



# **Intelligences and You**









# Interpersonal

# **Interpersonal Intelligence**



This intelligence includes understanding and working with people, building relationships, seeing the world from others' point of view, communicating well verbally and non-verbally, cooperating in a group, having influence, and responding to the mood, personality and goals of others.

| Strengths  | Challenges   |
|--|--|
| Relate well to   | Difficulty building and maintaining social relationships   |
| <ul> <li>others</li> <li>Notice and understand people's needs, perspectives, emotions and motivations</li> <li>Connect and interact with people quickly and easily</li> <li>Form and maintain lasting relationships</li> <li>Able to lead, influence and inspire others</li> </ul>                               | <ul> <li>Do not notice or respond appropriately to others' feelings, motivations or behaviors</li> <li>Not good at collaborative work</li> <li>Uncomfortable interacting with people whose experiences, views and beliefs differ from own</li> <li>Don't see the humor in things that others find funny</li> </ul>   |
| Famous People with Strong Interpersonal Intelligence  ☐ Martin Luther King, Jr. (clergyman, civil rights activist)  ☐ Mother Teresa (nun, humanitarian)  ☐ Oprah Winfrey (talk-show host, philanthropist)  ☐ Anthony Robbins (success coach, professional speaker)  ☐ Ellen DeGeneres (comedian, talk-show host) | <ol> <li>Top Careers for Interpersonal Intelligence</li> <li>Marriage and Family Therapists</li> <li>Educational, Guidance, School, and Vocational Counselors</li> <li>Patient Representatives</li> <li>Psychiatrists</li> <li>Lodging Managers</li> <li>Arbitrators, Mediators, and Conciliators</li> <li>Public Relations and Fundraising Managers</li> <li>Transportation Managers</li> </ol> |
|  | 9. Emergency Management Directors  |
|  | 10. Counseling Psychologists   |

# **Existential Intelligence**









Existential intelligence is the ability to see the big picture in everything - the relationships and connections, vastness and limitations, and how everything fits together. This intelligence is used in considering questions about our existence, such as purpose, life, death, and our place in the universe. NOTE: Existential Intelligence should not be confused with existentialism. Existentialism is an area of philosophy dealing with certain views on human existence. Philosophers who examine and promote existentialist theories would certainly use their existential intelligence. However, the intelligence can be applied to other areas as well.

| Strengths  | Challenges  |
|--|---|
| Summarize details to understand a larger concept — putting together the elements of a career plan or game strategy, for example  | Not interested in exploring "deep" questions about life, death and the universe. Prefer questions that have clea and final answers  |
| See things from different points of view —<br>understanding others' cultures or values, or both side<br>of a debate, for example   | Focus on immediate tasks and getting them done, rather than thinking about different possibilities and how things connect in a bigger way   |
| <ul> <li>Explore questions about human existence through study of philosophy, ethics, the arts, or religion and spirituality</li> <li>Connect different ideas to envision something new</li> </ul>   | <ul> <li>Difficulty understanding perspectives, values and opinions that differ from own</li> <li>Rely on repetition and memory techniques for learning rather than looking for ways to relate facts to a larger</li> </ul>   |
| and creative   | concept   |
| Famous People with Strong Existential Intelligence   | Top Careers for Existential<br>Intelligence   |
| <ul> <li>Aristotle (philosopher, teacher)</li> <li>The Dalai Lama (spiritual leader)</li> <li>Deepak Chopra (doctor, speaker/author)</li> <li>Ralph W. Emerson (essayist, transcendentalist)</li> <li>Jane Addams (philosopher, activist)</li> </ul> | <ol> <li>Clergy</li> <li>Political Science Teachers, Postsecondary</li> <li>Sociologists</li> <li>Advanced Practice Psychiatric Nurses</li> <li>Training and Development Specialists</li> <li>Directors, Religious Activities and Education</li> <li>Sociology Teachers, Postsecondary</li> <li>Philosophy and Religion Teachers, Postsecondary</li> <li>Social Work Teachers, Postsecondary</li> </ol> |
|  | 10. History Teachers, Postsecondary   |

## Kinesthetic

# **Kinesthetic Intelligence**









This intelligence provides you with the mind and body coordination needed to move your body and other objects. It influences small movements, such as using your fingers to play a musical instrument, and large movements, such as running and catching a ball. Kinesthetic intelligence also affects certain mental abilities such as visualizing and remembering complex movements.

| Strengths  | Challenges   |
|--|--|
| Have good balance and coordination when moving or being physically active                          | Avoid activities that require good coordination or<br>complex movements  |
| Good at hands-on activities, such as using tools and objects to build, create and repair           | Not interested in playing competitive sports   |
| Can analyze complex movements and the steps<br>involved to identify problems and solutions         | Do not use movement or physical precision for self-<br>expression — through dance, painting or handmade  |
| ☐ Use movement to express feelings and ideas —   | crafts, for example  |
| through gestures, body language, acting or dance, for example                                      | Lack confidence when using tools and other physical objects to complete tasks  |
| Have good reflexes — react quickly and instinctively   | Unaware of own body language and may miss non-<br>verbal cues from others  |
| Famous People with Strong<br>Kinesthetic Intelligence  | Top Careers for Kinesthetic<br>Intelligence  |
| Michael Jordan (basketball player)   | 1. Fallers   |
|  |  |
| ☐ Bruce Lee (martial artist)   |  |
| Bruce Lee (martial artist)   | 2. Fence Erectors  |
| Paula Abdul (dancer, choreographer)  |  |
|  | 2. Fence Erectors  |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)  Jim Carrey (actor, | <ul><li>2. Fence Erectors</li><li>3. Tire Builders</li></ul>   |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)                     | <ul><li>2. Fence Erectors</li><li>3. Tire Builders</li><li>4. Rail Car Repairers</li></ul>   |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)  Jim Carrey (actor, | <ol> <li>Fence Erectors</li> <li>Tire Builders</li> <li>Rail Car Repairers</li> <li>Dancers</li> </ol>   |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)  Jim Carrey (actor, | <ol> <li>Fence Erectors</li> <li>Tire Builders</li> <li>Rail Car Repairers</li> <li>Dancers</li> <li>Athletes and Sports Competitors</li> </ol>  |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)  Jim Carrey (actor, | <ol> <li>Fence Erectors</li> <li>Tire Builders</li> <li>Rail Car Repairers</li> <li>Dancers</li> <li>Athletes and Sports Competitors</li> <li>Municipal Firefighters</li> </ol>  |
| Paula Abdul (dancer, choreographer)  David Blaine (magician, endurance artist)  Jim Carrey (actor, | <ol> <li>Fence Erectors</li> <li>Tire Builders</li> <li>Rail Car Repairers</li> <li>Dancers</li> <li>Athletes and Sports Competitors</li> <li>Municipal Firefighters</li> <li>Fitness Trainers and Aerobics Instructors</li> </ol> |

# **Intrapersonal Intelligence**









Intrapersonal intelligence includes the ability to understand oneself -- emotions, fears, motivations, strengths and weaknesses. This intelligence allows you to reflect upon your own thinking and behavior, learn from that reflection, find ways for self-improvement, and build self-confidence.

| Strengths   | Challenges   |
|---|--|
| Well aware of personal abilities, challenges, feelings<br>and attitudes | Give little thought to personal goals and abilities when<br>making decisions           |
| Set realistic goals, able to focus and stay on track                    | Unaware of how mood, attitude and tone of voice can<br>affect other people             |
| In control of emotions, good at handling high-stress situations         | Allow personal opinions to negatively affect decisions<br>and interactions with others |
| Make decisions thoughtfully and carefully                               | Set unrealistic goals and make limited progress, often                                 |
| Ethical and objective, aware of how personal                            | giving up  |
| viewpoints can be biased or unfair                                      | Don't understand how to recognize and manage own emotions                              |
| Famous People with Strong<br>Intrapersonal Intelligence                 | Top Careers for Intrapersonal<br>Intelligence  |
| Confucius (philosopher, teacher)  |  |
| Sigmund Freud (neurologist, psychoanalyst)                              | 1. Gaming Supervisors  |
|   | 2. Judges, Magistrate Judges, and Magistrates  |
| Mohandas Ghandi (lawyer, ideological leader)                            | 3. Child, Family, and School Social Workers  |
| Helen Keller (speaker,  | 4. Chief Executives  |
| author)   | 5. Education Administrators, Preschool and Childcare                                   |
| Terry Fox (athlete,   | Center/Program   |
| humanitarian)   | 6. Postmasters and Mail Superintendents  |
|   | 7. Psychiatric Aides   |
|   | 8. Producers   |
|   | 9. Transportation Managers   |
|   | 10 Sales Managers  |

## Spatial

# **Spatial Intelligence**









Spatial intelligence includes the ability to identify objects accurately, change and recreate images, and recognize how shapes and objects relate to each other. While this intelligence is typically applied through visual means, spatial intelligence does not only rely on vision. It can also be used through touch and sometimes even hearing.

| Strengths   | Challenges  |
|---|---|
| Able to visualize images — both real and imagined — with great clarity, and to picture how they would look when rotated or modified   | Difficulty learning information that is visual (presented as images or diagrams) or tactile (presented through touch and handling objects)  |
| <ul> <li>Notice and remember visual details and tend to evaluate the design, symmetry or beauty of things</li> <li>Can work with shape, size, position and location to solve problems and design, arrange or build things</li> <li>Have a good sense of direction and can easily navigate through different environments, whether on foot, driving or traveling by air or on water</li> <li>Can accurately visualize and estimate distances and measurements</li> </ul> | <ul> <li>Poor memory for visual details such as locations and what things look like; may also forget faces</li> <li>Dislike puzzles, mazes, building models and other activities that require fitting pieces together</li> <li>Easily lose sense of direction and have trouble understanding and following maps, charts and diagrams</li> <li>Struggle to estimate distances and measurements, whether they are distances for travel or measurements</li> </ul> |
| Famous People with Strong Spatial Intelligence Frank Lloyd Wright (architect, interior  | Top Careers for Spatial Intelligence  1. Civil Drafters   |
| designer)  Michelangelo (artist, engineer)  | Mechanical Drafters   |
| Steven Spielberg (film director, video game designer)  Vera Wang (fashion designer)  Christopher Columbus (explorer, navigator)   | <ol> <li>Computer Hardware Engineers</li> <li>Agricultural Engineers</li> <li>Commercial and Industrial Designers</li> <li>Biomedical Engineers</li> <li>Architecture Teachers, Postsecondary</li> <li>Pilots, Ship</li> <li>Architectural Drafters</li> </ol>  |
|   | 10. Transportation Engineers  |

## Naturalist

# **Naturalist Intelligence**









Naturalist intelligence involves being able to recognize, appreciate and group different things in the environment: plants, animals, people, structures, weather patterns, landscapes and so on. It also allows one to see the connections between different parts of the environment, to easily recognize when environmental changes happen, and to understand what impacts those changes might have. People with a strong naturalist intelligence are typically viewed as being "in tune" with nature.

| Challenges  |
|---|
| Difficulty identifying or grouping plants, animals and objects in the natural environment, as well as manufactured objects like cars and clothing   |
| <ul> <li>Don't notice similarities between seemingly different objects</li> <li>Unable to identify the sights and sounds of nature — birds and their songs, for example, or the appearance of plants, rocks or cloud formations</li> <li>Feel uncomfortable in a natural environment — may fear wild animals, dislike insects, sand and dirt, and miss urban conveniences</li> <li>Unaware of gradual shifts in the weather and the effects of factors such as temperature, humidity, wind and pressure</li> <li>Not concerned about environmental protection, pollution controls or water quality</li> </ul> |
| Top Careers for Naturalist<br>Intelligence  |
| <ol> <li>Hunters and Trappers</li> <li>Park Naturalists</li> <li>Sustainability Specialists</li> <li>Veterinarians</li> <li>Environmental Science Teachers, Postsecondary</li> <li>Animal Breeders</li> <li>Farmworkers, Farm, Ranch, and Aquacultural Animals</li> <li>Environmental Science and Protection Technicians,<br/>Including Health</li> <li>Forest and Conservation Workers</li> <li>Fishers and Related Fishing Workers</li> </ol>   |
|   |

## Linguistic

# **Linguistic Intelligence**









Linguistic intelligence helps you to understand and use language properly in reading, writing, speaking, including sign language and Braille. It also affects vocabulary and the ability to understand and use humor, create pictures using words, notice language patterns, and recognize relationships between words. Linguistic intelligence is one of the main intelligences linked with succeeding in school.

| Strengths   | Challenges   |
|---|--|
| Know how to use vocabulary, sentence structure,<br>grammar and spelling for clear communication   | Have difficulty with grammar, vocabulary, reading,<br>writing, new languages and word-based puzzles  |
| <ul> <li>Easily remember word-based information</li> <li>Good at learning new languages and other symbol systems, such as computer code and hieroglyphs</li> <li>Use language creatively for such things as storytelling, writing, using humor and composing poetry</li> <li>Can tailor communication style depending on topic, audience and purpose</li> </ul> | <ul> <li>Struggle with communication, creativity and memory for general facts</li> <li>Avoid activities that involve reading, writing and speaking, especially when dealing with challenging material</li> <li>Don't pick up on subtle forms of humor, such as irony, sarcasm and satire</li> <li>Have trouble remembering things that are read or heard</li> </ul>  |
| Famous People with Strong<br>Linguistic Intelligence  | Top Careers for Linguistic<br>Intelligence   |
| <ul> <li>William Shakespeare (author, playwright)</li> <li>Barack Obama (lawyer, U.S. president)</li> <li>Maya Angelou (poet, author)</li> <li>Noam Chomsky (linguist, philosopher)</li> <li>Jean-François Champollion (linguist who first deciphered Egyptian hieroglyphs)</li> </ul>  | <ol> <li>Interpreters and Translators</li> <li>Technical Writers</li> <li>Lawyers</li> <li>Political Scientists</li> <li>Speech-Language Pathologists</li> <li>Neuropsychologists and Clinical Neuropsychologists</li> <li>Training and Development Specialists</li> <li>Soil and Plant Scientists</li> <li>Foreign Language and Literature Teachers,         Postsecondary     </li> <li>English Language and Literature Teachers,</li> </ol> |
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# **Logical Intelligence**









This intelligence includes the ability to reason inductively (make conclusions based on observations) and deductively (make conclusions based on hypotheses). This intelligence also involves finding relationships between abstract ideas (numbers, for example), recognizing logical sequences and patterns, recognizing problems and solving them. This intelligence is closely linked with being successful in school.

| Strengths  | Challenges   |
|--|--|
| Easily recognize number patterns and can make quick, accurate calculations                           | Struggle with abstract mathematical and logical concepts   |
| ☐ Understand the relationship between cause and effect — to predict how one thing can affect another | Poor problem-solving ability — don't know how to use or develop approaches for reaching the best solution  |
| Can identify all the parts in a system and how they interact   | Dislike activities involving puzzles, strategy, calculations or formulas   |
| Analyze information to determine what is important<br>versus what is not                             | Find it hard to categorize and organize things in a logical manner   |
| Able to work with abstract concepts and use symbols to represent concrete ideas                      | Not inclined to experiment or form theories to explain things  |
| Famous People with Strong<br>Logical Intelligence  | Top Careers for Logical<br>Intelligence  |
| Thomas Edison (inventor, businessman)  | 1. Mathematical Technicians  |
| Albert Einstein (physicist, humanitarian)  | Operations Research Analysts   |
| Humanitanan)   | •  |
| Florence Nightingale (nurse, statistician)   | 3. Actuaries   |
| •  | <ul><li>3. Actuaries</li><li>4. Software Developers, Applications</li></ul>  |
| Florence Nightingale (nurse, statistician)  Sherlock Holmes (fictional detective)                    | <ul><li>3. Actuaries</li><li>4. Software Developers, Applications</li><li>5. Mathematical Science Teachers, Postsecondary</li></ul>  |
| Florence Nightingale (nurse, statistician)   | <ol> <li>Actuaries</li> <li>Software Developers, Applications</li> <li>Mathematical Science Teachers, Postsecondary</li> <li>Agricultural Engineers</li> </ol>   |
| Florence Nightingale (nurse, statistician)  Sherlock Holmes (fictional detective)                    | <ol> <li>Actuaries</li> <li>Software Developers, Applications</li> <li>Mathematical Science Teachers, Postsecondary</li> <li>Agricultural Engineers</li> <li>Biomedical Engineers</li> </ol>                                   |
| Florence Nightingale (nurse, statistician)  Sherlock Holmes (fictional detective)                    | <ol> <li>Actuaries</li> <li>Software Developers, Applications</li> <li>Mathematical Science Teachers, Postsecondary</li> <li>Agricultural Engineers</li> <li>Biomedical Engineers</li> <li>Transportation Engineers</li> </ol> |
| Florence Nightingale (nurse, statistician)  Sherlock Holmes (fictional detective)                    | <ol> <li>Actuaries</li> <li>Software Developers, Applications</li> <li>Mathematical Science Teachers, Postsecondary</li> <li>Agricultural Engineers</li> <li>Biomedical Engineers</li> </ol>                                   |

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This intelligence includes the ability to play an instrument or sing, as well as a number of other skills such as: recognizing tones, patterns, rhythms, beats and sounds; enjoying and analyzing music; understanding musical structures; and, creating melodies and rhythms.

| Strengths   | Challenges   |
|---|--|
| Enjoy a wide range of different types of  | Enjoy only a few types of music  |
| music   | Music has little effect on mood, motivation and  |
| Use music to influence mood, build motivation and   | emotions   |
| <ul> <li>boost productivity</li> <li>Easily pick up on the beat or chords in music and recognize different instruments by their sounds</li> <li>Notice and use different tones in speech to impart emotion, emphasis or meaning</li> <li>Sing well, can play one or more instruments and could easily learn another</li> <li>Readily recall tunes and lyrics, and can use music, rhythms and patterns to remember things</li> </ul> | <ul> <li>Difficulty identifying sounds of different musical instruments</li> <li>Not likely to notice or use tone that imparts meaning in speech — for example, detecting and using sarcasm</li> <li>Do not sing well and would have trouble learning to play an instrument</li> <li>Do not remember melodies and lyrics of songs</li> </ul> |
|   |  |
| Famous People with Strong<br>Musical Intelligence   | Top Careers for Musical<br>Intelligence  |
|   | Top Careers for Musical Intelligence  1. Music Composers and Arrangers   |
| Musical Intelligence  Jennifer Lopez (musician,   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> </ol>   |
| Musical Intelligence  Jennifer Lopez (musician, composer)   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> </ol>   |
| Musical Intelligence  ☐ Jennifer Lopez (musician, composer) ☐ Elvis Presley (singer-songwriter) ☐ Beyoncé Knowles (singer, songwriter and   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> </ol>   |
| Musical Intelligence  ☐ Jennifer Lopez (musician, composer)  ☐ Elvis Presley (singer-songwriter)  ☐ Beyoncé Knowles (singer, songwriter and actress)  | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> </ol>   |
| Musical Intelligence  ☐ Jennifer Lopez (musician, composer)  ☐ Elvis Presley (singer-songwriter)  ☐ Beyoncé Knowles (singer, songwriter and actress)  ☐ William James "will.i.am" Adams Jr. (musician and   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> <li>Physicists</li> </ol>   |
| <ul> <li>Musical Intelligence</li> <li>Jennifer Lopez (musician, composer)</li> <li>Elvis Presley (singer-songwriter)</li> <li>Beyoncé Knowles (singer, songwriter and actress)</li> <li>William James "will.i.am" Adams Jr. (musician and producer)</li> </ul>   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> <li>Physicists</li> <li>Singers</li> </ol>  |
| Musical Intelligence  ☐ Jennifer Lopez (musician, composer)  ☐ Elvis Presley (singer-songwriter)  ☐ Beyoncé Knowles (singer, songwriter and actress)  ☐ William James "will.i.am" Adams Jr. (musician and   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> <li>Physicists</li> <li>Singers</li> <li>Music Directors</li> </ol>   |
| <ul> <li>Musical Intelligence</li> <li>Jennifer Lopez (musician, composer)</li> <li>Elvis Presley (singer-songwriter)</li> <li>Beyoncé Knowles (singer, songwriter and actress)</li> <li>William James "will.i.am" Adams Jr. (musician and producer)</li> </ul>   | <ol> <li>Intelligence</li> <li>Music Composers and Arrangers</li> <li>Art, Drama, and Music Teachers, Postsecondary</li> <li>Music Therapists</li> <li>Physicists</li> <li>Singers</li> <li>Music Directors</li> <li>Musicians, Instrumental</li> </ol>  |

## Rate your profile:

How well does it match you?

# **Developing Your Intelligences**





These are your superpowers -- use your strengths to improve in other areas.

# **Interpersonal**

### **Advice for Learning**





- Learn how to be a good listener. Practice "active listening" and use every conversation as an opportunity to better understand other people's points of view
- Talk to other students, teachers or experts to learn more about topics covered in class. Try to be prepared with good *questions*
- Ask your teacher about working in pairs or groups, or participating in projects with other classes, to encourage discussion. Outside of class, join or form a study group
- Get involved in a social cause that relates to a topic you're studying, or volunteer to mentor other students in a subject you know well
- Take part in role playing, presentations, debates and group activities

#### Recommendations

best for you.

The following recommendations are based on your results. Consider each and select the ones you think would work

|   | There are many tools available — including books, courses, videos and websites — to help improve your relationship skills. Some are better than others, so be sure to select a good quality resource. If possible, try to get feedback or   |
|---|---|
|   | recommendations from people who have used that resource before  |
|   | Be observant. Pay attention to people's facial expressions and posture. Try to spend more time listening than talking By being sensitive to others' perspectives, emotions and motives, you can adapt your response to what is needed — and provide support, encouragement, an opinion or advice, for example |
|   | Get involved in volunteering, mentoring or charity work. These activities can improve your ability to feel empathy, understand others' points of view and build your communication skills   |
| П | Expand your network. Interact with people of different ages, cultures and skill sets  |

#### Interpersonal and Intrapersonal Intelligences

- · Practice reflecting, setting goals and making decisions. Combine this with your interpersonal ability to clearly communicate well thought-out ideas and influence others in a positive way
- Learn to recognize your feelings and behavior as conversations unfold. After interacting with other people, reflect on what you saw and heard. How did you feel before, during and after the interaction?
- Talk to people like guidance and career counselors about your strengths and challenges, your goals, and your plans to achieve them

#### Interpersonal and Spatial Intelligences

- Talk to visual artists, architects, designers, navigation specialists or other people with a strong ability in spatial activities. Ask them to describe how they visualize things and what helps them to do so
- · Get involved in group activities with a strong spatial aspect, such as photography clubs, orienteering or geocaching events, landscaping, art or interior design courses. As you learn how to think in spatial terms, discuss your ideas with the group, ask relevant questions - about angles, colors, design, directions or proportions, for instance - and be sure to listen to what they say

#### **Existential**

#### **Advice for Learning**

- When learning something new, think about how the topic fits into the greater scheme of things. What role does it play? Why is it important? How is it relevant to you, your community or the world?
- Look for ways to connect new concepts to what you already know. Ask yourself, what other subjects or ideas are similar to this one? What larger themes or groups could this topic fit under?
- Think about multiple points of view. For example, consider how your feelings about fossil fuels might compare to those of an oilfield worker or an environmentalist. How about the views of people in other jobs or in other countries? Try to understand perspectives on all sides of an idea or issue

#### Recommendations

| e following recommendations are based on your results. Consider each and select the ones you think would work<br>est for you.  |
|--|
| Talk to people who regularly explore deep topics, such as religious leaders, counselors, university professors or sociologists. Ask, respectfully, questions about life, why we exist and why the world works the way it does. Seek multiple sources to learn different points of view |
| Be willing to question your own beliefs and to be open to new possibilities. You don't have to believe everything you hear! But through questioning and adding to what you know, you will gain a better understanding of yourself, others and the world around you                     |
| Don't be disappointed if answers to your questions are unavailable or lead to more questions. Instead of trying to reach a final conclusion, your goal should be continual growth and maturity   |

#### Existential and Linguistic Intelligences

- Read about different philosophies, such as ontology, cosmology, realism, idealism, Hellenistic philosophy, analytic philosophy, postmodernism, theosophy or any other theories that may interest you
- Use existential ideas as topics for projects and assignments. Writing or speaking on a difficult subject for a general audience is a great way to develop your linguistic skills
- For more advanced reading levels and existential discussion, try books from authors such as Chomsky, Emerson, Kierkegaard, Tolstoy, Dostoyevsky and Camus, all of whom excel in both existential and linguistic intelligence

#### Existential and Naturalist Intelligences

- Think about the complexities in nature. Note the individual details that make up your immediate surroundings and the world beyond. Does nature have goals, direction and purpose? What are our responsibilities? As you consider these questions, spend time in a natural environment to make observations and consider how each element is connected
- Get involved with a naturalist group. You can help the organization gain focus by gathering information from different sources to figure out overall strategies and policies. Spending time with the group will increase your appreciation for naturalist causes
- Study other societies to learn about the role of nature in religion and customs. Many cultures have a strong spiritual connection to nature

## Kinesthetic

#### Advice for Learning





- Actively use your body and your five senses to "learn by doing". Use hands-on activities, such as manipulating objects or conducting experiments, to learn new concepts. You remember information better when it is related to an activity
- Try to remain active when you're concentrating on learning something. For example, you could squeeze a stress ball while watching a presentation
- Take short breaks to get up and move around or stretch during class time
- Complete reports and other assignments by acting out skits or building models
- Get involved in coaching or assisting. This gives you the chance to design plays or routines, or to analyze and instruct on proper movement for the activity

#### Recommendations

best for you.
 When practicing a new movement, repeat it several times. This helps your nerves and muscles learn the proper patterns for the activity
 Think about your body's movement during an activity. Concentrate on how your limbs and muscles move when participating in swimming, martial arts, surfing, acting or dancing, for example
 Focus on the goals of each movement during an activity. Through repeated practice, your muscles will become trained to carry out the correct movements automatically. This will allow you to focus more on the overall goal, such as winning a race

The following recommendations are based on your results. Consider each and select the ones you think would work

#### Kinesthetic and Logical Intelligences

- Paerticipate in regular aerobic exercise. It has been shown to improve cognitive brain function, which controls your ability to think and remember
- To be more mentally alert, do your favorite exercise in the morning or around the middle of the day. If you've been exercising strenuously, allow some time to recover before trying to perform logical or mathematical activities
- Try activities that combine a kinesthetic challenge with logical strategy, such as tennis, baseball, golf or billiards

#### Kinesthetic and Musical Intelligences

- Try watching and playing instruments that require a lot of coordinated movement, such as drums, guitar, piano or violin
- Take part in fitness classes or routines that use music for motivation and a sense of timing and rhythm. Think about how the music influences your movements and keeps you moving
- Take a dance class and pay close attention to the music that is used. Listen for changes in tempo, pitch and volume and think about how those connect to the steps and movements of the dance

# Intrapersonal

#### **Advice for Learning**





- Learn about and practice good decision making and setting realistic goals. Check your progress regularly
- Build awareness of your feelings, attitudes and behavior. Keep a journal or blog and record your thoughts about your experiences at school. Later, review and reflect on what you've written. Try to analyze your thoughts objectively
- When receiving corrective criticism, remind yourself that feedback is intended to help you improve your skills. It's not meant to judge you as a person
- Monitor and manage negative emotions. If you notice yourself feeling frustrated, angry or upset, take a mental "time
  out". A brief pause to step back from the situation, calm down and gather your thoughts, even if just for a few
  seconds, can help you regain control

#### Recommendations

| be | st for you.  |
|----|--|
|    | Spend time on yourself. Understanding your own feelings can help you sympathize and empathize with others, to appreciate what they feel. It can also help you feel more energized, self-confident and focused  |
|    | Take time to reflect. Consider your thoughts, feelings and behaviors. What actions have brought you success and what you would like to change in the future? You may want to try meditation, self-help books or courses that can help with self-analysis |
|    | Set specific, realistic goals. Make sure they range from short-term to long-term and easy to more difficult. As you achieve them and your confidence increases, take on greater challenges   |
|    | Practice being self-aware. Try to predict how your actions — or inactions — will affect you, and other people, in future   |

The following recommendations are based on your results. Consider each and select the ones you think would work

#### Intrapersonal and Existential Intelligences

- Use your deep sense of self-awareness to tackle tough questions about existence. Try reflecting on questions of a personal nature, such as "What is my purpose in life?" and "How do I want to be remembered what difference will I make to my community or the world at large?"
- Consider general existential questions that are not necessarily centered on you. Talk to others about their thoughts and attitudes

#### Intrapersonal and Interpersonal Intelligences

- You are able to reflect, set goals and make decisions. Use your abilities to clearly communicate well thought-out ideas and influence others in a positive way
- Focus on listening and paying attention to others. Reflect on what you see and hear, similar to the way in which you think about your own thoughts and actions
- Resist the urge to make recommendations for improvement, even if asked. It is better that others discover their own paths to self-improvement or to seek professional guidance

## **Spatial**

#### **Advice for Learning**



- When taking notes or studying, use mind maps, charts, diagrams or pictures to visualize the topics you are learning about. Create sketches or mental images to help you memorize and recall information
- Imagine different ways of seeing things. Visualize how they would look based on a description. Then think about how they would look if you rotated them, or changed a color, shape or other feature
- Take elective courses like art, marketing and advertising, dance, animation, video production, woodworking or design
- When permitted, incorporate visual representations into your assignments and projects. For example, you could make use of charts, posters, diagrams, animations or videos

#### Recommendations

The following recommendations are based on your results. Consider each and select the ones you think would work best for you.

|   | Practice hands-on activities like completing jigsaw puzzles, designing clothes, working on engines, choreographing a dance routine or constructing woodwork projects. These activities encourage the use of multiple senses, such as |
|---|--|
|   | vision, touch and hearing, to observe shape, distance and direction in a three-dimensional space. Paper and  |
|   | computer-based visual puzzles can also help, but rely solely on visual observation   |
| П | Use visual presentations to communicate information. For example, create graphs and charts to represent numbers  |
|   | and statistics. Use flow charts and mind maps for studying and taking notes. When preparing for activities that  |
|   | involve movement, especially complex moves, visualize your actions before the activity   |
| П | Practice thinking about composition — the way in which the elements of an image, work of art or other objects are  |
| _ | arranged and work together. Photography, art and design courses are an excellent way to get started. Becoming  |
|   | more aware of compositional details can help you become better at understanding and creating visual information  |

#### Spatial and Existential Intelligences

- Learn about cosmology, the study of the universe. As you delve into the topic, consider existential questions about the origin of the universe and its purpose
- Study the works of Michelangelo, Salvador Dali and Alberto Giacometti. Find out what inspired these artists and how their art addressed different existential questions

#### Spatial and Interpersonal Intelligences

- Offer to help a classmate, group or team improve their spatial skills. Pay close attention to what is being asked of you. It is an opportunity to practice understanding others better
- Take a course or class where you can pursue a spatial activity with other people around. Some examples are photography, film, orienteering or geocaching, art, interior design, landscaping and woodworking. You should feel comfortable and confident doing the activity. Focus on how you communicate and interact with the others
- Participate in group brainstorming sessions to develop ideas for designs or projects. Listen to others' points of view and ask questions

## **Naturalist**

#### **Advice for Learning**





- Work on assignments in a natural environment that helps you focus in your backyard, for example, or at a park or beach
- Take part in school field trips. In addition to outdoor experiences, go on trips to science museums, art galleries and other environments where you can use your senses to identify and classify objects
- Join or start an environmental project, at school or in your community
- In class, look for ways to incorporate nature and the environment. For example, you could write a paper about how weather conditions have affected worldwide events

#### Recommendations

best for you.

Spend time in a natural environment. Pay attention to the animals, plants and other objects around you, noting the differences and similarities. Imagine how each living thing fits into its environment, and how the rocks and landscape were formed

The following recommendations are based on your results. Consider each and select the ones you think would work

| П | Practice grouping objects — both natural and non-living ones — according to their features. This is called         |
|---|--|
|   | categorization. Use multiple senses when categorizing objects. For example, you might identify birds by the sounds |
|   | of their song, perfumes by their smell and fabrics by their texture  |

| Get involved in an environmental cause. You may initially decide to join an organization because you know people      |
|---|
| who are already involved or because there is a need for your skills. Whatever the reason, the important thing is that |
| you gradually learn about and appreciate the cause itself   |

#### Naturalist and Existential Intelligences

- Think about the complexities in nature the many individual details that form the whole. Use your knowledge of the natural world to consider questions about the purpose and direction of nature, and our responsibilities to it
- Deepen your spiritual connection to nature. Take time alone in the natural environment to relax, observe and open your mind to what's around you. Think about why you feel happy or at peace in your favorite natural settings

#### Naturalist and Interpersonal Intelligences

- Look for ways to make a positive impact by sharing your skills as a naturalist. Volunteer as a guide at a nature center or offer to give presentations on animals, habitat or environmental issues
- Join an environmental or conservation group, where you can discuss your interests with like-minded people
- As your interpersonal skills develop, expand your network and talk to others about your naturalist interests

## Your moderate strengths can often be developed more easily than weaker areas.

# Linguistic

## **Advice for Learning**





- Underline, highlight, or write down any new or unfamiliar words you come across in your reading. Look up these words as soon as you can
- Take elective classes like creative writing, speech and debate, drama, computer programming and foreign languages. Outside of class, participate in linguistic-based activities, such as solving crossword puzzles, playing Scrabble with friends or using word game websites like Free Rice and WordPlays.com
- Read aloud. For example, read stories to a sibling, or volunteer to read to younger students or children at the library. This will improve your flow, pronunciation and confidence
- Before you begin reading a text, familiarize yourself with the goals and main concept of the chapter. This will help you to better grasp the new information
- Get involved with the school paper or media club. Enter poetry, essay, or speech and debate contests

#### **Recommendations**

| e following recommendations are based on your results. Consider each and select the ones you think would work<br>est for you.   |
|---|
| Practice using your linguistic skills at every opportunity — whether reading a book, writing an essay, sending an email, doing an interview or speaking to an audience  |
| Read a variety of high quality written works. This can improve your ability to understand and interpret different types of writing and the creative use of language. Ask your English teacher or a librarian to help you choose appropriate materials   |
| Expand your vocabulary when writing and speaking. Use a dictionary and thesaurus to help you identify new words to express what you want to say. Make sure you understand each word's definition and how to use it correctly in a sentence. If using it in a speech, learn the proper pronunciation |
| Explore the subtleties of humor. For example, examine the use of irony, sarcasm and satire. Learn to enjoy different types of humor and practice being funny yourself   |

#### Linguistic and Existential Intelligences

- Many talented authors have written about existential topics. Try reading works by Albert Camus, Ralph Ellison, Jean-Paul Sartre, Fyodor Dostoyevsky or Simone de Beauvoir
- Look for meaning and the answers to life's deep questions by reading about different philosophies. Some examples are ontology, cosmology, realism, idealism, Hellenistic philosophy, analytic philosophy, postmodernism, theosophy or any other theories that may interest you
- Choose existential topics for spoken presentations or writing assignments. Focus on making the subject easily understandable for a general audience

#### Linguistic and Interpersonal Intelligences

- Express yourself, whether it is through writing, speaking or some other form of communication
- Get involved in speech and debate, or join a group like Toastmasters, which helps people improve their communication and public speaking skills in a highly social environment. You could also participate in an improvisational ("improv") comedy group
- When studying novels at school, or just in talking to people, pay close attention to how others interpret the same written materials you have read

# You may find these areas more challenging -- you can develop them using your strengths.

## Logical

#### **Advice for Learning**



- Use and create information that can be represented in multiple ways. For example, data can be placed in a chart or graph. Outlines can be shown as a mind map
- To improve your critical thinking skills, learn about the "fallacies of logic" (incorrect arguments or reasoning). Practice identifying and creating statements that demonstrate fallacies
- Ask others to help you spot flaws in your problem solving and analytical strategies. When you watch someone else analyze a problem, focus on the process they use to solve it and ask questions about each step
- Look for patterns and ways to organize information to make it easier to remember. For example, you could order items alphabetically or create acronyms for the names of things

The following recommendations are based on your results. Consider each and select the ones you think would work

#### **Recommendations**

| bes | best for you.  |  |  |  |  |
|-----|--|--|--|--|--|
|     | Try your skill at online puzzles. There are plenty of free websites available offering a variety of logic puzzles, riddles and unique math problems  |  |  |  |  |
|     | Use every opportunity to practice your math skills. For example, when leaving a tip at a restaurant, first try doing the calculation in your head, then on paper, then on a calculator. This will give you practice and allow you to check your answer   |  |  |  |  |
|     | Take a little time each week to read or watch a science-based article or story. Get to know some of the theories or facts in the story. Over the next few weeks, try to find real-world situations that relate to those concepts. For example, you can learn about RF radiation and how it is used to send signals to a cell phone |  |  |  |  |
|     | Learn about common logical fallacies and how to avoid them. This can improve your reasoning skills and help you make more accurate conclusions, using reliable and unbiased information  |  |  |  |  |

#### Logical and Existential Intelligences

- If you like to explore scientific concepts, extend your exploration to include existential topics for example, the parallel universe theory, the big bang theory or the theory of relativity. Remember, for existential questions, you do not have to reach a final answer
- When learning new information, resist the urge to quickly scan and look for patterns. Instead, take some time to understand the context and why you are learning it in the first place

#### Logical and Interpersonal Intelligences

- Get involved with school or local groups or online communities that engage in logical or mathematical activities
- Take psychology and other social science classes. Learn about the kinds of interactions to which people respond positively, and why
- Try massively multiplayer online games (MMOGs). In many of them, success is accomplished through a combination of logical strategy and interaction with others

## **Musical**

#### Advice for Learning





- Take any kind of music, singing or dance class. If you play an instrument, learn to play another, unrelated type of instrument
- Take speech and debate, poetry or creative writing class. Pay attention to the rhythm and patterns in speech and writing. Try reading and writing different things with varying paces and different tone
- When working on assignments, playing sports or working with your hands, try to move and work with a rhythm that suits the activity
- Take a drama class and learn how actors use tone and rhythm to convey more meaning than words alone can do

The following recommendations are based on your results. Consider each and select the ones you think would work

• If permitted, include music in your presentations or projects. Be sure to select music that complements your assignment. Don't just pick your current favorites, unless they are relevant!

#### Recommendations

| be | sst for you.  |
|----|---|
|    | Listen carefully to music. Try to identify different instruments or tracks, and follow the rhythm and pitch for each  |
|    | Play games that center around making music. There are many games that allow you dance, sing or play a simulated instrument to popular music   |
|    | Learn to create music. Try singing along to music at first, then afterwards on your own. Or, try playing along to music and then on your own. There are many websites and YouTube videos that provide step-by-step instructions for different instruments and popular songs |
|    | Use background sound to focus. Try listening to different types of music during an activity to learn which ones work best for you. You may also find that silence, or white noise, in the background works best at times  |

#### Musical and Existential Intelligences

- When listening to music, try to determine the overall theme of a song, or even a whole album. Think of why certain sounds and rhythms were used, and how they relate to the theme
- Think about why music exists. What is its historical basis? What purpose does it serve? These questions may lead to deeper questions that are unrelated to music. Explore those questions as well
- Consider music in different cultures. Think about how people use music from hymns to chants to drumming to explore existential questions and responses

#### Musical and Interpersonal Intelligences

- Communicate with others. At first, communicate through or about music, then gradually move on to other topics. Pay attention to what others are saying and try to see their point of view
- Talk about your favorite music with friends. Discuss what you like about music and compare different songs in terms of the rhythm, instruments and other aspects
- Whether solo or in a group, perform musically for different audiences. Once comfortable playing for others, work on trying to read and respond to the audience's reactions

# **Emotional Intelligence (EI)**







## **Emotional Intelligence and You**

Emotional intelligence (EI) is your ability to recognize and manage your feelings and behavior, and those of other people, in a way that helps you.

| Most Recent Results |  |
|---------------------|--|
| Most Recent Results |  |

Your El score is a blend of your interpersonal and intrapersonal intelligences scores. El relates closely to these two intelligences.

Your emotional intelligence is currently at a high level. This means you often know what others are thinking or feeling. You usually realize how your mood is affecting your thoughts and you are able to regulate your mood. You are good at describing your feelings and often convince others to go along with your ideas. If you keep developing your emotional intelligence, you can take on leadership positions and have a genuinely positive impact on the people around you. The information in this section will help you in that goal.

## **Emotional Intelligence Traits**

Read the list of traits related to EI and indicate the degree to which each is a strength or challenge for you. Be sure to update this list as you develop challenges into strengths.

| Adaptable: able to deal with new and changing conditions                              | O Challenge | 0 | O O Strength |
|---|-------------|---|--------------|
| Assertive: honest, direct and willing to stand up for yourself                        | O Challenge | 0 | O O Strength |
| Composed: think carefully before reacting and resist being impulsive                  | O Challenge | 0 | O O Strength |
| Content: happy and satisfied with your life   | O Challenge | 0 | O O Strength |
| <b>Empathic:</b> intensely aware of needs and feelings — your own, and other people's | O Challenge | 0 | O O Strength |
| <b>Expressive:</b> can communicate your emotions to others in a healthy way           | O Challenge | 0 | O O Strength |
| Influential: can guide other's emotions in a purposeful way                           | O Challenge | 0 | O O Strength |
|   |             |   |              |

Intimate: build and maintain healthy and close personal relationships



| Optimistic: have a positive outlook on life   | Challenge         | 0       | 0         | 0        | Strength      |
|---|-------------------|---------|-----------|----------|---------------|
| Perceptive: keenly aware of your emotions and those of other people   | Challenge         | 0       | 0         | 0        | O<br>Strength |
| <b>Regulated:</b> able to manage your emotions and behavior in a variety of situations  | Challenge         | 0       | 0         | 0        | O<br>Strength |
| Resilient: can deal with pressure and stress in a healthy way   | Challenge         | 0       | 0         | 0        | O<br>Strength |
| Motivated: persist and overcome difficulties to achieve goals   | <b>C</b> hallenge | 0       | 0         | 0        | O<br>Strength |
| Connected: build social connections with many different people  | Challenge         | 0       | 0         | 0        | O<br>Strength |
| Recommendations The following recommendations are based on your results. Select the ones Developing Emotional Intelligence  Develop a sense of humor and try to make people laugh without puttir down   |                   | would v | vork best | for you. |               |
| <ul> <li>Learn to laugh at yourself and endear yourself to others by showing humility</li> <li>Write out your thoughts and create a plan for self-improvement. Make accomplish in the next year</li> <li>Volunteer to help others. This is especially effective if you are able to integrate a hermital hampless shelter, or retirement center.</li> </ul>  |                   |         |           |          |               |
| as at a hospital, homeless shelter, or retirement center  Participate regularly in healthy activities that provide stress relief. Some examples include meditation, exercise, music, playing with a pet or talking with a close friend  Take responsibility for your problems or difficulties. While it is easy to complain or blame others, this rarely leads to a solution. Choose one difficulty you're currently dealing with and figure out how you can take ownership and fix it yourself   |                   |         |           |          |               |
| Learn to say No when you mean it. When you say Yes out of guilt, or Maybe to avoid confrontation, you invite more problems than you solve in that moment. There is no need to be mean or selfish. Just be assertive about what you can realistically accomplish  Practice being grateful. While it is important to take responsibility for difficulties, it is just as important to remind yourself of the good things in your life. Once a week, write down what makes you thankful. Record it in the same place each time, so you can easily review the things you were grateful for in the previous week  Move outside of your own perspective. When you are critical of other people or ideas, it is often because you only see |                   |         |           |          |               |
| things from your own perspective. Before judging, ask others why they people's backgrounds and about cultures that differ from your own. Pr questions respectfully, with the goal of learning about others' views, ins  | actice liste      | ning mo | re than s | peaking  | . Ask         |

# Career and Pathways



The careers listed below are all linked to your assessment results, with the careers at the top being the best match for your profile.

## **Intelligences Results**

| intelligences Results                              |   |  |
|--|---|--|
| Athletic Trainers                                  | Health Science                                  |  |
| Emergency Medical Technicians and Paramedics       | Law, Public Safety, Corrections and Security    |  |
| Radiation Therapists                               | Health Science                                  |  |
| Municipal Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security    |  |
| Forest Firefighters                                | Law, Public Safety, Corrections and Security    |  |
| Forest Fire Fighting and Prevention Supervisors    | Law, Public Safety, Corrections and Security    |  |
| Surgical Assistants                                | Health Science                                  |  |
| Police Patrol Officers                             | Law, Public Safety, Corrections and Security    |  |
| Fire Investigators                                 | Law, Public Safety, Corrections and Security    |  |
| Respiratory Therapy Technicians                    | Health Science                                  |  |
| Sheriffs and Deputy Sheriffs                       | Law, Public Safety, Corrections and Security    |  |
| Radiologic Technologists                           | Health Science                                  |  |
| Prosthodontists                                    | Health Science                                  |  |
| Fish and Game Wardens                              | Law, Public Safety, Corrections and Security    |  |
| First-Line Supervisors of Correctional Officers    | Law, Public Safety, Corrections and Security    |  |
| Physical Therapists                                | Health Science                                  |  |
| Respiratory Therapists                             | Health Science                                  |  |
| Surgical Technologists                             | Health Science                                  |  |
| Licensed Practical and Licensed Vocational Nurses  | Health Science                                  |  |
| Aircraft Cargo Handling Supervisors                | Transportation, Distribution and Logistics      |  |
| Embalmers  | Human Services                                  |  |
| Acute Care Nurses                                  | Health Science                                  |  |
| Community Health Workers                           | Human Services                                  |  |
| Municipal Firefighters                             | Law, Public Safety, Corrections and<br>Security |  |
| Flight Attendants                                  | Transportation, Distribution and Logistics      |  |
|  |   |  |

| Pilots, Ship  | Transportation, Distribution and Logistics      |  |
|---|---|--|
| Chiropractors   | Health Science                                  |  |
| Nursery and Greenhouse Managers                                       | Agriculture, Food and Natural<br>Resources      |  |
| Midwives  | Health Science                                  |  |
| Ship and Boat Captains  | Transportation, Distribution and Logistics      |  |
| Anesthesiologist Assistants   | Health Science                                  |  |
| Dentists, General   | Health Science                                  |  |
| First-Line Supervisors of Police and Detectives                       | Law, Public Safety, Corrections and<br>Security |  |
| Nuclear Medicine Technologists  | Health Science                                  |  |
| First-Line Supervisors of Mechanics, Installers, and<br>Repairers     | Manufacturing                                   |  |
| Athletes and Sports Competitors                                       | Hospitality and Tourism                         |  |
| Orthodontists   | Health Science                                  |  |
| First-Line Supervisors of Aquacultural Workers                        | Agriculture, Food and Natural<br>Resources      |  |
| Oral and Maxillofacial Surgeons                                       | Health Science                                  |  |
| Critical Care Nurses  | Health Science                                  |  |
| Chefs and Head Cooks  | Hospitality and Tourism                         |  |
| Nurse Anesthetists  | Health Science                                  |  |
| Coroners  | Government and Public<br>Administration         |  |
| Dental Hygienists   | Health Science                                  |  |
| Recreation and Fitness Studies Teachers,<br>Postsecondary             | Education and Training                          |  |
| Wind Energy Operations Managers                                       | Business Management and Administration          |  |
| Veterinarians   | Health Science                                  |  |
| Sports Medicine Physicians  | Health Science                                  |  |
| First-Line Supervisors of Logging Workers                             | Agriculture, Food and Natural<br>Resources      |  |
| Adapted Physical Education Specialists                                | Education and Training                          |  |
| Nurse Midwives  | Health Science                                  |  |
| Coaches and Scouts  | Education and Training                          |  |
| Aquacultural Managers   | Agriculture, Food and Natural<br>Resources      |  |
| Physical Therapist Assistants   | Health Science                                  |  |
| Cardiovascular Technologists and Technicians                          | Health Science                                  |  |
| First-Line Supervisors of Animal Husbandry and Animal<br>Care Workers | Agriculture, Food and Natural<br>Resources      |  |
|   |   |  |

| Psychiatric Technicians  | Health Science                                   |  |
|--|--|--|
| Commercial Pilots  | Transportation, Distribution and Logistics       |  |
| General and Operations Managers                                      | Business Management and<br>Administration        |  |
| Emergency Management Directors                                       | Government and Public Administration             |  |
| Range Managers   | Science, Technology, Engineering and Mathematics |  |
| First-Line Supervisors of Production and Operating<br>Workers        | Manufacturing                                    |  |
| Solar Energy Installation Managers                                   | Architecture and Construction                    |  |
| Immigration and Customs Inspectors                                   | Law, Public Safety, Corrections and<br>Security  |  |
| First-Line Supervisors of Construction Trades and Extraction Workers | Architecture and Construction                    |  |
| Occupational Therapy Assistants                                      | Health Science                                   |  |
| Dental Assistants  | Health Science                                   |  |
| Orthotists and Prosthetists  | Health Science                                   |  |
| Forest Fire Inspectors and Prevention Specialists                    | Law, Public Safety, Corrections and<br>Security  |  |
| Industrial Production Managers                                       | Business Management and<br>Administration        |  |
| Occupational Therapists  | Health Science                                   |  |
| Registered Nurses  | Health Science                                   |  |
| Neurodiagnostic Technologists  | Health Science                                   |  |
| Government Property Inspectors and Investigators                     | Government and Public<br>Administration          |  |
| Airline Pilots, Copilots, and Flight Engineers                       | Transportation, Distribution and Logistics       |  |
| Geothermal Production Managers                                       | Business Management and<br>Administration        |  |
| Career/Technical Education Teachers, Secondary<br>School             | Education and Training                           |  |
| Police Detectives  | Law, Public Safety, Corrections and<br>Security  |  |
| Forest and Conservation Technicians                                  | Agriculture, Food and Natural<br>Resources       |  |
| Funeral Service Managers   | Human Services                                   |  |
| Anesthesiologists  | Health Science                                   |  |
| Biomass Power Plant Managers   | Business Management and<br>Administration        |  |
| Farm and Ranch Managers  | Agriculture, Food and Natural<br>Resources       |  |

| First-Line Supervisors of Agricultural Crop and<br>Horticultural Workers        | Agriculture, Food and Natural<br>Resources      |  |
|---|---|--|
| Fire Inspectors   | Law, Public Safety, Corrections and<br>Security |  |
| Surgeons  | Health Science                                  |  |
| Fitness and Wellness Coordinators   | Education and Training                          |  |
| Ambulance Drivers and Attendants, Except Emergency<br>Medical Technicians       | Transportation, Distribution and Logistics      |  |
| Recycling Coordinators  | Transportation, Distribution and Logistics      |  |
| Hydroelectric Production Managers   | Business Management and Administration          |  |
| Career/Technical Education Teachers, Middle School                              | Education and Training                          |  |
| Medical Assistants  | Health Science                                  |  |
| Correctional Officers and Jailers   | Law, Public Safety, Corrections and<br>Security |  |
| Optometrists  | Health Science                                  |  |
| First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | Architecture and Construction                   |  |
| Criminal Investigators and Special Agents                                       | Law, Public Safety, Corrections and<br>Security |  |
| Clinical Nurse Specialists  | Health Science                                  |  |
| Medical and Clinical Laboratory Technologists                                   | Health Science                                  |  |
| Dermatologists  | Health Science                                  |  |
| Morticians, Undertakers, and Funeral Directors                                  | Human Services                                  |  |
|   |   |  |