Abstract: This article defines and explains type development across the lifespan and summarizes what other researchers have presented as a reference. A timeline for development is identified, and ways to differentiate development of a function from the development of other personality characteristics are described. Type development is about the dispersion of energy from an unconscious level to a managed conscious level. This development occurs in a spiral pattern, so development of each function occurs repeatedly but at higher levels of use and understanding each time. Although the dominant function develops most because of its innate drive to be the lead, each function can develop throughout the lifespan. The relative energy associated with each function always exists. When the energy is in the unconscious, it drives behavioural responses, but these are not within the individual’s control. The ideal is to develop the conscious awareness of each of the functions so each can be consciously used as needed to match a situation. Because development of the functions is essential, this article examines potential interferences with development and then offers some suggestions for ways to promote developmental opportunities.

Keywords: encouraging, development timeline, function development, inhibiting type development, innate type, type development, type development models

Describing type development requires a leap of faith for the reader. We do not have large, diverse, longitudinal controlled studies of children and adults to review. We have hypotheses, suppositions, observations, and intuitions, all generated from experience and reading. The readings form the foundation for new thought and we continue to move forwards to verify and adjust the description of type development as new insights are acquired. I am sharing what I believe to accurately represent type in development from my life’s experiences. As future years progress better minds may see things in a new light. Feel free to take charge of that discovery. To begin our journey today I will share my latest formed thought and then review concepts as cited in the literature that support and enhance that position.

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DOI: 10.1111/1468-5922.12730
First, to talk about type development we need to accept some foundations as true even if they cannot be empirically validated. People have a conscious side and an unconscious side. I believe these structures are equal in importance in the functioning human being. The brilliance of their shared impact reflects the level of development of both the conscious and unconscious parts of the person.

Developing a skill vs developing a function

Type development is not about the absence or presence of a skill. When we develop our talents we practice skills and improve. We begin with limited abilities until we ‘develop’ a proficiency. Development is commensurate with skill. With type it is different. When we develop our preferences, we move their energy from an unconscious level to a conscious level. The function always existed; its corresponding energy always existed. When it lies only in the unconscious, it impacts our behaviours but we cannot control it. When we bring the function to consciousness, we can choose to use the energy of that function in specific and appropriate ways. As in physics, energy is never lost. It can be moved or converted. Therefore, a lack of function development means much of our personality will react with unconscious energy and drives.

Type is an energy, not a behaviour

Many descriptions of type list a set of behaviours or traits that are typically associated with a particular type. Sensors value specificity whereas intuitives value looking at things from a broad perspective. People with these preferences gravitate towards their favoured way of taking in and processing information. Because of this, some believe that if they know a person’s type they know what that person will think, do, or say. Actually, all they know is the person’s preferred way, a way that will likely allow that person to use less energy than the alternatives would. Intuitives can be very specific and sensors can look at the broad scope of an issue. When a person utilizes a less preferred function (sensation, intuition, thinking, feeling) it takes more energy. The less developed that function is the more energy it will take. Why is that?

Balloons

Liken each function to a penny balloon. The first time you try to blow up a balloon it is very difficult. Let the air out and blow it up a second time, and it is still a challenge. Let the air out and blow it up for the third time, and the balloon inflates almost immediately. The same is true for the functions. The first time you pull a function from the unconscious to the conscious level it takes a lot of energy. The more you use that function, the more you bring it
to a state of consciousness, the easier it is to use. When you are no longer using
that function, it returns to the unconscious, but like the balloon, you can access
it more easily because of its previous use. You must use a function to develop it.
Passively copying others may help you in the moment, but doing so does not
help you develop your functions. You must employ your sensing and intuitive
functions to gather information; you must use your thinking and feeling
functions to evaluate and analyze that information. Age is not enough. You
can be 50 years old but still have the function development of a young
person. You must use the function. Making decisions is the easiest way to
engage the function. Therefore, even with toddlers and babies I ask them to
choose: Do you want to sit here or there? Do you want this fork or this
spoon? Do you want this book or that book? I do not know what
information they gathered to make their selection and I do not know the basis
of that decision, but the fact that the children took in information and used
that information to make a selection means they used their functions and
started the process of development. Changing our language with children
from ‘Come sit here’ to ‘Would you like to sit here or there?’ allows for
development. The first way allows for compliance.

Innate

Type is innate. We are born with our preferences. Interactions with the
environment help to shape how we express our preferences, but their origins
are there at birth in the unconscious. Think of each function as a tornado.
The spiralling energy of the tornado is a great visual representation of the
function’s energy. Your dominant function is the largest tornado with its size
gradually decreasing over the next three functions. In the end you have four
tornados of different sizes spiralling in the unconscious with their relative
energy driving your behaviour and responses. You have no personal control
of that energy. The purity of a child’s innate preferences can sometimes be
easily seen in the play of the toddler who gravitates towards using the
dominant preference more than the other functions. Energy is never lost. It is
either in the unconscious propelling us or in the realm of the conscious where
we can choose to use and manage it. Environment does not give us our type,
but it can enrich or inhibit the expression of our innate preferences.

Observations with children exposed the unconscious energy differences in
the way children with a sensing preference played with toys compared to the
way children with an intuitive preference played. Recordings began with
children six months of age. They were each given a toy they had not seen
previously. Then we timed how long the child investigated the toy before
becoming distracted. Those with a sensing preference spent more time playing
and looking at the toy than those with an intuitive preference. Some of these
children participated in a similar task at the age of 18 months when they
were mobile and could leave if they chose. Again, those with a sensing preference attended to the toy longer. Based on my research notes, this observation seems to support the idea that the sensor is looking for all the information available to understand the whole whereas the intuitive generates an idea of the whole based on less information. This information was then used to help a family cope with a long trip. The family had two children: one preferred intuition; the other preferred sensing. The bag of toys for the sensing child held all available toys. The intuitive child’s toys were divided into three bags. As the intuitive child finished one bag he was given another. The parent then reshuffled the toys in the bags so there were different combinations. This held his interest and the strategy was successful. The sensing child did not need this accommodation to maintain her interest. Each child responded from the natural unconscious energy drive while playing.

Another difference that appears evident from observational research is the qualitative response to judgement questions. A moral dilemma was posed to the child. The subject was told to pretend it was their birthday. In the scenario the child was given a birthday gift from a friend and the friend then bragged that the gift was shoplifted. The question posed to the subject was: ‘What do you say? What do you do?’ Across all ages the answers from those with a feeling preference indicated some concern for the store and the salesperson. Across all ages the answer from those with a thinking preference indicated some concern for the fairness and justice of the shoplifting. Both types consistently said they would not keep the gift. For example, a nine-year-old feeling child said it was wrong to take because ‘People work hard to make those things and to make the money’. A nine-year-old child with a thinking preference, when told the gift was shoplifted, said, ‘I’d ask him why he stole it’. The birthday boy said he would find out the store and return it. When asked what he would say to the clerk he responded, ‘I wouldn’t try to get him in trouble but I’d say one of my friends took it’. The child with the thinking preference showed a concern for the truth in the situation. The child with the feeling preference showed a concern for the people in the situation. This pattern repeated itself across multiple subjects. The unconscious energy of each prompted the response.

Spiral

The functions of type continue to develop throughout a person’s life. The spiral of the tornado represents this well, too. Each level of the spiral represents some phase of development. Many who write about type development emphasize that the dominant develops first, the auxiliary second, the tertiary third, and the inferior last. That is misleading. Actually, all functions develop simultaneously. The smaller tornado (least used function) will take more energy to bring to a conscious level so people more typically gravitate to
using the function that is easily available (the dominant). By natural selection the dominant function will be used more and therefore develop sooner. Energy is constant. The spiral nature of that energy allows for active phases followed by rest phases. If a person is developing their sensing function, their intuitive function may be at rest since these opposite approaches cannot be used simultaneously. Then, when the intuitive function is being used, the sensing function is at rest. During the resting phase, the function may continue to be used and practiced, however, solidifying that level of awareness before the person moves on to the next level of awareness of the same function. Therefore, sensors, regardless of age, will always prefer specificity as a foundation for understanding, but their use of the sensing function will not look identical. The young sensor will gather all information and learn to discern which is relevant and which is not. The more experienced sensor can categorize sets of information quickly and not be distracted by irrelevant information. The quality of that discernment grows as the function continues to develop. We develop our preferences from birth until death. Other aspects of the personality and the psyche do develop in stages such as the first half of life being a call to engage in the world and the second half of life being a call to engage with the inner self, but type develops concentrically in never-ending ways always reaching to new levels.

The developed level of each function impacts the other functions. If one function is ‘overused’ to the exclusion of its opposite, not only will development of that neglected function be delayed but also the behaviour of the individual can appear one-sided.

Development timeline

People have proposed that the dominant function develops during childhood, the auxiliary during adolescence, and so on, but this timeline neither aligns with the spiral definition of development nor does it align with the idea that all four functions can develop at the same time even though the emphasis is on the dominant. My longitudinal observation of children leads me to suggest that during the years 1-18 the focus is on the dominant and the auxiliary functions. This gives the individual a comfortable way to gather information and make choices.

The third and fourth function gain greater prominence during the adult years as the individual uses balance to operate more effectively. What is clear is that the function must be used to develop. Aging is no guarantee that development has occurred, so you can have an older individual who has the conscious management of a child because of a lack of function development. Once you have used a function repeatedly, you never lose that level of awareness, however. The function may be resting in the unconscious, but the energy needed to bring it to consciousness does not increase. Until development
occurs, the energy remains in the unconscious where it nevertheless has autonomy and can drive the individual’s behaviours and responses. This renders the individual less adaptable, with a noticeable blindness to the other perspective. For the child, until a function is developed, the best coping strategy is imitation. By imitating someone the child takes on that other perspective. Although it does not contribute to their function development during the passive imitation phase, this action does set the stage for using the function in a similar way during a new situation and that use would result in development.

Active imitation can be the mediating step between passive imitation and independent action. Underdeveloped feeling can feel the pain of anyone they love and feel overwhelmed that they cannot fix it. If someone they love hurts, they hurt. They may feel empathy for others, but the pain level is not as intense as it is when connecting with the pain of a loved one. The underdeveloped thinking person can get frustrated when the situation is unfair and teary because the lack of fairness should not be tolerated. There was a young child with a thinking preference playing a game of basketball in a town league. The referee made a call that most people would think was inaccurate. The child was seven and became upset while on the court. The parent coach tried to console and comfort him. The child just kept repeating louder that the call was unfair. The mother, who knew the child’s thinking preference, said, ‘The call was unfair. It cannot be changed. Accept it and play or let someone else play’. The child calmed down immediately because the parent acknowledged he was correct and the play was unfair. We can teach that child as he gets older not to say anything because it could result in fines for the team, but we cannot reduce the immediate emotional reaction coming from his unconscious energy. Explaining a reason for accommodating the inaccurate call helps, too.

The timeline for type development depends on the experience of the individual. Other areas of development occur at certain ages. The child and adolescent are driven to explore their world. Their job is to learn the social rules of their society and the ways of the natural world. Type development occurs within that field. So while they are called for mastery in the world, the way they acquire that mastery will be through the use of their functions. The more they use those functions, the more they will have the tools needed for interaction in the world.

Jung talked about the abstract and concrete forms of each function (Jung 1921, paras. 678-80). From my work with children the concrete form of each function appears to create an emotional and personal connection with the object. The abstract form of the function moves away from the object towards the formal qualities that the function believes an object like that must have. For example, a toddler makes a feeling judgement that this particular blanket is invaluable. His choice is very limited in scope; it is concrete. The adult makes the feeling judgement that helping others and sharing resources is important. This abstract judgement has a universal scope; it can impact the world. The idea of a concrete level and an abstract level of the function fits
very well with the spiral nature of development of the functions. The concrete level of development belongs to the early stages; consistent development of the function can move it to the abstract level.

Observable behaviours do not always reflect true type preferences

Observers cannot always judge a person’s type by their actions. Most often the choice of behaviour depends on the motive for the behaviour. A child with a feeling preference might look and act as if she prefers another function to impress a teacher or a parent. Her motivation is driven by the dominant feeling function, but the surface behaviour can lead the observer temporarily astray.

Additionally, at various ages, when a particular function is ignored too long, it seems to leap up and demand attention. I have seen this when a child is exploring the auxiliary function. It can also be a third or a fourth function that has become ripe for development. Suddenly, intuitive individuals can write and complete very detailed assignments and enjoy the experience. Once the neglected function is sated by the exposure to consciousness, it resumes its third or fourth position and retreats towards the unconscious. The individual has ‘proven’ he or she is able to execute this kind of task but the joy of the task evaporates. When I was in my 40s, my tertiary function did just such a thing. My sensing function cried out for attention. All of a sudden I had an urgent need to do something practical, physical, skillful, and detailed. I chose to crochet blankets for anyone who wanted one. Since I have a slew of nieces and nephews in college, many asked for blankets with the school colours. In one year I made over 12 blankets and then a nephew asked for one with his school colours. I agreed but all of a sudden any joy in the project vanished. Joy was there one day and gone the next. I could still crochet. I had the skill, but now each time I looked at the yarn I was repelled. I did not want to do this anymore. My dominant function is feeling, so my nephew was lucky. My need to not let him down when I gave my word meant I continued to work on his blanket. Now I could manage a row or two each day but the blanket took over a year to complete. The energy was gone. Everything else I needed such as skills, goal, materials, and time were there. Not everyone will experience such surges, but I have noticed these more during adolescence than childhood and more during later adulthood than early adulthood. Henry L. Thompson citing Angelo Spoto hints at this: ‘For Jung, the “problem of opposites” during the first half of life was focused on the irrational and rational functions vying for the auxiliary position and not a battle between the dominant and inferior functions’ (1996, p. 112). Perhaps this suggests that the dominant is in contention with the auxiliary to maintain the lead position. The dominant function and the auxiliary function are naturally selected. The tasks of life lead to their separation and allow one to lead and
one to support. The battle to lead or support is the source of tension during childhood and adolescence rather than the tension of opposites between the dominant and the inferior.

What makes a function come to the front? Situations can evoke a particular focus, but even without that, development is occurring because of the tension of opposites. Angelina Bennet writes:

Jung’s typology has as its core the idea of the dynamics of opposites. Jung postulates that, although an individual will have predominant or preferred functions, the opposite functions will be attempting to come to the fore, thus creating constant dynamics and tensions within the individual, and that personal development comes from acknowledging, exploring, and managing these tensions.

(Bennet 2010, p. 33)

Models of type development

Now we can examine some of the historical statements that form the foundation for the perceptions just put forth, focusing primarily on the innate nature of type and type development. From the work of previous giants in the field new learners of type can gain a deeper understanding while further expanding the limits of knowledge. Respectfully, I consider what these leaders have written about type and development. This sampling represents neither the depth of the field nor the contributions of many others. Some have unique perspectives on the interpretation of development. All merit consideration until we can validate which is most accurate.

C.G. Jung

Jung stated, ‘The fact that children often exhibit a typical attitude quite unmistakeably even in their earliest years forces us to assume that it cannot be the struggle for existence in the ordinary sense that determines a particular attitude’ (1921, para. 560). In the same paragraph he continued, ‘Ultimately, it must be the individual disposition which decides whether the child will belong to this or that type despite the constancy of external conditions’. Type is one reason two siblings reared in the same home in the same way may approach the world in extremely different ways.

Jung clarified that the dominant function operates mostly in the conscious domain. ‘The superior function is always an expression of the conscious personality, of its aims, will, and general performance, whereas the less differentiated functions fall into the category of things that simply “happen” to one ...’ (ibid., para. 575). Thus, a dominant function will emerge and take the lead for the personality. Balance does not mean all functions develop
equally but that all functions may be considered when making choices and all functions impact us whether they are conscious or unconscious.

In his brief explanation offered about the concrete and abstract expression of a function Jung offered a few thoughts: ‘Abstract sensation would be aesthetic’, whereas concrete sensation is sensuous. ‘Abstract intuition would be symbolic’, whereas concrete intuition is fantasy. ‘Abstract thinking singles out the rational, logical qualities’ and filters out irrelevant conditions, whereas abstract feeling looks at the moral value and importance rather than the value to the individual and situation alone (ibid., para. 678).

All functions develop, but functions cannot develop simultaneously.

Experience shows that it is practically impossible, owing to adverse circumstances in general, for anyone to develop all his psychological functions simultaneously. The demands of society compel a man to apply himself first and foremost to the differentiation of the function with which he is best equipped by nature, or which will secure him the greatest social success.

(ibid., para. 763)

Jung also stated, ‘When a function that should normally be conscious lapses into the unconscious, its specific energy passes into the unconscious too’ (ibid., para. 764). The energy of the function always goes with the function. Bringing a function to consciousness becomes easier with multiple uses.

As for developmental timing, Jung indicated that ‘type differentiation often begins very early, so early that in some cases one must speak of it as innate’ (ibid., para. 896). Development is a lifelong process.

Personality is a seed that can only develop by slow stages throughout life. There is no personality without definiteness, wholeness, and ripeness. These three qualities cannot and should not be expected of the child, as they would rob it of childhood.

(Jung 1954, para. 288)

Type development takes time.

Knowing about type preferences is not the same thing as developing type preferences. A person can be well versed in the type theory but not have necessarily developed type preferences. You must use type functions to develop them. We use functions when we have to and not before. ‘The only thing that moves nature is causal necessity, and that goes for human nature too. Without necessity nothing buds, the human personality least of all’ (ibid., para. 293).

Jung confirmed that development or differentiation is essential. ‘Without differentiation direction is impossible, since the direction of a function towards a goal depends on the elimination of anything irrelevant … only a differentiated function is capable of being directed’ (1921, para. 705).
Marie-Louise von Franz

Marie-Louise von Franz also confirmed that type development began early. ‘The differentiation of types starts in very early childhood’ (von Franz & Hillman 1971, p. 5). She continued in that same paragraph:

By kindergarten age one can usually observe the development of a main function by a preference for some occupation or by the child’s behaviour toward another child. Children, like adults, tend to do frequently what they can do well and to avoid the things which they cannot do well.

When asked what determines the original basic disposition, she answered, ‘We don’t know’ but concurred with Jung that it probably has a biological parallel (ibid, p. 8).

Angelo Spoto

For Angelo Spoto, type development also involved bringing what was unconscious to a conscious level. He described it as ‘a refinement of ego-consciousness developing out of the unconscious’ (Spoto 1995, p. 142).

He described specific stages of type development: From birth to age 6 the functions emerge into consciousness and all preferences are developing. From 6 to 12 years the ‘superior function helps to define the ego and other preferences are developing’. From 12 to 20 the ‘superior function still defines the ego. The problem of opposites is introduced through the auxiliary and the success is measured by the differentiation of one auxiliary function serving the ego’. From 25-35 years the ‘superior function and one auxiliary function in opposite attitude establishes ego as the centre of consciousness’ (ibid., pp. 152-53).

Thompson wrote of Spoto:

Spoto suggests that the function-attitudes tend to develop through one of three processes that he describes as simple, complex, and abberant. In the simple process, only one function-attitude becomes differentiated, and this normally occurs during the first half of life .... When observing or listening to a simple Type, the differentiated function-attitude stands out so strongly that the person almost seems one-sided.

He then continued, ‘The complex Types include a balance of the attitudes and of the irrational [sensation, intuition] and rational [thinking, feeling] functions through the differentiation of both a dominant and auxiliary function-attitude’ (ibid., p. 111). The third category, abberant, simply means a type development pattern that did not follow predicted models but ‘nothing pathological is implied’ (ibid., p. 112).
According to Spoto:

Type development is perhaps the most significant aspect of ego-development as the personality matures. For Jung the first half of life seemed unequivocally and properly devoted to type development as part of ego-consciousness separating from the unconscious. The ego must differentiate itself, mark itself off in effective ways, to manage both inner and outer worlds.

(1995, pp. 155-56)

Spoto stated that ‘type development is not simply a linear model’ (ibid., p. 156) and then went on to quote Jung: ‘the process of development proves on closer inspections to be cyclic or spiral’ (Jung 1968, para. 186; quoted in Spoto 1995, p. 156).

John Beebe

John Beebe took us on a more complete journey to include, not just the four function-attitude combinations, but all eight function-attitude combinations possible in an individual. He referred to the dominant and inferior combination as the spine of the type and the auxiliary and tertiary combination as the arms of the type. To complete the model the remaining four function-attitude combinations were added. The first four functions typically identified to develop (dominant, auxiliary, tertiary, and inferior) were labeled as positions 1, 2, 3, and 4, respectively. Positions 5, 6, 7, and 8 listed the same functions but in the opposite attitude. The numbers were for labelling only and were ‘not intended to imply a developmental sequence’ (Thompson 1996, p. 108). Thompson further explained that Beebe’s experience led him to identify the functions in order of development and these tended to proceed ‘in the sequence of 1, 2, 3, 7, 4 and then maybe 5, 8, and 6, although the last three in the sequence are highly speculative at this time’ (ibid.). Beebe felt that the need to address the shadow of the third function (function number 7, associated with the trickster archetype, a core shadow process) was more significant than other parts of shadow integration and had to be resolved before someone could address the paradox of development of the fourth, or inferior, function, which was tricky because it was so close to the unconscious that it resisted becoming conscious (Beebe 2021).

His approach is far more complicated and aligns archetypal patterns with each of the function positions. His model deserves additional exploration.

Isabel Briggs Myers

Myers did not really take a position on development. Her objective was to mirror Jung’s thoughts and to present them in ways that might readily be
understood by others. Her additional use of the letters J (Judging) and P (Perceiving) to indicate which of the two leading functions was extraverted was intended as a tool to identify the dominant within the instrument she developed, not as a separate modification to Jung’s work. She did not elaborate on the issue of the spiral as a descriptive for development but focused on the ordering of development as dominant, followed by auxiliary, then tertiary, and finally inferior.

**Encouraging or inhibiting type development**

There are two final issues to consider. What can interfere with the development of type and what can I do as an individual or as a parent to encourage my own development or to provide developmental opportunities for my children?

There are many others who write about type development. Some clarify and explain Jung, whereas others offer new ideas as our experience with understanding type increases. This is an area that needs much more investigation.

**Interferences with development**

Probably one of the more common ways to interfere with an individual’s development is to expect a set of behaviours and interests that are counter to that individual’s inner nature. If a child’s inner nature is to be spontaneous and explore without a sense of timing and this child has a parent who is driven by a schedule, the child can receive the message that his or her way is wrong and inefficient and the child should be like the parent. If there is no one in their world to model the type that represents the child’s inner nature, then the child misses the chance to see how someone uses that type successfully. When the child must imitate the style of others or attempt to become like others, it can be exhausting. Jung observed, ‘I do not think it improbable, in view of one’s experience that a reversal of type often proves exceedingly harmful to the physiological well-being of the organism, usually causing acute exhaustion’ (1921, para. 561).

Besides exhaustion Jung thought there was the potential for neurosis with the falsification of type.

Under abnormal conditions, i.e. when the mother’s own attitude is extreme, a similar attitude can be forced on the children, too, thus violating their individual disposition, which might have opted for another type if no abnormal external influences had intervened. As a rule, whenever such a falsification of type takes place as a result of parental influence, the individual becomes neurotic later, and can be cured only by developing the attitude consonant with his nature.

(ibid., para. 560)
A lack of development can lead to high levels of stress and low adaptability. The child can feel confused about how to respond when the natural way is rejected by peers or adults.

Restricted choices can inhibit development. The more a child uses the function the more it develops. Many times parents want a child who is compliant. They can be very directive in managing the child’s life by insisting on a certain way of organizing materials, completing tasks, socializing, etc. The child simply follows the recipe for success that the parent provides. It may seem as if such children are doing well because they can follow directions, but following directions does not create opportunities for development. When these children are confronted with a challenge and there is no one to tell them what to do, the frustration of making a decision can be emotionally paralyzing. They have had little to no practice perceiving data and organizing that data to make a choice. Good behaviour is not always a sign of good development. It may be a sign of ample compliance.

Parents wield the most power during the younger years, but during the school-age years the classroom and peer friendships can be more impactful on type development. In some social settings a particular pattern or way of being is expected; differences are not readily tolerated. Instead of looking at the output, the final learning, teachers become overly focused on the process, insisting that the child do things a particular way. The limits of the educator’s awareness of type differences can impact this. I remember a second-grade teacher who, after learning about type, said he owed a child an apology. That week they were writing paragraphs and the child chose an intuitive title that was a hint of what was to come. The teacher had a sensing preference and berated the title as too vague and confusing. He said the title should be specific and tell the reader what to expect, not tempt the reader with an innuendo. Although the teacher’s intent was honourable, his impact on the child was to negate the value of a metaphorical approach and to reject the intuitive title as less than adequate for his standards. Parents and educators need to be aware of type differences so they can recognize when a child is using a preference versus when a child is demonstrating inappropriate behaviour.

Von Franz brings up another way families can contribute to the interference of type development:

Another aspect of the early stages, when one is still developing one’s main function, is the tendency in families to distribute the functions: one member is the family introvert, another becomes the family’s practical engineer, a third the family’s seer and prophet and so on. The others happily give up this function because one member can do it so much better. This sets up vital groups which function well, and individuals only get into trouble when the group falls apart. There is a very strong tendency in most families, and also in other groups, to solve the function problem by distributing the functions and relying on the superior function of the other.

(von Franz & Hillman 1971, p. 7)
I have seen the same pattern in business teams. Type development is about the full development of each individual, and that requires a balance within each person, not a balance within the group. All functions will not be equal, but they all should have opportunities for expression and experience.

Children with a preference for feeling have a particular vulnerability during development. They are eager to please and want to be valued and welcomed by others. If the adult in their life is mean or insulting for whatever reason or the child’s peers make fun of or fail to welcome the feeling child, this lack of connection can be devastating and the child may withdraw from interacting rather than risk feeling rejected. Instead of using their feeling function to weigh value or importance, they can become stuck in the focus on relationships and connections. Children with a thinking preference can experience a similar withdrawal or feeling of rejection if their thoughts or ideas are always discarded or trashed. A child in this state is ‘wounded’ and development is stymied. Children must feel welcomed, appreciated, and respected, and be given opportunities to formulate thought independent of adults if type development is to occur.

Jung also said that the ‘repressed function lapses into the unconscious … so as a rule only one of the four basic functions is fully conscious and differentiated enough to be freely manipulable by the will, the others remaining partially or wholly unconscious’ (Jung 1921, para. 905). If the energy of the undifferentiated functions is in the unconscious, it is still impacting the response of the individual. Instead of having a balanced set of tools to use to succeed in life they are hampered by having only one that is able to be consciously used and three that are ‘haphazard and spontaneous’ (ibid., para. 576).

Ways to promote developmental opportunities

Is it possible to promote development? Jolande Jacobi says yes.

The development of the individual type to relative strength and stability takes place also in the course of the natural individuation process, but can be accelerated and intensified in the analytically assisted process, side by side with the expansion of the field of consciousness.

(Jacobi 1965, p. 36)

She confirms that development of the functions permits greater control of the functions to serve the will.

From the point of view of characterology, it throws the typological profile of the individul into ever clearer relief. It facilitates increasing control of the auxiliary functions and of the undeveloped, inferior function and attitude, resulting in a
growing capacity for judgment and decision and an extension of the freedom of the will.

(ibid., p. 132)

So what can we do?

1. Use the function. Use the function. Use the function. That is what is most critical. Do not passively imitate the behaviours of others. Use your sensing side to gather information; your intuitive side to explore possibilities; your thinking side to analyse effectiveness; and your feeling side to evaluate the importance of the task and its impact on the world and others.

2. Allow the child to make decisions. I encourage families to have some parent-only decisions, some that are parent-child together decisions, and some that are child-only decisions. This range gives parents the right to restrict some choices to what they believe is best, but it also allows children the opportunity to make decisions without correction from the parent. Some wonderful negotiation skills can develop when the parent and child confer when both must agree on the choice.

3. Teach the child and adult about type differences. When decisions are to be made, ask the child to go through all four functions. In one school, the teacher made a worksheet with the page divided into four sections. One section was for sensing, one for intuition, one for thinking, and one for feeling. The child could begin to fill in any of the quadrants to start, but they had to consider something in each area. I watched a sensing child spend almost 25 of the available 30 minutes focusing only on the sensing box. She did not want to stop, but the time limit made her give a cursory swipe at the remaining three boxes. That was likely her dominant taking charge. When the class debriefed each of the boxes, type differences were modelled and the teacher demonstrated a respect for each perspective. A task such as this can help children learn how others work with the type function and expand their awareness of what to try next time. Examining an issue from the viewpoint of each of the four functions is not just for children. Businesses that use it to summarize meetings with the focus of the four functions find teams make better decisions. This is nothing more than a balanced exploration of an issue, but it can begin in childhood and continue through adulthood.

4. Offer comments. A question like ‘Have you considered enough options or do you want to continue to explore more?’ opens the door for the sensing-intuiting dichotomy. A comment such as ‘Is the choice reasonable for time and resources and have you considered its importance to the world and to you?’ opens up the thinking-feeling dichotomy.

5. Enjoy the function. Don’t try to micromanage it. Play with the part that is not the most like you. We can do this best when there is minimal to no
stress. During moderate stress we are pulled to our best way for getting things done. If you rarely have any stress-free time, schedule a break. Allow yourself 15 minutes a day to tackle a task using a less preferred function. If you do not have 15 minutes make it 5 minutes. Time will pass. People will age but people will not develop functions unless they use them. There are many available apps that appeal to specific functions in a playful way. A few examples of apps that multiple ages can explore include Match Triple 3D, which can increase sensitivity to the visual recognition of specific details in objects. Thinkrolls:Kids Logic Puzzle offers logical challenges, and Empathy Pics:Social Skills offers social scenarios for interpretation. Another app, 4 Pics 1 Word, encourages synthesis and the use of intuition. Jigsaw HD is a puzzle app that can be solved in a sensing way or an intuitive way: the sensing way involves looking at the shape and color of a piece to select the correct one; the intuitive style is to put pieces with somewhat similar colours in a pile and sweep back and forth. Pieces that match ‘grab’ each other and whole sections can be solved this way. Some of the fun may be to explore available apps until you find the one that inspires the development of the function you want to enrich.

Summary

Type develops. This development is not an isolated operation within the psyche. The amount of development impacts everything within the unconscious, including our shadow and the ability of the will to execute directions. Type development is about the emergence of the functions from an unconscious level to a conscious level. The functions are always in existence and their corresponding energy, whether introverted or extraverted, is always there, too.

Development determines whether we can consciously control or manage those energies or whether those energies will remain in the unconscious, driving and impacting our conscious behaviours. Type development never ends. It begins at birth or before and continues until death. It follows a spiral pattern of active movement followed by rest and rehearsal of the function at that level. Although the order of active development appears to follow the pattern of dominant, auxiliary, tertiary, and inferior, there are alternative patterns that are appearing. Development in this order does not mean that all attention is focused first on the dominant and the other functions merely wait their turn to emerge. Each of the eight function-attitude combinations has a spiral of energy surrounding it that is always active, and each can come to consciousness. It is the amount of energy required to bring it to a conscious level that varies. It is easier to bring the dominant forwards than the auxiliary, etc. That does not mean the auxiliary cannot emerge prior to the dominant. In some environments it must emerge for survival. The individual then has to gather the additional energy needed for that to happen.
We are still working from a provisional basis when we discuss type development, but when it matches our experience in life it gains credence. Research must continue to enrich our understanding, but the limits of research should not reduce intuitive perceptions that seem to explain development well.

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Translations of Abstract

Cet article définit et explique le développement de la typologie au cours de la vie et résume ce que les autres chercheurs ont présenté sur ce sujet. Une chronologie du développement est identifiée, et des manières de différencier le développement d’une fonction du développement d’autres caractéristiques de la personnalité sont décrites. Le développement du type concerne la dispersion d’énergie à partir d’un niveau inconscient vers un niveau conscient et dirigé. Ce développement se produit dans un mouvement en spirale. Ainsi, le développement de chaque fonction se produit à plusieurs reprises mais à chaque fois à des niveaux plus élevés d’utilisation et de compréhension. Bien que la fonction dominante se développe plus du fait de sa pulsion innée d’être en première position, chaque fonction peut se développer tout au long de la vie. L’énergie relative associée à chaque fonction existe toujours. Quand l’énergie est dans l’inconscient, cela conduit à des réponses comportementales, mais celles-ci ne sont pas sous le contrôle de la personne. L’idéal est de développer la prise de conscience concernant chaque fonction afin que chacune puisse être utilisée consciemment selon les besoins de telle ou telle situation. Parce que le développement des fonctions est essentiel, cet article s’intéresse aux blocages potentiels dans le développement et offre ensuite quelques suggestions concernant les manières de soutenir les opportunités développements.

Mots clés: chronologie du développement, encourager le développement typologique, développement de la fonction, inhiber le développement typologique, type inné, développement typologique, modèles du développement typologique
Dieser Artikel definiert und erklärt die Typenentwicklung während des Lebens und faßt zusammen, was andere Forscher als Bezugspunkte vorgestellt haben. Es wird ein Zeitplan für die Entwicklung identifiziert und es werden Möglichkeiten beschrieben, die Entwicklung einer Funktion von der Entwicklung anderer Persönlichkeitsmerkmale zu unterscheiden. Bei der Typenentwicklung geht es um die Verteilung von Energie von einer unbewußten Ebene auf eine kontrollierte bewußte Ebene. Diese Entwicklung erfolgt in einem spiralförmigen Muster, sodaß die Entwicklung jeder Funktion wiederholt erfolgt, jedoch jedes Mal auf einer höheren Ebene des Gebrauchs und des Verständnisses. Obgleich sich die dominante Funktion aufgrund ihres ihr innewohnenden Dranges am stärksten dahin entwickelt, die Führung zu übernehmen, kann sich jede Funktion während der gesamten Lebenszeit entwickeln. Die mit jeder Funktion verbundene relative Energie existiert immer. Wenn sich die Energie im Unbewußten befindet, treibt sie Verhaltensreaktionen an, die jedoch nicht der Kontrolle des Individuums unterliegen. Das Ideal besteht darin, ein bewußtes Gewahrsein jeder der Funktionen zu entwickeln, damit jede, je nach Bedarf, bewußt verwendet werden kann, um einer Situation gerecht zu werden. Da die Weiterentwicklung der Funktionen unabdingbar ist, untersucht dieser Artikel mögliche Entwicklungsstörungen und bietet anschließend einige Vorschläge zur Förderung von Entwicklungsmöglichkeiten.

Schlüsselwörter: SchlüsselwörterEntwicklungszeitplan, Förderung der Typentwicklung, Funktionsentwicklung, Hemmung der Typentwicklung, angeborener Typus, Typenentwicklung, Typenentwicklungsmodelle

Questo articolo definisce e spiega lo sviluppo del tipo nel corso della vita e riassume ciò che altri ricercatori hanno presentato come riferimento. Viene identificata una linea temporale per lo sviluppo, e vengono descritti i modi per differenziare lo sviluppo di una funzione dallo sviluppo di altre caratteristiche della personalità. Lo sviluppo del tipo riguarda la dispersione di energia da un livello inconscio a un livello conscio. Questo sviluppo si realizza secondo un modello a spirale, quindi lo sviluppo di ogni funzione si verifica ripetutamente ma ogni volta a livelli più elevati di utilizzo e comprensione. Sebbene la funzione dominante si sviluppi maggiormente a causa della sua innata spinta ad essere la protagonista, ogni funzione può svilupparsi nel corso della vita. L'energia relativa associata a ciascuna funzione esiste sempre. Quando l'energia è nell'inconscio, guida le risposte comportamentali, ma queste non sono sotto il controllo dell'individuo. L'ideale è sviluppare la consapevolezza di ciascuna delle funzioni in modo che ognuna possa essere utilizzata consapevolmente all'occorrenza per adattarsi ad una situazione. Poiché lo sviluppo delle funzioni è essenziale, questo articolo esamina le potenziali interferenze con lo sviluppo e successivamente offre alcuni suggerimenti su come promuovere le opportunità di sviluppo.

Parole chiave: Parole chiavecronologia dello sviluppo, incoraggiare lo sviluppo del tipo, sviluppo della funzione, inibire lo sviluppo del tipo, tipo innato, sviluppo del tipo, modelli di sviluppo del tipo
В статье определяется и объясняется развитие типа в течение жизни. Представлен обзор других исследований. Обозначена временная линия развития, описаны способы дифференциации развития функции от развития других характеристик личности. Развитие типа можно охарактеризовать как переход энергии с бессознательного уровня на управляемый сознательный уровень. Это развитие происходит по спирали, поэтому развитие каждой функции происходит многократно, но каждый раз на более высоких уровнях использования и понимания. Хотя доминирующая функция развивается больше всего из-за врожденной склонности быть ведущей, каждая функция может развиваться на протяжении всей жизни. Всегда существует относительная энергия, связанная с каждой функцией. Когда энергия находится в бессознательном, она определяет поведенческие реакции, которые оказываются вне контроля человека. В идеале необходимо развивать осознанное понимание каждой функции, чтобы каждую из них можно было использовать сознательно по мере необходимости и в соответствии с ситуацией. Поскольку развитие функцией имеет основополагающее значение, в статье исследуются возможные препятствия на пути этого развития, а также предлагаются некоторые пути и методы, способствующие развитию.

**Ключевые слова:** Ключевые словаления развития, развитие функций, стимулирование развитие типа, подавление развитие типа, врожденный тип, модели развития типа

El presente artículo define y explica el desarrollo de la tipología a lo largo de la vida y presenta una síntesis de lo expuesto por otras investigaciones. Se identifica una línea de tiempo para el desarrollo, y se describen modos de diferenciar el desarrollo de una función, del desarrollo de otras características de la personalidad. El desarrollo de la tipología da cuenta de la dispersión de energía desde un nivel inconsciente a un logrado nivel consciente. Este desarrollo ocurre en un patrón espiralado, de este modo el desarrollo de cada función sucede repetidamente, pero a niveles superiores de uso y comprensión cada vez. Si bien la función dominante tiene un mayor desarrollo debido a su tendencia innata a ser la que lidera, cada función puede desarrollarse a lo largo de la vida. La energía relativa asociada con cada función siempre existe. Cuando la energía está en el inconsciente, genera respuestas conductuales, que no están bajo el control del individuo. Lo ideal es desarrollar una percepción consciente de cada función, así cada una puede ser conscientemente utilizada a medida que es necesaria para responder a una situación. El desarrollo de las funciones es esencial, por lo cual, este artículo examina las interferencias potenciales en el desarrollo y luego ofrece algunas sugerencias para promover oportunidades para su desarrollo.

**Palabras clave:** Palabras clave línea del tiempo en el desarrollo, estimular el desarrollo de la tipología, desarrollo de la función, desarrollo inhibido de la tipología, tipología innata, desarrollo de la tipología, modelos del desarrollo de la tipología
儿童期及之后的类型发展
本文对类型的人生发展进行了定义和解释，并对其他研究者的论述进行了总结，以作为参考。文章明确了发展的时间线，并描述了某个功能的发展与其它人格特征发展的区别。类型的发展是能量从无意识水平散布到可控的意识水平的过程。这一发展呈螺旋模式，所以每个功能的发展都是往复的，但每一次的重复都呈现更高水平的运用和理解。虽然主导的功能的发展最好，而这获益于先天的成为主导的驱力，但每个功能都可以在人生历程中得到发展。与每个功能相关联的能量总是存在的。当这一能量是在无意识中的时，它会驱动行为上的反应，但它们不受个人的控制。理想的情况是发展对每个功能的意识化觉察，于是，每个功能都可以被有意识地按照情境的需求来被使用。由于发展功能是重要的，所以文章探讨了可以促进其发展的可能性干预，并建议了一些方法来提高发展的机会。

关键词: 关键词发展线，鼓励类型发展，功能发展，抑制类型的发展，先天的类型，类型发展，类型发展模式