

Your Personality



Your personality type is ISFP:

Introversion



Extraversion



Introversion (I) vs. Extraversion (E)

How we interact with the world and where we direct our energy.

Introversion

- Focus attention inward
- Enjoy tasks that require concentration
- Work best on one project at a time
- Work at a careful, steady pace
- Consider things fully before speaking

Extraversion

- Focus attention outward
- Enjoy a variety of tasks
- Seek out and need other people
- Work at a rapid pace
- Need to talk through their ideas

Sensing



iNtuition



Sensing (S) vs iNtuition (N)

What kind of information we naturally focus on and remember.

Sensing

- Focus on "what is"
- Like working with what can be seen and touched
- Apply past experience to solving problems
- Need specific and realistic directions

iNtuition

- Focus on "what could be"
- Enjoy theory and speculation
- Like thinking about the future and possibilities
- Need to use their imagination

Thinking



Feeling



Thinking (T) vs. Feeling (F)

Make decisions logically and impersonally, or use personal values.

Thinking

- Are motivated by achievement
- Enjoy analyzing problems logically
- Make fair and unbiased decisions
- Need to weigh the pros and cons to make decisions
- Can be tough negotiators

Feeling

- Motivated by work that is meaningful
- Sensitive to how issues affect people
- Like helping others and being appreciated
- Need decisions to be congruent with their values
- Need to work in a friendly environment



Judging (J) vs. Perceiving (P)

More structured (finalize decisions) or more spontaneous (keep options open).

Judging

- Enjoy work that allows them to make decisions
- Prefer a predictable work pattern and environment
- Work towards completing their responsibilities before relaxing
- Like to maintain control of their projects

Perceiving

- Enjoy flexible and changing work situations
- Like to be able to respond to problems as they arise
- Are more satisfied with fewer rules and procedures
- Need to have fun in their work

Your Personality Profile

You are gentle, quiet and modest. To others you may seem cool and unemotional, but you have deep feelings that you share only with people you trust and know well. Loyal, devoted and patient, you don't try to control or impose your values on others. You are kind, trusting and sensitive and need your relationships to be pleasant and free of tension. You often take even the most constructive criticism personally and may feel disappointed or hurt.

Sensible and realistic, you like to enjoy life and experience it to the fullest. You are spontaneous and playful and tend to respond to events rather than plan ahead for them. You notice beauty all around you and enjoy spending time on hobbies or crafts. With a small group of close friends, you strive for balance in your life, not placing work above the other things that matter most to you.

You are very trusting and tend not to think about other people's motives. As a result, others may sometimes take advantage of you. You have difficulty seeing ways out of unpleasant situations and, unwilling to confront people and hurt their feelings, you avoid conflict at all costs. You base most of your decisions on your personal values and tend not to consider more objective criteria. You need to be more assertive about expressing your feelings so you don't neglect your own needs.

Because you live so much in the present, you may not see things in a broader context or understand how your current choices impact future events. You are easily distracted from completing tasks and often need help managing your time. When you have too many choices and obligations to deal with, it can be overwhelming. You need to spend lots of time alone to regain your perspective.

You may have trouble making decisions and following through on your commitments. You hate to disappoint anyone, but are usually quick to forgive others who disappoint you.

You described your profile as:



Mostly Accurate

Strengths

- ☐ Cooperative
- ☐ Creative
- ☐ Questioning
- ☐ Practical
- ☐ Realistic
- ☐ Good memory for details, especially those with personal meaning
- ☐ Eager to please

Challenges

- ☐ Self-critical
- ☐ Struggle with abstract thinking
- ☐ Need time to reflect
- ☐ May procrastinate
- ☐ Need solitude to concentrate

Recommendations

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

For Learning Activities

- ☐ You like to learn by asking questions and using your five senses. You may dislike traditional methods of learning, such as listening to lectures and reading textbooks, preferring instead to learn through practical use and hands-on experience. For more effective learning, look for ways to use your creativity. For example, you could draw, build models or even write song lyrics that relate to the subject matter.
- ☐ You may have difficulty with theory or abstract thinking. You are more interested in realistic subjects that have deep and personal relevance to you. If you're struggling to understand the learning material, ask your instructor to explain how the concept can be applied in practical terms. It's especially helpful to hear examples of how the information can be used by people in real life.
- ☐ You learn best in a quiet, friendly environment that gives you the option of working on your own or with a small group. For your most challenging study, try to find a peaceful spot without distractions where you can reflect and learn at your own pace. This might be a room at home or a quiet location in a public place such as a library or park. You need time to process information and consider what is meaningful and important.
- ☐ Don't underestimate yourself. You may be hesitant to ask questions or speak up in class for fear of getting something wrong or disappointing your teacher. You are a lot more capable than you give yourself credit for!
- ☐ If you find the learning material uninteresting, you may not be motivated to complete your schoolwork. To avoid procrastinating, think of ways to make the subject more personally relevant. For example, how could it be used to help people, animals or nature? You can also ask your instructor about optional ways to complete assignments. Think of some fun and creative alternatives to suggest.

For Learning Environments

- ☐ Ensure your course selections consist mainly of practical subjects that are directly related to your career goals. Apply for internships, co-ops or work-study programs that will allow you to express yourself and gain hands-on, real-life experience in your field of interest.
- ☐ Look for a supportive educational setting where the instructors are caring and encouraging and there are opportunities to form friendships with others who share your kind and gentle nature.
- ☐ Get involved in extracurricular activities that engage your senses, allow you to be of service and use your creativity. For example, you could get involved in sporting events, cooking clubs, volunteer work or organizations that focus on the arts, music, dance or crafts.



Strengths

- ☐ Imaginative
- ☐ Unconventional
- ☐ Appreciate beauty and nature
- ☐ Accommodating
- ☐ Independent
- ☐ Loyal
- ☐ Helpful

Challenges

- ☐ Dislike routine, rigid structure, strict deadlines
- ☐ Not future-focused
- ☐ Unassuming
- ☐ Disorganized
- ☐ Avoid conflict
- ☐ May need encouragement to express views

Recommendations

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

Your Preferred Environment

- ☐ Permits — even celebrates — your originality, and gives you the space, time and freedom you need to be creative.
- ☐ Provides you with interesting, meaningful work that is compatible with your deeply held personal values and involves helping in tangible ways — you like to be able to see the results of your work.
- ☐ Respects your need for autonomy and takes place in a congenial work environment that doesn't involve a lot of rules or restrictions. You excel in a quiet, low-pressure workplace that provides you with the freedom and flexibility to do things differently.
- ☐ Compensates you fairly for your problem-solving ability, creativity and cooperative nature, and acknowledges your contributions in ways that are meaningful to you.
- ☐ Doesn't require you to be a leader. You could handle a management role, but you probably don't feel a strong desire to be in charge. You don't relish public speaking, nor do you enjoy the idea of planning long-term goals and supervising the work of others.

For Growth and Development

- ☐ Don't be afraid to assert yourself. You may be quite modest about your abilities and reluctant to share an opinion, especially if it differs from other people's views. But you have unique gifts that can be very helpful and your ideas should not be overlooked. With practice, your confidence will grow and speaking up will start to feel more like a contribution.
- ☐ If your work takes place indoors, try to head outside during your breaks or look out a window to get some natural light. For you, being in nature can be rejuvenating.
- ☐ You may want to add some artwork or other personal touches to your work area. It will make you feel inspired and more at ease.
- ☐ Practice prioritizing your goals and don't take on more work than you can handle. You like to help and are quick to accept new tasks. However, if you take on too many responsibilities, it will hinder your ability to complete them. Learn to say "No" and don't let others take advantage of your good nature.
- ☐ Think about the long term when making important decisions. You prefer to live life spontaneously and tend not to think much about the future. But the decisions you make today may have ramifications later on. Take time to think things through in full rather than make an impulsive decision based on what is happening at the moment.
- ☐ Ask for help when you need it. If you're overwhelmed or a task is too difficult to handle alone, take advantage of the expertise around you. Attempting to do everything yourself can lead to stress and frustration. Seek advice where necessary and give others a chance to help *you* for once.

Strengths

- ☐ Good listener
- ☐ Patient
- ☐ Observant
- ☐ Sensitive
- ☐ Considerate

Challenges

- ☐ May lack confidence to speak up
- ☐ Take things personally, easily hurt
- ☐ Dislike conflict
- ☐ Difficulty with feedback
- ☐ Need time alone

Recommendations

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

For Sending and Receiving Communication

- ☐ Try to speak up more often. Gentle and quiet, you tend to focus on listening to others. But it's important to express your needs, values and opinions on occasion. This helps others get to know you. Also, by not speaking up, it could lead others to believe you are in agreement with them, when in fact you may not be.
- ☐ Address conflict as soon as an issue occurs. If you try to avoid it, the problem will remain unsettled and resentment may build. This can result in a toxic atmosphere and could threaten the harmonious relationships you value with those around you.
- ☐ You are easily hurt by negative feedback. Remember that constructive criticism is intended to help. It's not an attack on you personally. Take some time to reflect. Try to separate your emotional reaction from the message. Think about how the feedback can help you deal with a problematic issue or behavior.
- ☐ You may also struggle with providing corrective feedback to others. Understand that this is essential to help people learn and grow. Try to think of the situation from the other person's point of view. How can you help them understand the problem and correct it? How can you express it in a positive, respectful way that talks about the issue or behavior, not the person?
- ☐ Take time on your own to recharge when you need it. Intensive socializing and emotional situations can rob your energy levels.

Strengths

- ☐ Individualistic
- ☐ Trusting
- ☐ Kind
- ☐ Open-minded
- ☐ Sympathetic
- ☐ Good at building rapport

Challenges

- ☐ Dislike controlling or competitive people
- ☐ Reticent
- ☐ May be too trusting
- ☐ Unprepared
- ☐ Need compliments
- ☐ Tend to withdraw rather than confront

Recommendations

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

For Interacting with Others

- ☐ You like to do things your own way. You have no strong wish to be a leader — nor to follow someone else, especially if that person is too rigid or ruthless. When you're on a team, you are at your best when given plenty of flexibility, can support others, help to build consensus and come up with practical, creative ways of doing things.
- ☐ Accept recognition from your colleagues. You may have no desire to be the center of attention. But knowing that others value your contributions and appreciate your efforts makes you feel respected and motivated.
- ☐ Work on being a little bit more skeptical. You have a tendency to accept that others are right. Be willing to question their views and ideas. If you disagree or don't understand something, say so.
- ☐ Make sure you prepare sufficiently for team meetings and projects. Give yourself adequate time and put in the effort required to organize your thoughts, questions and materials.
- ☐ Learn to deal with upsets. If someone hurts your feelings, don't respond by holding it in and avoiding the person. This does nothing to correct the situation and can erode your ability to collaborate effectively. The other person may not even realize there's a problem. Instead of keeping it to yourself, open up a discussion. Explain why the person's actions hurt your feelings and ask what prompted them to act in that way.

For Filling a Role





































































































- ☐ **Advocate:** championing ideas and people, striving for balance and harmony, building consensus, looking for creative solutions that will satisfy everyone.
- ☐ **Expediter:** advancing progress by any means necessary, dealing with whatever needs to be done and motivating others into action.
- ☐ **Planner:** gathering, recording, organizing and clarifying information for the group, filling in detail and drawing up plans.















































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.

Personality Results

Museum Technicians and Conservators	Education and Training	 	 
Foreign Language and Literature Teachers, Postsecondary	Education and Training	 	 
Adapted Physical Education Specialists	Education and Training	 	 
Educational, Guidance, School, and Vocational Counselors	Education and Training	 	 
Interpreters and Translators	Education and Training	 	 
Kindergarten Teachers, Except Special Education	Education and Training	 	 
Adult Basic and Secondary Education and Literacy Teachers and Instructors	Education and Training	 	 
Tutors	Education and Training	 	 
Preschool Teachers, Except Special Education	Education and Training	 	 
Recreation and Fitness Studies Teachers, Postsecondary	Education and Training	 	 
Farm and Home Management Advisors	Education and Training	 	 
Art, Drama, and Music Teachers, Postsecondary	Education and Training	 	 
Middle School Teachers, Except Special and Career/Technical Education	Education and Training	 	 
Vocational Education Teachers, Postsecondary	Education and Training	 	 
Special Education Teachers, Middle School	Education and Training	 	 
Cooks, Private Household	Hospitality and Tourism	 	 
Animal Breeders	Agriculture, Food and Natural Resources	 	 
Nursery Workers	Agriculture, Food and Natural Resources	 	 
Biological Technicians	Agriculture, Food and Natural Resources	 	 
Farm Equipment Mechanics and Service Technicians	Agriculture, Food and Natural Resources	 	 
Log Graders and Scalers	Agriculture, Food and Natural Resources	 	 
Foresters	Agriculture, Food and Natural Resources	 	 
Forest and Conservation Workers	Agriculture, Food and Natural Resources	 	 
Hazardous Materials Removal Workers	Agriculture, Food and Natural Resources	 	 
Tree Trimmers and Pruners	Agriculture, Food and Natural Resources	 	 

Pest Control Workers	Agriculture, Food and Natural Resources		
Environmental Engineering Technicians	Agriculture, Food and Natural Resources		
Geological Sample Test Technicians	Agriculture, Food and Natural Resources		
Pesticide Handlers, Sprayers, and Applicators, Vegetation	Agriculture, Food and Natural Resources		
Water and Wastewater Treatment Plant and System Operators	Agriculture, Food and Natural Resources		
Agricultural Technicians	Agriculture, Food and Natural Resources		
Choreographers	Arts, Audio/Video Technology and Communications		
Telecommunications Equipment Installers and Repairers, Except Line Installers	Arts, Audio/Video Technology and Communications		
Camera Operators, Television, Video, and Motion Picture	Arts, Audio/Video Technology and Communications		
Set and Exhibit Designers	Arts, Audio/Video Technology and Communications		
Broadcast Technicians	Arts, Audio/Video Technology and Communications		
Sound Engineering Technicians	Arts, Audio/Video Technology and Communications		
Makeup Artists, Theatrical and Performance	Arts, Audio/Video Technology and Communications		
Technical Writers	Arts, Audio/Video Technology and Communications		
Multimedia Artists and Animators	Arts, Audio/Video Technology and Communications		
Telecommunications Line Installers and Repairers	Arts, Audio/Video Technology and Communications		
Audio and Video Equipment Technicians	Arts, Audio/Video Technology and Communications		
Radio Operators	Arts, Audio/Video Technology and Communications		
Graphic Designers	Arts, Audio/Video Technology and Communications		
Dancers	Arts, Audio/Video Technology and Communications		
Municipal Firefighters	Law, Public Safety, Corrections and Security		
Fish and Game Wardens	Law, Public Safety, Corrections and Security		
Transit and Railroad Police	Law, Public Safety, Corrections and Security		

Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	Law, Public Safety, Corrections and Security	 	 
Animal Control Workers	Law, Public Safety, Corrections and Security	 	 
Parking Enforcement Workers	Law, Public Safety, Corrections and Security	 	 
Forest Firefighters	Law, Public Safety, Corrections and Security	 	 
Security Guards	Law, Public Safety, Corrections and Security	 	 
Arbitrators, Mediators, and Conciliators	Law, Public Safety, Corrections and Security	 	 
Bailiffs	Law, Public Safety, Corrections and Security	 	 
Emergency Medical Technicians and Paramedics	Law, Public Safety, Corrections and Security	 	 
Structural Metal Fabricators and Fitters	Architecture and Construction	 	 
Boilermakers	Architecture and Construction	 	 
Segmental Pavers	Architecture and Construction	 	 
Crane and Tower Operators	Architecture and Construction	 	 
Millwrights	Architecture and Construction	 	 
Roofers	Architecture and Construction	 	 
Refrigeration Mechanics and Installers	Architecture and Construction	 	 
Electrical Power-Line Installers and Repairers	Architecture and Construction	 	 
Control and Valve Installers and Repairers, Except Mechanical Door	Architecture and Construction	 	 
Pipe Fitters and Steamfitters	Architecture and Construction	 	 
Construction Carpenters	Architecture and Construction	 	 
Mechanical Door Repairers	Architecture and Construction	 	 
Conveyor Operators and Tenders	Architecture and Construction	 	 
Helpers--Electricians	Architecture and Construction	 	 
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	Architecture and Construction	 	 
Freight and Cargo Inspectors	Government and Public Administration	 	 
Agricultural Inspectors	Government and Public Administration		
Construction and Building Inspectors	Government and Public Administration		
Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation	Government and Public Administration		
Aviation Inspectors	Government and Public Administration		
Massage Therapists	Human Services		

Marriage and Family Therapists	Human Services	 	 
Healthcare Social Workers	Human Services	 	 
Fitness Trainers and Aerobics Instructors	Human Services	 	 
Mental Health Counselors	Human Services	 	 
Substance Abuse and Behavioral Disorder Counselors	Human Services	 	 
Tailors, Dressmakers, and Custom Sewers	Human Services	 	 
Rehabilitation Counselors	Human Services	 	 
Counseling Psychologists	Human Services	 	 
Embalmers	Human Services	 	 
Child, Family, and School Social Workers	Human Services	 	 
Mental Health and Substance Abuse Social Workers	Human Services	 	 
Personal Care Aides	Human Services	 	 
Clergy	Human Services	 	 
Barbers	Human Services	 	 
Park Naturalists	Science, Technology, Engineering and Mathematics	 	 
Historians	Science, Technology, Engineering and Mathematics	 	 
Remote Sensing Scientists and Technologists	Science, Technology, Engineering and Mathematics	 	 
Range Managers	Science, Technology, Engineering and Mathematics	 	 
Cartographers and Photogrammetrists	Science, Technology, Engineering and Mathematics	 	 
Automotive Engineers	Science, Technology, Engineering and Mathematics	 	 
Fuel Cell Engineers	Science, Technology, Engineering and Mathematics	 	 
Mathematical Technicians	Science, Technology, Engineering and Mathematics	 	 
Solar Energy Systems Engineers	Science, Technology, Engineering and Mathematics	 	 
Microsystems Engineers	Science, Technology, Engineering and Mathematics	