

## Queen of the Mountain: It's all about Type

The future world will likely reflect upon these times during the 21<sup>st</sup> century as times of paramount change, evidenced by a struggle for survival by oppressed groups within the population who have, historically, been underrepresented, undervalued, and undermined. This manuscript offers transparent and genuine evidences of this struggle shared from women in the honors college at a top research university located within the Southeastern United States.

Using the Myers Briggs Type Inventory tool with a certified trainer, the women are presented anonymously. The outcomes of the study offer insightful data regarding not only 21<sup>st</sup> century women's perspectives, but unvarnished feedback from this unique population born since the tragedy of 9/11 and now living through post-pandemic and altered, academic environments. Their personality types and interviews provide evidence that Type and its nuances have specific meanings and applications to women which are independent of the general population statistics which appear to better align with men.

A gendered identity for which this populace has experienced filtered opportunities, it is clear from this study that their unique facets and interpretations are most worthy of analysis. They share not only their MBTI preferences, or Types, but also filter their perceptions through a female lens, offering a most unique reality which had historically been comingled with males as one, homogenous composite. Offering unvarnished and stoic realities, their stories offer a more detailed and insightful understanding of what it means to prefer a certain Type as a woman.

While historical leadership profiles abound with references to physical strength, intimidation, dominance, and power, the 21<sup>st</sup> century offers a new reality, evidenced by dramatic changes to the economy, a reframed global infrastructure, and changing priorities realized by the pandemic of 2020, clearly "the times, they are a changin'" (Dylan, 1963). Perhaps now, more than ever, women across the world are reimagining themselves and adjusting their priorities. The aged conversations about waiting for the creation of an equal opportunity workplace, equal pay for equal work, and assurances to women that they will be *allowed* to compete are, for all intents and purposes, over. For the sake of all humanity, gender can no longer be a limiting factor.

Famililar criticisms like "throwing like a girl, or crying like a girl" can no longer be the tolerable norm. Furthermore, the challenge for women to take their rightful place at the table, has never been more apparent (Sandberg, 2014). What is further irrefutable, is that "essentially all the rulers of the nations in the world during the past century have been men" (Ludwig, 2002, p. 2). This leaves one to posit why approximately half of the world's population has apparently been excluded from this conversation. One factor may be that women tend to wish to first qualify themselves as prepared for the position while men tend to always assume that they have or can develop whatever abiliteis are needed to succeed (Sandberg, 2014). This may be the first step toward inequitability. As if women tend to think that they must prove themselves before offering their

1 credentials, they are unlikely to be able to compete effectively with men who  
 2 assume they have what it takes. This creates a widely unbalanced comparison  
 3 where the two genders are aspiring for a similar goal while playing by two  
 4 dramatically different sets of rules and understandings. According to “King of  
 5 the Mountain” a uniquely crafted book which examines power from a primal  
 6 level, “the time-honored ways individuals establish leadership is by showing  
 7 physical prowess and courage in battle” (Ludwig, 2002, p. 3). With the male,  
 8 physical form understandably crafted with more muscle and an often larger  
 9 frame, it is unlikely that one would expect a female to battle to lead on a primal  
 10 level. However, it is clear that a presentation of dominance and command must  
 11 be understood in order for women to lead at any level.

12 In order to fully examine the preferences and perceptions presented by the  
 13 women in the study, it is paramount that the 16 types be explained such that one  
 14 can gain a basic understanding of the tenets of each, as it is presently known in  
 15 in agendered form.

16 Using an online survey tool which dissects individual preferences based on  
 17 the subject’s responses to a series of multiple choice questions and can be found  
 18 at <https://www.16personalities.com> (NERIS Analytics Limited, 2019). The  
 19 composite of the answers forms the individual’s personality type preferences.  
 20 There are 16 possible preference outcomes. They are detailed based on four  
 21 dichotomous comparisons. Individuals will prefer one of each of the four, as  
 22 follows:

23		
24	Extravert or Introvert	E or I
25	Intuitive or Sensor	N or S
26	Feeler or Thinker	F or T
27	Judger or Perceiver	J or P
28		

29 These types represent the 16 different personalities described by Isabel  
 30 Briggs Myers in the following manner (Myers I. B., 1993, p. 13).

- 31
- 32 • ISTJ types are described as quiet, serious and dependable, finding  
 33 comfort in maintain order in their lives.
  - 34 • ISFJ types are quiet, friendly, and responsible, finding enjoy orderly and  
 35 harmonious environments.
  - 36 • INFJ types seek meaning and connections, using ideas, relationships,  
 37 and material possessions.
  - 38 • INTJ types have original thoughts and passion to achieve their goals but  
 39 are skeptical and independent.
  - 40 • ISTP types are tolerant and flexible, quiet observers who act quickly to  
 41 find solutions.
  - 42 • ISFP types are quiet, friendly, sensitive, and kind who dislike  
 43 disagreements and avoid forcing their values on others.
  - 44 • INFP types are idealistic and loyal, adaptable, flexible, and accepting  
 45 unless a value is threatened.

- 1 • INTP types seek to develop logical explanations for everything.  
2 Skeptical, they are always analytical.
- 3 • ESTP types are flexible and tolerant but focus on immediate results.  
4 They enjoy material comforts and learn best by doing.
- 5 • ESFP types are outgoing, friendly and accepting who learn best by  
6 trying a new skill with others.
- 7 • ENFP types are warm, enthusiastic, and imaginative. They are  
8 spontaneous and flexible and improvise easily.
- 9 • ENTP types are quick and ingenious but are bored by routine.
- 10 • ESTJ types are practical and realistic with clear and logical standards  
11 which they follow systematically.
- 12 • ESFJ types are warmhearted, conscientious, and cooperative. They try  
13 to provide what others need and want to be appreciated.
- 14 • ENFJ types are warm, empathetic, and responsible. They are sociable  
15 and provide inspirational leadership.
- 16 • ENTJ types are frank, decisive, and assume leadership, enjoying  
17 planning.

18

19 Research indicates that most females identify with feeling over thinking  
20 facets when analyzing personality preferences (personalitymax.com, 2020;  
21 Myers I. B., 2009). While there is no singular personality preference which  
22 offers the ideal leadership paradigm, it is critical that leaders be true to  
23 themselves in establishing their style in order to be effective.

24

25 Rather it is nature or nurture that leads successive generations of women to  
26 continue to emulate the Feeling preference, it is noteworthy to recognize that  
27 the highest densities for contemporary leadership domains evidence Thinking  
28 over Feeling preferences. Specifically, Thinking preferences are preferred either  
29 by those leaders or, at least by those employing those in leadership. In either  
30 case those vying for leadership are shown preference if they demonstrate a  
31 Thinking versus a Feeling preference. Specifically, the four, top leadership  
32 quadrants are ESTJ, ENTJ, ENTP and ISTJ (Richmond, 2005). Even more  
33 significant may be the realization that two of these four types, a full 50%, are  
34 evidenced as most frequently seen in men (Myers I. B., 2009).

34

35 Furthermore, a more thorough analysis of the 16 personalities, Jungian  
36 dichotomies emerged which focus on examination of how individuals within  
37 these personality preferences present. Within this context, rather than the 16  
38 personalites, Type is examined as a pattern of behavior instead of a compound  
39 of four letters. These include the following (Your guide to the 8 Jungian  
40 cognitive functions, 2018, para. 7):

40

41 Se: Extraverted sensing: Interpreting and experiencing the immediate  
42 context; seeing “what is.”

43

44 Si: Introverted sensing: Examining the past, seeing “what was.”

44

45 Ne: Extraverted intuiting: Interpreting situations and setting, seeing “what  
46 could be.”

46

47 Ni: Introverted intuiting: Anticipating effects; seeing “what will be.”

1 Te: Extraverted thinking: Organizing and using logic to consider  
2 consequences.

3 Ti: Introverted thinking: Analyzing and comparing for inconsistencies.

4 Fe: Extraverted feeling: Considering others' needs and impressions.

5 Fi: Introverted feeling: Evaluating value and worth for action.

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7

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## Method

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10 Understanding that personalities of both women and men can be generally  
11 grouped into 16 personality types (Myers I. B., 2009) and then analyzed based  
12 on dichotomy sets through the eight Jungian processes, one could reasonably  
13 call into question whether leadership behaviors are or should be the same for  
14 both genders. Historical research abounds with unilateral best leadership types  
15 and styles and directions for effectiveness using these measures. However, there  
16 is little examination available to unpack the unique difference in effectiveness  
17 between men and women with in select Type personality preferences.

18 This research seeks to more thoroughly examine the thoughts and  
19 preferences of today's women. Given the opportunity to work closely with a  
20 confluence of women in a Women's Leadership class, the access to learn their  
21 impressions of leadership and its association with Type was considered an ideal  
22 opportunity to obtain unfiltered, current feedback which may potentially enrich  
23 and expand the understanding in this field. All women within the class took the  
24 MBTI personality test and discovered their four-letter Type. These types were  
25 shared voluntarily with the group

26 There was discussion and explanation regarding individual type as is  
27 typical within an MBTI training session. The individuals at a later time shared  
28 their feedback on their type and how it impacted their leadership style or ability.  
29 The information was deidentified and organized in such a way that no  
30 individual student could be recognized. Based on the quality and unique  
31 perceptions that emanated from that activity, the researcher applied to further  
32 examine this data. The data was approved for research publication by the Office  
33 of Research Initiatives as Exempt and Pre-Existing Data.

34

35

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## Findings

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38 When discussing how they could best incorporate themselves and their  
39 career aspirations into the current economic models evidenced in the early 21<sup>st</sup>  
40 century in the United States, the women in the course presented with  
41 significantly more Feeling types as opposed to Thinking types. While this holds  
42 as consistent with existing literature, additional information was evidenced.  
43 Even within those who preferred Thinking, it was clear that the approach was  
44 unique to what has historically been identified as the Thinking preference.

45 In order to more effectively analyze Type composition, this research  
46 focused only on subsets of the MBTI Types. Specifically, four of the eight

1 Jungian cognitive processes were examined: Extraverted thinking, Introverted  
2 thinking, Extraverted feeling, and Introverted feeling. In order to focus attention  
3 on the variance between Feeling and Thinking subsets, this data was examined  
4 independent of the Sensing or Intuiting facets.

### 6 **Feeling Preference Presentations**

8 One major concern for the students was how they could positively  
9 contribute to society post-graduation, in an environment where traditional  
10 graduations were unable to be held due to the Coronavirus. Regardless as to  
11 how they identified, their overwhelming leadership concern was for facilitating  
12 society's recovery. While the Extraverted feelers were focused on acting now to  
13 address those in need, the Extraverted thinkers in the group were specific in  
14 their quest to rebuild society after making some very detailed and organized  
15 plans.

### 17 **Thinking Preference Presentations**

19 While one might expect Extraverted thinkers to be coldly analytical, they  
20 did not present in this manner. Instead, they were focused and practical while  
21 offering themselves as models to improve the conditions for women overall. In  
22 addition to their concern for society was their specific concern for those in the  
23 pandemic most undervalued financially and overworked in less than ideal  
24 conditions.

### 26 **Understanding the Nuances of Gender in Type**

28 Given that the course examined women's issues in a variety of context, one  
29 focus was for equal pay for equal work. The women in the class shared how the  
30 repercussions when asking for additional wages for such primarily female  
31 dominated professions as nursing and teaching were rarely met with welcome  
32 feedback. They saw this financial injustice as reinforced evidence that women's  
33 voices were seen as negative when requiring equality, allowing the power  
34 brokers to ignore the opportunity to balance the pay and work scales. Even  
35 though these women in the class never personally witnessed the 20<sup>th</sup> century, all  
36 having been born in the late 1990's and early 2000's, they brought with them  
37 some vintage challenges to the equality discussion.

38 Of the seven women who offered the most compelling insight, Introverted  
39 feeling, Extraverted feeling, and Extraverted thinking were evident. There was  
40 no evidence of Introverted thinking in this qualitative sample.

### 42 **Case Study Evidence**

44 All subjects were deidentified with pseudonyms to ensure confidentiality.

1 **Wendy**  
2

3 Wendy shared her concern with taking the opportunity to lead others  
4 stating that she was raised to believe “children were meant to be seen, not  
5 heard,” an adage that she carried forward into her early 20’s as she delivered  
6 top grades in the university but was careful not to argue with professors for fear  
7 of being considered disrespectful. Fortunately, although she offered a very  
8 dominant Introverted feeling (Fi) preference, through the semester she began to  
9 realize that it was important to see the complete picture, sharing, “I think it is  
10 sad that women must act like nothing they can do is for their benefit...”  
11

12 **Connie**  
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14 Connie, an extraverted feeler (Fe), shared “I have always been ambitious  
15 and was called ‘bossy’ while growing up, and I never thought that I was not  
16 allowed to be that way simply because of my gender.” Connie went on to say  
17 that she realized that choosing to have children or enter the workforce was no  
18 longer an either-or opportunity, stating that she realized using her feeling  
19 preference would actually ensure that she balances family and work in the  
20 future. Connie saw herself aspiring as a leader who could offer a positive  
21 outlook and encourage others, not as a woman leader in a preformed mold.  
22

23 **Daphne**  
24

25 Daphne, an introverted feeler (Fi), offered that she had also experienced  
26 feeling less than her male counterparts simply due to her gender and her race,  
27 even though many times her accomplishments easily eclipsed theirs. A young  
28 woman whose preference was strongly aligned with feeling, she stated, “While  
29 writing this information, I felt myself getting choked up because I do not want  
30 to come across as bragging.”  
31

32 **Holly**  
33

34 Holly, another introverted feeler (Fi), shared:  
35 I hope I can create a better, more equal environment whether at school or  
36 one day when I have a job. This allows for preparation of a few different  
37 end results of an interview, and elimination of any element of surprise  
38 when negotiating.  
39

40 **Larissa**  
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42 Larissa a most introverted feeler (Fi) shared how she recognized that  
43 “negotiating isn’t second nature when it comes to women...(it’s) scary it is to  
44 bring attention to yourself.” Larissa went on to detail her preference toward  
45 introversion which held her back from actively speaking out without  
46 reservation.

1 There are so many books and videos that give similar advice about being  
2 more assertive and negotiating for what you want, but they always make it  
3 seem as if you have to abandon your gentle and affectionate personality to  
4 be successful at doing so. This idea always troubles me because no matter  
5 how much I want to put on this assertive, take-charge persona, I always feel  
6 like I'm faking it. Even though I get fed up with people calling me "too  
7 nice" and not taking me seriously, I find it frustrating that I'm hard wired to  
8 be the soft spoken, mild-mannered person I am. However, I want left my  
9 gentle nature deter me. As kind as I might seem, I'm fully capable of  
10 realizing when someone is selling me short. I understand I am a highly  
11 educated young woman with a lot of achievements, and I would make a  
12 great asset to any company. Therefore, I won't take the first offer or the  
13 first job I'm offered. I will play the field and look for the best company  
14 whose culture fits my personality and whose pay rightly compensates me  
15 for my skill and time.

16  
17 This student further referenced BATNA (best alternative to a negotiated  
18 agreement) (Sandberg, 2014) to describe how she planned to have her thoughts  
19 in order before negotiating to ensure that she did not let her quiet demeanor or  
20 petite presence become dominated by the loud and often pretentious presence of  
21 others.

22  
23 **Nancy**

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25 Nancy an extraverted feeler (Fe) detailed how she had always worried how  
26 others felt and would probably consider just taking a first job offer not to appear  
27 rude.

28  
29 **Patty**

30  
31 Patty, an extraverted thinker (Te), looked at women's leadership challenges  
32 on a more global platform focusing on India, in particular. She shared,

33  
34 There is still much that needs to be done for women in India and the rest of  
35 the world, but it is nice that there is some change. Driving does provide  
36 autonomy. I have slowly learned to enjoy driving, as I was fearful of it  
37 before. It is inspiring to see that race and gender don't hold her back from  
38 doing well. And, I hope there will be a future where women do not have to  
39 work harder than others to have a seat at the table and know there will  
40 always be inclusion for anyone, regardless of their race or gender.

41  
42 **Susan**

43  
44 Susan, also an extraverted thinker (Te) shared that normalizing women  
45 with regard to the salary gap and the way they approach the wage disparity was  
46 critical, in her mind, in order for more effective change to be realized.

## Results

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2  
3 While this case study offered a prevalence of Introverted feelers with three  
4 women identifying with this function set, the qualitative analysis weighed the  
5 information no more heavily than the other data collected from the individuals  
6 in singularity. Both Extraverted feelers and Extraverted thinkers presented with  
7 two of the students. While there was no student with Introverted thinking as one  
8 of her focused cognitive functions, a subsequent class may offer this valuable  
9 insight.

### Wendy

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12  
13 Wendy was beginning to see her stance for the benefit for all might cause  
14 her to have limited benefit to herself. However, while it was encouraging to see  
15 her recognize a new reality, it was even more awakening to realize that creating  
16 more women leaders, especially those with Feeling preferences, would create a  
17 dynamic where the good of the whole would likely outweigh the good of the  
18 few. Wendy's Introverted feeling function had, historically, limited her voice  
19 and, in concert, limited her action. Based on the examination of the Jungian  
20 processes, however, she appeared more aware of her positioning and her ability  
21 to lead. In particular, she emerged able to look at her childhood and intrinsic  
22 barriers as ones that she could, at will, remove. Her acknowledgement at her  
23 own power over her destiny as well as her ability to use her talents to lead  
24 appeared to invigorate this student.

### Connie

25  
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27  
28 With respect to Connie, a student who embraced the Extraverted feeling  
29 dichotomy, a very different image emerged. With this student, her Extraversion  
30 was always on display. She evidenced her childhood where she was constantly  
31 called bossy and berated for not fitting into a preformed girl mold. However,  
32 after studying and exploring the Jungian functions, Connie emerged with a  
33 newfound awareness. Specifically, she had always expected that, based on her  
34 Type, that she would have to choose a powerful career over a family.  
35 Historically, she did not see the situation as an "and" conversation but rather as  
36 an "or" choice. Her Feeling kept her afraid that she would not be able to keep  
37 everyone happy and herself together if she attempted both scenarios. After  
38 better understanding herself through an exploration of Jungian functions,  
39 Connie shared an awareness that she "might be bossy, but she was also usually  
40 right." This epiphany appeared to allow the student to see that she did not have  
41 to choose one world over another. She is a student whose large personality  
42 dominated the room and encouraged the other students to push themselves to  
43 also challenge the status-quo regarding the types of that make the best leaders.  
44  
45



1 **Daphne**

2

3 Daphne, an Introverted feeler, presented very differently than Connie.  
4 Daphne offered herself as one who was almost painfully shy and introverted.  
5 She was terrified of calling too much attention to herself or her ideas. Paralleled  
6 with this type was awareness that she wanted to make the world a better place  
7 for students of color. She shared how she struggled to find a voice for herself as  
8 an introverted, feeler and also a woman of color without sacrificing one area of  
9 her life for another. This inspired additional conversations regarding gender and  
10 ethnicity and how rarely they are examined in tandem.

11

12 **Larissa**

13

14 Larissa, also identifying as an Introverted feeler, was able to actively  
15 express how she hated to call attention to herself or her cause. However, as  
16 much as she detested the idea of supporting her position, she was able to  
17 recognize that she would adjust her presentation to ensure that, going forward,  
18 she did not find herself in a situation where she or her value were  
19 underappreciated. She offered an almost angry realization that her soft  
20 temperament could be misinterpreted as an opportunity to minimize her salary  
21 or usefulness. Using this new awareness, Larissa appeared ready to ensure that  
22 her voice was no longer silenced by more dominant types, rather those types  
23 were men or other women with more intensive presentations.

24

25 **Nancy**

26

27 Nancy, an Extraverted feeler, although able to easily interact and verbalize  
28 her feelings with others, presented as dramatically challenged to highlight her  
29 own leadership qualities. Even after extensive discussions, she still appeared  
30 hesitant to take charge of her future in a proactive manner.

31

32 **Patty**

33

34 Patty, a student who embraced her presence as an Extraverted thinker, was  
35 both passionate as well as focused to help others acknowledge the changes  
36 needed to make the world a better place for women to lead. She focused on how  
37 she could move forward to embrace better opportunities for herself and other  
38 women from India to lead and not be concerned that their voices should be  
39 silenced if they do not follow the same approach or narrative that a man in a  
40 similar position might offer.

41

42 **Susan**

43

44 Susan, also an Extraverted thinker, was intensely focused on proactive  
45 measures to ensure that the salary gap between women and me begins to close  
46 at a much more accelerated rate. True to Type, Susan was already working on

1 next steps to ensure that her future earnings would not be minimized by her  
2 gender.

### 3 4 5 **Conclusions**

6  
7 Collectively, these 21<sup>st</sup> century, young women offered a consistent appeal  
8 to improve women's equal representation and compensation. However, given  
9 the variances in type offered and the absence of the Introverted thinking  
10 dichotomy present, clearly additional research would be useful. While some in  
11 this group offered a more introverted presentation paired their frustration in  
12 having to flex from both their style and gender comfort zones to offer a more  
13 extraverted almost androgenized presentation to realize more equitable  
14 compensation, each offered her own acknowledgement of a perception of  
15 injustice for leadership based on gender stereotypes and a desire to correct such  
16 antiquated inequities.

17 Furthermore, it was clear after extensive conversations with these women,  
18 that the historical interpretation of Type was androgenized such that type  
19 densities and their presentation in leadership were skewed by the women's  
20 minor representation in executive leadership. Given the realization that women  
21 have been marginalized throughout history, especially once they began entering  
22 professions which were previously male-dominated, it appears that further  
23 examination and interpretation of women's Type needs more fully researched.  
24 Perhaps the four domains of leadership (Myers I. B., 1993) offered to date  
25 accepted without contest, should be reevaluated in the absence of male  
26 dominion in these spaces.

### 27 28 **New Findings in Type**

29  
30 Refreshingly, this case study sample also revealed new findings. In  
31 addition to examining Type as limited to 16 domains for all genders and  
32 ethnicities, two of the individuals offered insight as to how gender is only one  
33 facet that composes one's personality when the individual is not male, and  
34 specifically, not a white male. The women whose ancestry offered them with a  
35 presentation as Women of Color, regardless as to the continent of origin, were  
36 more complex in their reflection and identification of Type. They evidenced  
37 overly cautious thoughts in declaring their Type or taking select actions as they  
38 were conflicted as trying to effectively acclimate as leaders in through this  
39 biconcave lens.

### 40 41 **Type evidences**

42  
43 Although there is no ideal Jungian function set, there are specific  
44 commonalities witnessed when individuals with select preferences are  
45 examined. When studying exclusively one gender, it is possible to analyze Type  
46 based on commonalities and differences examined in the select populations,

1 independent of group population norms. Women as a subgroup of the entire  
2 population, typically prefer Feeling functions over Thinking, irrespective of  
3 their Introverted or Extraverted facets, (personalitymax.com, 2020). However,  
4 upon further study, they truly offer a much more complex dynamic when  
5 examined in isolation.

6 Evidenced by discussions, both personal and professional, with the subjects  
7 throughout the semester in a large, research university in the Southeastern  
8 United States, their identification of the discrepancies in leadership  
9 opportunities as well as inequities in the work/pay dynamic were  
10 consistent. Inconsistent, however, based on their Type, was their likelihood to  
11 act in a proactive manner. Many students' frustrations were evidenced as they  
12 shared their continued challenges to establish equality within academic  
13 environments, especially in majors historically witnessed as male dominated  
14 environments. In select conversations, there was also clear conflict in the full  
15 presentation of the student's Type and her ancestry which, in some instances,  
16 complicated her Type presentation as she did not want to compromise her  
17 representation as a whether she identified most as a woman or a member of a  
18 minority populace. Certainly, these pivotal and complex analyses with respect  
19 to Type and leadership, have just begun.

## 20 21 **Future Research**

22  
23 Future research is clearly available and necessary to further explore  
24 women's leadership pathways and opportunities to better understand and  
25 analyze Type from a fully engendered perspective. Furthermore, this research  
26 also evidences that Type study is necessary within minority populations  
27 independently to accurately assess and interpret leadership positions from these  
28 trajectories.

29 Perhaps, by dedicating additional research and resources into empowering  
30 women of all ancestries and personality Type preferences, women's true  
31 strengths will be realized. Although women's empowerment has progressed  
32 significantly since the dawn of the 19<sup>th</sup> Amendment, granting women the right  
33 to vote, the next champions of women's leadership may well be facilitated by  
34 researchers who uncover the uniqueness and power within this gender. Instead  
35 of having fewer preferences for leadership under the one population model,  
36 women may offer, instead, a leadership style better constructed to encourage  
37 and support communities of all Types, genders, and ancestries. While it may  
38 seem as if women have full and equal representation, data in many STEM fields  
39 still shows marked density variances between the genders. Although over one  
40 hundred years have passed since women in the United States were granted the  
41 right to vote (One hundred years ago women won the right to vote, 2020), the  
42 battle for equity and Type may just now have begun to be realized.

43 In the words of the late Helen Reddy (Reddy, 1971):

44  
45 I am woman, hear me roar  
46 In numbers too big to ignore

1 And I know too much to go back an' pretend  
2 'Cause I've heard it all before  
3 And I've been down there on the floor  
4 No one's ever gonna keep me down again . . .  
5  
6

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