a person receiving a score which corresponds to an E on the EI scale, an N on the SN scale, a F on the TF scale, and a P on the JP scale would have an overall type of ENFP. There is information on the report from for both

what the individual scores mean and the overall score in many cases.(McCaulley & Myers, 1985)

4. Use of Test

Purpose: The purpose of the MBTI is to identify, from self report of easily recognized reactions, the basic preferences of people in regard to perception and judgment, so that the effects of each preference, singly and in combination, can be established by research and put to practical use (McCaulley, 1985).

Group Applicability: This is applicable to age groups from high school up through adult. The reading level of the MBTI is estimated at seventh grade, so this must be taken into account when selecting this indicator for use. There are no carefully validated translations available and caution is recommended when used with non-English speaking people.

5. Details of Administration

The G and F Forms should require about 50 to 55 minutes to complete, while the AV Form will take about 20 to 25 minutes.

The test preparation is very important to administering the MBTI. It is important that the test taker understand that the test results are for their own use (as is the case in most situations), that participation is voluntary and the level of confidentiality (this may vary depending on the situation, for example, the MBTI is used often in group settings and will be shared to process the group dynamics). During the introduction of the MBTI, the examiner will want to create an atmosphere where the test takers can respond freely.

They need to make every effort to create a situation where respondents are interested in the results for their own purposes, not for the benefit of other people (this is particularly true in work situations). The MBTI items are transparent and answers can be falsified.

The mechanics of administering are relatively easy since the MBTI is virtually self-administering. All needed instructions are on the front cover of the booklet and on the scoring sheets. When conducting group administration of the MBTI, the examiner should read the instructions allowed, emphasizing the need for carefully filling in the identifying information (especially the male/female information since the Thinking/Feeling questions have different gender weight). In addition the examiner needs to make clear that there is only one answer allowed for each item. The examiner should not explain questions or meanings to test takers and in group settings, the test takers should not be allowed to discuss the items. Omissions are permitted if a question is not understood. When introducing the MBTI, the examiner should not use the word *test*, they should use the word ***indicator***. The Form G also has a few questions which may bring up some employee concerns such as a question as to “Are you working?” and “Do you like it?”. If there are concerns about the answer getting back to their employer, the question may be skipped (it is for demographic purposes only).

While there is no special training required to administer the MBTI (it is usable as a take home self scoring test), it is helpful that the administrator be qualified to interpret the results, which requires training about what the results mean per individual score on one scale, and as a combined score on all four scales.

6. Scoring Procedures

The same sheet is used for hand and machine scoring

Form AV and a version of Form G are self scoring. When the test is completed, the answer sheet is torn apart and the answers can be tallied to come up with a score.

For hand scoring the full forms, there are 5 stencils to use for scoring the MBTI (Forms G or F,), 1 each for the EI, SN, and JP scales, and 2 for the TF scale (1 male and 1 female as they are weighted differently). The scoring instructions are painted on the stencils. The points for each of the 4 poles are added to come up with a score for each this actually provides 8 point totals: one for E,I,S,N,T,F,J and P. Point weights are indicated on the scoring stencils, some questions are weighted 2 points each. These points are converted to preference scores. This preference score consists of a letter showing the direction of preference and a number showing the strength of the preference. The letter is determined by comparing the point totals for the two parts of the preference (for example, if the E score is 19 and the I score 6, the letter portion will be E). The number score is calculated by subtracting the lesser score from the greater and then looking this score up on the Point Diff. column for each pair of scores. Another way to calculate the score is by a formula. For E,S,T and J scores, the preference number is the difference in the pair times 2 plus 1. For I,N,F and P scores, the preference number is the difference in the pair times 2 minus 1. For ties, the preference score will be I 01, N 01, F 01 or P 01. For example, if the E point score was 15 and the I point score was 10, the preference letter would be E, while the number would be 2 times (15-10 =5) equals 10, plus 1 equals 11.

Continuous scores for the MBTI can also be calculated. These are a linear conversion of the preference scores, using the following convention : For E,S,T and J scores, the continuous score is 100 minus the numerical portion of the preference score, for I,N,F or P scores, the continuous score is 100 plus the numerical portion of the preference score. For example, the preference score of E10 is represented by the continuous EI score of 90.

7. Normative Data Available

The MBTI came from early development and has had many versions validated. Forms A and B were the initial forms, then the Forms were improved successively to forms C, then Form D, then Forms E and F. Form E was phased out in the early 70s, and Form F became the standard form. About twenty years later, a new standardization of items was carried out. This was done to ensure that temporal cultural changes had not decreased the utility of the items. One goal of the standardization was to look at the age in which the MBTI could be validly administered to school children. This standardization was based on 1,114 males, and 1,111 females, grades 4 through 12 in 3 public schools in Bethesda, Maryland, and in 4 private schools in Philadelphia, Pennsylvania. The analyses included rescoring a sample of 3,362 University of Florida freshmen tested in 1972 and 1973. The Maryland 11th and 12th grade sample of 1,101 students was comparable to the sample used in the original Form F sample (consisting largely of college prep students of above average socioeconomic status). This restandardization caused a modification of the Form F scoring. In 1977, a new revision of the MBTI was published as Form G. Form G eliminated 38 research items not scored for type (they were not included in the preference score calculation), added one new item, and dropped

two items which no longer met the criteria for inclusion. In addition, some items were modified to eliminate ambiguity or awkward alternatives. The Form G items were rearranged so that all the scored items preceded the unscored ones and put the most predictive items at the beginning. When scored for type the two forms are essentially interchangeable (see reliability section). (McCaulley, 1985)

8. Reliability

Internal Consistency Reliability Estimates

The internal consistency of continuous scores based on coefficient alpha and the MBTI data bank (N=9,216 persons) are as follows: (McCaulley, 1985)

EI scale	83
SN scale	83
TF scale	76
JP scale	80

Test - Retest Reliability Estimates

Test-retest reliability correlation of continuous scores in samples from seventh grade to medical school are included in the Myers-Briggs manual, in table 10.5. (McCaulley, 1985) The TF reliability is the lowest of the four scores.

The test-retest reliability correlation of type categories also in samples from seventh grade to medical school are also included in the Myers-Briggs manual, in table 10.6. (McCaulley, 1985). They also report the percentage of persons reporting 4,3,2,1 or

no preferences the same on retest. The chance probability of choosing all 4 preferences on retest is 6.25%. The actual test-retest probabilities are quite different.

Comments Regarding Reliability

These numbers show moderate retest reliability especially for the letter preference score. It is quite likely that the test taker will get at least one different preference letter score since there are only two groups that exceeded 50% of respondents with all 4 of their categories unchanged. This could probably be guessed, especially for low numerical scores on one of the preference scores (for example, an I1 score would shift to an E1 score by only answering 1 question differently). The important scores to focus on are the ones with high preference scores as these are more likely to be useful direct indicators, while the low numerical scores must be considered in context not of the letter score, but that they are on the “borderline” and they are more likely to work within both sides of the scale. Omissions are permitted on the MBTI if the respondents do not understand a question or cannot choose an answer because the reliability is improved since the items can produce useful evidence of type only if the questions are understood.

9. Validity

The nature of personality tests are such that the primary measure of validation is the tests construct validity. The MBTI validation is attempted by two primary methods (although there is much other data showing correlation's with psychological, career and educational applications). The first is comparison with other instruments that are supposed to measure the same constructs, and the second is evidence that the theory of

behavior, based on types, is shown to be consistent with the scores on the MBTI. These are both concurrent measures of validity. These criteria are not very concrete measurements of, well, anything specific. These validity measurements must be considered in the same context as intelligence tests and other tests with criterion as some construct.

Comparison has been done with many other scales (MMPI, 16PF, Maudsley, and others). The MBTI Manual has correlation's from 34 other scales correlated to each of the EI, SN, TF and JP scales. Included in these are other personality scales, occupational scales, and learning ability scales. Note that since the correlation is calculated with continuous scales where each side of the score is the opposite of the other, the convention for MBTI correlation's is that the E,S,T, J scales will have a negative correlation and the I, N, F and P scales will have a positive correlation. This should be noted when examining the data.

The following is a summary of significant correlators to the MBTI.

MBTI Type	Significant Correlators (about .40 to .75)
Extraversion (E)	MMPI, 16PF, Maudsley
Introversion (I)	Occupations which require sustained attention and interest in concepts and ideas
Sensing (S)	Correlation's with scales named economic, and indirectly with scales for banker, income management and similar interests
Intuitive (N)	Scales named experimental/flexible, autonomy, artistic, thinking introversion, creativity, aesthetic, theoretical, inner directed
Thinking (T)	Scales named Counteraction, masculine orientation, abstract conceptualization, dominance, theoretical
Feeling (F)	Scales measuring concern for others (nurturance, succorance, and social service), affiliation and sociability
Judging (J)	Scales measuring order, proper/rule-bound, stronger superego, self-control, counteraction
Perceptive (P)	Complexity, flexibility, autonomy, sentience, blame avoidance, reality-distance, aesthetic, change as challenge, impulse extraversion (related to N and P but not to E), imaginative

There have been many other studies relating the MBTI scores to self-estimates of type, the Jungian Type Survey, occupational scales, learning ability scales and behavioral observations. These are too extensive to include here.

The content validity of the MBTI was not measured as the Jungian theory was used to suggest items for developing the test, but not as a numerically accountable device for verifying the validity of the construct.

10. General Evaluation

The MBTI is a very useful test for psychological evaluation and counseling, career counseling, education (aptitude, interest and other aspects of learning and teaching) and other areas (organizational development, consulting with groups, etc.). Some of the merits of the test are that it is easy to administer, easy to score, and if interpreted properly, is a concise measure of its construct. It has a very large body of data available (much of it in the extensive manual) for its correlation's with other types of indicators, and it is well known across the country as a standard tool for the counselor.

There are some aspects of the MBTI, however, that must also be considered. The MBTI must be interpreted in context of its theory. If the Jungian theory is not acceptable, to at least some limited extent, to the user, then the MBTI simply doesn't make sense. In addition if these ideas from the theory are not explained properly to the test taker, they will not have an appropriate description of their result. In a group oriented administration of the MBTI, the examiner will not have the time to go over, in detail, what each of the 16 combinations of type may correspond to. This may lead to misinterpretation, especially since, the short report that covers each of these categories

may not always be extensive enough. As with any test, it must be considered in the light of its validity and purpose for which it was intended.

Minnesota Multiphasic Personality Inventory (MMPI)

I chose to compare the MBTI with one of the most researched personality tests available. It should be noted, however, that in 1990, there was a revision of the MMPI called the MMPI-2. I did not want to include this test because it has not received nearly as much review or attention as its earlier sibling. Even the publisher recommends that the earlier test be used for adolescents up to high school children. The data herein is only reflective of the MMPI and not the MMPI-2. (Hathaway, McKinley, 1967)

1. Test author :

S. R. Hathaway, and J. C. McKinley

2. Publisher Information

- Test Publisher : Consulting Psychology Press Inc. / Copyrighted by the University of Minnesota
- Date of initial publication and most recent revision : Initial publication was in 1943. The most recent revision of the test was in 1967.
- Cost

Manuals: \$5

Handbook: \$45 each for Vol. 1, and Vol. 2

Individual Form: \$56.75 per set of testing materials

\$7 per 25 record blanks

Old Group Form: \$6.30 per 10 test booklets

\$5 per 25 computer scored answer sheets

\$3.40 per 25 hand scored answer sheets

\$23 per administration manual / answer keys

\$5.50 or less per test for NCS scoring

New Group Form (Form R): \$8.15 per test

\$3.40 per 25 answer sheets

\$18.25 per administration manual / answer keys

\$5.50 or less per test for NCS scoring

3. Description of Test

The Minnesota Multiphasic Personality Inventory (MMPI) is a 550 statement questionnaire covering a wide range of subject matter. All items are to be answered either *True*, *False*, or *Cannot say*. These items can be presented in a card form, or in a booklet with a separate answer sheet which can be used for individual or group examinations.

The forms available are the Individual (card) Form, the Old Group Form, and the New Group Form (Form R). The Individual Form was the first to be used. It contains 550

statements printed separately on small cards with a color on the top and right edges. Instructions are in the cover of the box. The Old Group Form contains 566 items (16 were duplicated to obtain easier scoring on an old IBM computer). These items were presented in a booklet form and a separate answer sheet is used for the responses. The New Group Form or Form R was published in 1966. The content was not changed, but the items were reorganized so that all fourteen basic scores can be obtained from the first 399 items. The items used for special scales and research are items 400 to 566. The Form R booklet comes in a hard, spiral bound cover with step-down pages which allow it to be scored more easily by hand.

The results of the MMPI are 14 scores made up of 4 validity scales (? scale for question or *Cannot Say*, (L) scale for lie, F scale for validity, K scale for test taking attitude), and 10 clinical scales as follows :

Scale Name	Description
?	Question/Cannot Say
L	Lie
F	Validity
K	Test Taking Attitude
Hs	Hypochondriasis
D	Depression
Hy	Hysteria
Pd	Psychopathic Deviate
Mf	Masculinity / Femininity
Pa	Paranoia
Pt	Psychasthenia
Sc	Schizophrenia
Ma	Hypomania
Si	Social Introversion

These results are calculated and then run through a process resulting in a coded Hathaway or a Welsh code as a final score.

The MMPI can be administered to subjects 16 years old or older, with at least 6 years of successful schooling. Those who meet this age/education requirement can be expected to complete the MMPI without difficulty.

4. Use of Test

Purpose: The purpose of the MMPI is to provide an objective assessment of the major personality characteristics that affect personal and social adjustment.

Group Applicability: The MMPI can be administered to subjects 16 years old or older, with at least 6 years of successful schooling. Those who meet this age/education requirement can be expected to complete the MMPI without difficulty.

5. Details of Administration

The MMPI has simple, straightforward instructions, and is basically a self-administering inventory. The MMPI does not require the presence of someone who is trained in psychology to administer, however, the examiner should be experienced enough to take the test takers situation and possible feelings into account. The administrator must make every effort to convince the subject that his responses are important and will be treated as confidential. The subjects should be told that they need not respond to any question they cannot or should not answer, although they should pick the answer that is *more* appropriate if possible. In general the material should be presented to the test taker such that it appears as a serious and important situation, where the responses are to be used for their own benefit. The examiner should not help the examinee clarify the answers.

The time required to administer the MMPI varies but usually never exceeds 90 minutes, and can be as short as 45 minutes. There is no time limit for completion of the inventory.

The Individual (Card) Form of the MMPI requires the examiner become very familiar with the inventory before the administration. The box of cards should be stored with the items randomly intermixed and ready for the next administration. The subject should be seated at a table that has enough room for the MMPI to be taken. There are specific instructions to be read to the test taker from the manual. These tell them that they should answer each item by putting the card behind the *True*, *False*, or *Cannot say* cards in the test box.

The booklet forms of the MMPI also requires the examiner become familiar with the inventory before the administration but it is not as critical since the answers are basically self administering. Conditions noted in the manual are that lighting, ventilation and workspace should be adequate and the room should be as quiet as possible. The materials should be checked carefully, the booklets must be clean and complete (no writing from past students). Appropriate pencils should also be provided. The administration session should begin with a brief statement about what will be done and the purpose of the testing. The subjects will be told how long it will take, whether they can leave when done, and how to turn in their materials.

6. Scoring Procedures

The card form of the MMPI is scored in three steps. First, sorting out the significant responses, next enter these on the record form and lastly, apply the scoring templates to the record form.

The booklet forms of the MMPI may be scored by hand or sent for machine scoring. Form R has 13 overlay keys used to hand score the MMPI. No key will be needed to obtain the *Cannot say* score. Raw scores are recorded at the top of the answer sheet, then transferred to the appropriate profile chart on the reverse. Prior to scoring, the answer sheets should be separated by sex since the Mf scale has separate keys for men and women. To obtain the raw score for the other scales each key is laid over the answer sheet and the number of marks appearing through the squares on the key are counted.

For both forms of the inventory, the preceding directions are used to figure *raw* scores. The manual outlines the procedure to convert this score into a T score. In addition, the next step is that the profile is plotted, and then the profile is coded per the Hathaway and the Welsh codes, the latter being more comprehensive.

7. Normative Data Available

The original normative data was derived from a sample of approximately 700 “normal” individuals who visited the University of Minnesota hospitals, and was considered to be representative of a cross section of the Minnesota population. The sample was evenly distributed for ages 16 to 55 and both sexes. There was also data on 250 precollege and college students which were considered to be a reasonably good cross section of college entrance applicants.

8. Reliability

The test-retest reliability for the MMPI varies with particular scale. The following was the reported test-retest reliability for the MMPI with “normal” cases (using the card form, then the group form alternately with both tests taken within a week). (Cottle, 1950)

Scale Name	Description	Reliability Coefficient
?	Question/Cannot Say	N/A
L	Lie	.46
F	Validity	.75
K	Test Taking Attitude	.76
Hs	Hypochondriasis	.81
D	Depression	.66
Hy	Hysteria	.72
Pd	Psychopathic Deviate	.80
Mf	Masculinity / Femininity	.91
Pa	Paranoia	.56
Pt	Psychasthenia	.90
Sc	Schizophrenia	.86
Ma	Hypomania	.76
Si	Social Introversion	.93

These numbers have been shown to go up when the subjects are psychiatric patients. (Holzberg and Alessi, 1949)

9. Validity

The validity of the MMPI has been measured as a predictive construct validity, by using a final clinical diagnosis of a subject. It has been found that a high score on the scale has predicted positively the corresponding final clinical diagnosis in more than 60% of *new psychiatric admissions*. In addition the corresponding diagnosis almost always includes an abnormal score on that scale. Since this 60% only applies to new psychiatric admissions, there may be a portion of the normative sample that scored as high on a scale. Were these subjects also diagnosed as having the corresponding disorder? Similar to the MBTI, these criteria are not very concrete measurements of, well, anything specific. These validity measurements must be considered in the same context as intelligence tests and other tests with criterion as some construct.

10. General Evaluation

The MMPI is a useful indicator for aiding in evaluation and verifying major psychiatric diagnosis. The complexity of the administration, scoring, and the resulting scales themselves, results in an overall difficulty in interpreting for less severe cases. The data used to norm and verify reliability for this test was far from extensive (I don't believe that people from Minnesota are representative of the entire English speaking world). The validity for this type of test is only in context of these diagnosis and therefore may not be useful for predicting other than the population under which it was validated (new psychiatric admissions). I recommend that use of this test be considered under the

above conditions where the normative sample and validity data are used in the appropriate manner.

Part II - Test Comparison

In part two, I will compare the two tests - the Myers-Briggs Type Indicator (MBTI) and the Minnesota Multiphasic Personality Inventory (MMPI) - by presenting the same outline form, as appropriate, to include comments regarding the two tests (I will not repeat data from Part I here, only comparative data). First I will describe some of the literature regarding each test, and then move into comparing the data for each and evaluating.

Literature Review

Note that many articles have already been refereed to in the above and following sections. These will provide the most pertinent data that is available for this document. Here are listed some more information regarding some other interesting publications for both of these tests.

MBTI

Some studies use the Myers-Briggs Type indicator as a reference point. A study has been done providing preliminary data on the relationship between the MBTI and assertiveness. Both the AV Form and the Rathus Assertiveness Schedule were administered to 35 male and 107 female undergraduate students. The four MBTI scores were individually correlated to the Rathus scores. The EI scale, and the TF scale were significantly correlated for women and the TF scale was significantly correlated for men. Multiple regression equations were generated to predict the Rathus scores from the MBTI scores. This showed that for both sexes, the most extraverted thinking ones were the most assertive, while the ones with introverted feeling types were least assertive. (Tucker, 1991) This is just an example of the many studies which have been done on the MBTI.

The MBTI is used as a tool in counseling, career counseling, and education. In counseling, it is used as a tool to verify, clarify and expand on counseling. It has been linked to marriage counseling in many studies. (Myers & Myers, 1980) In career counseling, the types are correlated to other tests to gather data about the type of career

each type may be interested in. One example is the Kuder Occupational Interest Survey. (Kuder 1960) In education, the MBTI is studied to provide information about learning and instruction. For example, the Intuitive types prefer self paced learning and courses that let them study on their own initiative. (Carlson & Levy, 1973)

MMPI

Many studies over the years have compared the MMPI to disorders to try to discover the predictive value. Some studies find low performance under some conditions. In the case of obsessive-compulsive personality disorders, the MMPI is not a clear indicator. (Schotte, DeDoncker, Maes, Cluydts & Cosyns, 1991)

Many MMPI studies try to correlate the MMPI to other variables. In a study relating to age differences in 1,189 psychiatric patients, all major scales except L, K, D, and Si showed statistically significant age group differences and in general, older patients had higher scores on Hs and Hy, while younger patients had higher scores on F, Pd, Pa, Pt, Sc and Ma. This results in clarifying the importance of considering age in clinical interpretation of an MMPI score. (Schenkenberg, Gottfredson & Christensen, 1984) Another study relates MMPI scores to four intellectual ability tests. When the 10 MMPI clinical scales were used as predictors, the explained variance was between 18 to 37%. One result was an indication that the Hy, Sc, and D scales suppress intelligence, the Mf and Pa scales related to higher intelligence. (Caspy, Mendelson & Reisler, 1987)

There has also been studies done to attempt to provide better norms for the MMPI. In one such study, a large random sample of 18 through 99 year olds with no mental or physical handicaps were given the MMPI, and from this norms that reflect for

each sex, the response pattern of the general adult population, and a set of tables, separate for each sex that allow comparisons based on age. (Colligan, Osborne, Swenson & Offord, 1985)

There has been much research done on these two tests. Each reflects the main purpose each was intended for and has been expanded to include other uses.

Comparative Data and Evaluation

1. Comparison of Publisher Information

- Date of publication: The most recent revision of the MBTI is 10 years later than the MMPI
- Cost: The MBTI cost less to administer and the manual, while costing \$15 more, is much more comprehensive.

2. Comparison of the Format/Use of the Test

The MMPI has many more items on it and also has 10 more scales to score. Because of this, it will take longer to learn to administer the test, to administer the test, to score, and to interpret the results. It does have the advantage of acquiring about four times as much data on the subject as the MBTI, however, and therefore may provide a more complete picture.

Both tests really only use one main form (Form G for the MBTI and Form R for the MMPI).

The scales in the MBTI and the MMPI are quite different. The MBTI has four, while the MMPI has 14. There are no real clear correlation's with the two scales by theory. The scores were correlated for 225 males as follows (note that the E,S,T, J correlation's will be negative): (Dahlstrom & Welsh, 1960)

MMPI Scale	MBTI Scale			
	EI	SN	TF	JP
Question (?)	-04	11	08	-30
Lie (L)	-12	06	-17	-11
Validity (F)	-04	11	08	-30
Test Taking Attitude	-23	06	-13	-18
Hypochondriasis (Hs)	10	-05	-01	03
Depression (D)	39	-06	05	10
Hysteria (Hy)	-05	05	01	06
Psychopathic Deviate (Pd)	-08	11	12	23
Masculinity / Femininity (Mf)	22	33	22	17
Paranoia (Pa)	12	04	12	03
Psychasthenia (Pt)	30	-07	19	13
Schizophrenia (Sc)	23	03	07	17
Hypomania (Ma)	-29	09	-06	16
Social Introversion (Si)	63	-06	02	10

The MMPI and the MBTI can be administered to about the same age group.

3. Comparison of the Use of Test

Purpose: The purposes are quite different. The MBTI wants to discover basic preferences, while the MMPI would cover the major personality characteristics that affect personal and social adjustment.

Group Applicability: The MMPI and the MBTI can be administered to about the same age group. They also are designed for English speaking people.

4. Comparison of the Details of Administration

The MMPI and the MBTI are similar to administer. They are basically self-administering tests which require no significant examiner training. It is interesting to note that the manuals for both have cautions for the examiner which are almost identical to each other.

There is no time limit for completion of the tests. The MBTI will probably be completed more quickly since it has less questions.

5. Comparison of the Scoring Procedures

Scoring the MMPI is a much more complex task than scoring the MBTI. There are 10 more scales to consider, about 4 times as many questions to tally up, and there is a lot more post test rearranging to come up with a plotted profile and a coded score.

6. Comparison of the Normative Data Available

The MBTI has much more extensive normative data than the MBTI. This includes the number of subjects, the number of revisions of the test, and the demographic completeness.

7. Comparison of the Reliability

The test-retest reliability of the two tests is very similar in comparison.

8. Comparison of the Validity

The validity of the MBTI and the MMPI are in reference to a construct. Both try to estimate what “personality” means. One important difference is that the MBTI is a concurrently valid indicator (the type is descriptive of the status of the subject at test time), while the MMPI is productively validated (as described by future diagnosis).

9. General Evaluation of both Tests

The basic difference in the two tests are the way in which they define “personality”. The MBTI view is that the characteristics that make us unique have to do with the way in which we choose to perceive or judge data. The MMPI outlook is that the characteristics that need to be measured are those that set us into the category of a diagnosed mental disorder. While there is some minor correlation between the scales on the tests, the basic idea of personality is the underlying difference.

The MBTI can be used for everyday problem solving, counseling, education and many “normal” used, while the MMPI should be relegated to the more extreme cases of personality disorder.

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