

Your Personality



Your personality type is ISFJ:

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 quiet, serious, hardworking and conscientious. Practical and realistic, you pay careful attention to detail. You are good at accurately remembering facts and details, especially those relating to people and your interactions with them. To do your best work, you need clearly defined directions and expectations. You have good common sense and tend to make conservative, thoughtful and sensible decisions.

Patient and caring, you are interested in others' needs and feelings, but generally only share your own feelings and opinions with people you know well. You are protective, loyal, devoted to friends and family, and take great pride in their accomplishments. You have a strong work ethic and take your commitments seriously.

By nature, you tend to be totally focused on the present. Sometimes you don't fully understand a situation because you are too focused on the details. You may not see possibilities that don't already exist or are unproven. Careful, thorough and meticulous, you may feel overwhelmed when learning new skills. You may not like to ask others for help for fear of disturbing them.

Your decisions are based primarily on your feelings and values, so they are not always very logical. Generous and kind, you tend to put other people's needs above your own, which can lead to you becoming overworked or pulled in too many directions. You need to work at being assertive so that inconsiderate people don't take advantage of you. You strongly dislike tension and conflict and will try to accommodate people's needs.

Neat and organized, you usually dress aptly for all occasions. You're probably careful with your money and possessions. You like to have things settled and are annoyed when plans change without notice. You don't like to take risks and are happiest with a predictable routine. While you want to please the people close to you, you are rarely willing to compromise on really important issues.

You described your profile as:



Mostly Accurate

Strengths

- ☐ Cooperative
- ☐ Practical
- ☒ Excellent memory for facts, detail and emotions
- ☐ Conscientious, eager to please
- ☐ Persistent
- ☐ Independent learner
- ☐ Methodical

Challenges

- ☐ Need clear, orderly, sequential instruction
- ☐ Can be very literal
- ☒ Desire emotionally engaging learning material
- ☐ Prefer to study alone
- ☐ Dislike abstract concepts that lack practical application
- ☐ Need time to reflect

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

- ☒ Take advantage of opportunities to learn through hands-on experience, especially those where you can acquire techniques that have a practical use. You learn best by watching how something is done and then practicing it on your own. Take courses, go on field trips and take part in experiments and labs, role playing, seminars or workshops that involve observing an activity and then repeating it.
- ☐ Meet with your instructor to talk about your educational progress. Explain that you work hard to exceed their expectations and positive feedback helps to motivate you.
- ☐ If you're struggling to understand abstract 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 has been used by people in real life.
- ☐ You can add to your understanding of a subject by doing research on your own. Look for nuances in the information and think of some questions you could ask to broaden your understanding of it. Further your research by following up on some of these new directions.
- ☐ Take time to reflect on learning materials, lectures and class discussions. You need to analyze, digest and absorb new information. When you need to reflect, try to find a peaceful spot away from others where you can concentrate. This might be a room at home or a quiet location in a public place such as a park or library.

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 gain hands-on, real-life experience in your field of interest.
- ☐ You learn best in an educational setting that offers a welcoming, non-competitive environment where you can work on your own or with a small group. Look for well-defined programs compatible with your desire for structure and predictability, and courses with clearly stated objectives. Seek out organized, supportive instructors who will appreciate your work ethic, diligence and careful attention to detail.
- ☐ Get involved in extracurricular and volunteer activities that allow you to be of service to others. For example, you could offer one-on-one tutoring to help other students in a subject you excel at, volunteer at a hospital, get involved in fund raisers for causes that matter to you, work part-time for a charity that provides community support services, or help out at your local library.



Strengths

- ☐ Meticulous
- ☐ Highly organized
- ☐ Dependable
- ☐ Strong work ethic
- ☐ Deadline-oriented
- ☐ Trustworthy
- ☐ Loyal

Challenges

- ☐ Aversion to conflict
- ☐ Resist change
- ☐ Need structure, routine
- ☐ Modest about accomplishments
- ☐ Not drawn to analytical tasks
- ☐ Need privacy

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

- ☐ Gives you work that benefits people in a tangible way. You are happiest when providing practical support to others.
- ☐ Provides you with clear directions, expectations and deadlines. Thorough and well-organized, you like to know specifically what's required of you in terms of tasks, procedures and schedules so that you can complete things properly, efficiently and on time.
- ☐ Compensates you fairly for your precision, diligence, reliability and work ethic, and acknowledges your contributions in ways that are meaningful to you. You excel in a workplace that recognizes and values what you do.
- ☐ Doesn't involve a lot of conflict or disruption. You intensely dislike confrontation and prefer to work in a stable, calm, predictable setting where people are friendly, considerate and supportive of one another.
- ☐ Offers you a quiet, private area in which you can work on your own or with a small group, and the time and space to complete your tasks dependably and efficiently.

For Growth and Development

- ☐ Be open to new ways of doing things. You may feel that current procedures have been carefully considered, work well and are perfectly acceptable. You may also fear looking foolish if a new way fails. However, change can bring greater efficiency and be helpful to people. Take time to think about how the change would work and consider how it could result in improvement.
- ☐ Don't take on more work than you can handle. You're very obliging, but risk becoming overwhelmed if you take on too many tasks at once. You set high standards for your work and are most productive when focused on one project at a time. Be assertive and push back if you're asked to take on too much.
- ☐ Take credit for your achievements and don't allow yourself to be taken for granted. You may be so quiet and unassuming that you don't receive appropriate recognition for your hard work. Also, thoughtless or unscrupulous colleagues may take advantage of your goodwill and desire to help.
- ☐ Accept that things aren't always predictable. At times, you may have to deal with unclear expectations or a situation where all of the facts aren't apparent. So be prepared for some uncertainty and learn to be comfortable with it.
- ☐ Don't be so focused on details and your daily tasks that you lose sight of the overall goal. Take time to consider the "big picture" and how your work contributes to it.

Strengths

- ☐ Perceptive
- ☐ Good listener
- ☐ Kind
- ☐ Considerate
- ☐ Sincere
- ☐ Empathetic

Challenges

- ☐ Sensitive
- ☐ Take things personally
- ☐ Tend to ramble
- ☐ Need positive reinforcement
- ☐ Passive, may need prompting to speak
- ☐ May lack confidence dealing with large groups

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

- ☐ Insightful and observant, you have a remarkable ability to read and remember non-verbal communication — body language. Your recall of these gestures and expressions helps you assess people's moods, motives and emotions, without having to hear a word. You can very quickly see if someone is unhappy, offended, lying or uncomfortable, for example.
- ☐ Speak up for yourself. You like to help others but are less inclined to let them know when *you* need help or want to state your views. To effectively share your opinions and concerns, learn to express them in a direct, objective, non-emotional way.
- ☐ Practice summarizing what you want to say. Because you are so detail-oriented, you may be inclined to relay information in much greater detail than is necessary. When you share information with other people, try to keep your message brief. If people need to know more, they will ask.
- ☐ You prefer one-on-one interactions. If you're dreading having to speak with a large gathering of people, prepare by thinking about how you've successfully managed conversations like this before. Remind yourself of your special talent for understanding people. Draw on your inner strength and tell yourself that, like any other task, it just requires determination. And you have plenty of that!
- ☐ You crave feedback, but are easily hurt if it's not positive. Remember that constructive criticism is intended to help you in your work. It's not an attack on you as a person. 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. Then apply your usual workmanlike attitude to addressing it.
- ☐ Look for opportunities to socialize and network, to build your communication skills. You may also want to find a mentor — perhaps a teacher, advisor or friend whom you trust and respect and can speak with freely. Ask for an honest assessment of your communication style and advice on more effectively connecting with others.

Strengths

- ☐ Supportive
- ☐ Friendly
- ☐ Reliable
- ☐ Selfless
- ☐ Warm
- ☐ Caring
- ☐ Thoughtful
- ☐ Place high value on relationships

Challenges

- ☐ Avoid conflict
- ☐ Self-critical
- ☐ Difficulty expressing own needs
- ☐ Quiet and unassuming
- ☐ Need to ensure others are responsible for their own duties
- ☐ May be viewed as too serious

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

- ☐ Don't allow frustrations to grow. By repressing your feelings, negative emotions can build up. Eventually that can erupt in an emotional outburst, which can hurt your relationships and leave you feeling discouraged and miserable. Work on expressing your thoughts logically and objectively. Keep your comments brief and factual, and try to keep emotion out of it.
- ☐ Learn to say "No", to delegate tasks to others, and to ask for help when you need it. You are so dedicated that you could end up with too heavy a burden. Being a responsible team member doesn't mean you have to do everything yourself. Sometimes sharing the load is the more responsible action.
- ☐ See the value of fun at work and the effect it can have on your team. Everyone is an individual. Some people are more animated than others. Some like to have fun while they work. This doesn't mean they aren't serious about their work or responsibilities. Everyone brings their own skills to the team and has a part to play.
- ☐ Stand up for yourself and your ideas. Your tendency is to be unselfish and accommodating, but this could result in your own concerns or ideas being disregarded. Lend yourself the support and encouragement you normally provide to other people.
- ☐ If you're a leader, be assertive and ensure your team members are accountable. Use your strengths to understand your team's needs. Ensure training is provided to those who require it, and make sure duties are carried out properly and on time. While you dislike providing feedback, remember that constructive criticism is essential to help people learn and grow. Keep your comments practical and unemotional. Talk about the issue or behavior, not the person.

For Filling a Role

















































































- ☐ **Planner:** gathering, recording, organizing and clarifying information for the group, filling in detail and drawing up plans.
- ☐ **Facilitator:** promoting goodwill, building rapport, supporting and encouraging the group in completing tasks, recognizing contributions, keeping things positive.
- ☐ **Advocate:** championing ideas and people, striving for balance and harmony, building consensus, looking for creative solutions that will satisfy everyone.

























































































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

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| Freight and Cargo Inspectors | Government and Public Administration |     |
| Aviation Inspectors | Government and Public Administration |     |
| Municipal Clerks | Government and Public Administration |     |
| Court Clerks | Government and Public Administration |     |
| Equal Opportunity Representatives and Officers | Government and Public Administration |     |
| Construction and Building Inspectors | Government and Public Administration |     |
| Statistical Assistants | Government and Public Administration |     |
| Eligibility Interviewers, Government Programs | Government and Public Administration |     |
| Occupational Health and Safety Technicians | Government and Public Administration |     |
| Regulatory Affairs Specialists | Government and Public Administration |     |
| Appraisers, Real Estate | Government and Public Administration |     |
| Tax Examiners and Collectors, and Revenue Agents | Government and Public Administration |     |
| Government Property Inspectors and Investigators | Government and Public Administration |     |
| Agricultural Inspectors | Government and Public Administration |     |
| Emergency Management Directors | Government and Public Administration |     |
| Title Examiners, Abstractors, and Searchers | Law, Public Safety, Corrections and Security |     |
| Judicial Law Clerks | Law, Public Safety, Corrections and Security |     |
| Municipal Firefighters | Law, Public Safety, Corrections and Security |     |
| Police Patrol Officers | Law, Public Safety, Corrections and Security |     |
| Fire Inspectors | Law, Public Safety, Corrections and Security |     |

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| Probation Officers and Correctional Treatment Specialists | Law, Public Safety, Corrections and Security |     |
| Arbitrators, Mediators, and Conciliators | Law, Public Safety, Corrections and Security |     |
| Fish and Game Wardens | Law, Public Safety, Corrections and Security |     |
| Judges, Magistrate Judges, and Magistrates | Law, Public Safety, Corrections and Security |     |
| Legal Secretaries | Law, Public Safety, Corrections and Security |     |
| Court Reporters | Law, Public Safety, Corrections and Security |     |
| Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers | Law, Public Safety, Corrections and Security |     |
| Police Identification and Records Officers | Law, Public Safety, Corrections and Security |     |
| Police, Fire, and Ambulance Dispatchers | Law, Public Safety, Corrections and Security |     |
| Sheriffs and Deputy Sheriffs | Law, Public Safety, Corrections and Security |     |
| Log Graders and Scalers | Agriculture, Food and Natural Resources |     |
| Biological Technicians | Agriculture, Food and Natural Resources |     |
| Forest and Conservation Workers | Agriculture, Food and Natural Resources |     |
| Food Science Technicians | Agriculture, Food and Natural Resources |     |
| Environmental Science and Protection Technicians, Including Health | Agriculture, Food and Natural Resources |     |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources |     |
| Aquacultural Managers | Agriculture, Food and Natural Resources |     |
| Clinical Research Coordinators | Agriculture, Food and Natural Resources |     |
| Geophysical Data Technicians | Agriculture, Food and Natural Resources |     |
| Geological Sample Test Technicians | Agriculture, Food and Natural Resources |     |
| Buyers and Purchasing Agents, Farm Products | Agriculture, Food and Natural Resources |     |
| Auditors | Finance |     |
| Budget Analysts | Finance | |
| Treasurers and Controllers | Finance | |
| Insurance Underwriters | Finance | |

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| Tax Preparers | Finance |   |   |
| Insurance Claims Clerks | Finance |   |   |
| Accountants | Finance |   |   |
| Insurance Appraisers, Auto Damage | Finance |   |   |
| Claims Examiners, Property and Casualty Insurance | Finance |   |   |
| Loan Interviewers and Clerks | Finance |   |   |
| Credit Analysts | Finance |   |   |
| Risk Management Specialists | Finance |   |   |
| Personal Financial Advisors | Finance |   |   |
| Insurance Adjusters, Examiners, and Investigators | Finance |   |   |
| Credit Authorizers | Finance |   |   |
| Orthotists and Prosthetists | Health Science |   |   |
| Respiratory Therapy Technicians | Health Science |   |   |
| Midwives | Health Science |   |   |
| Licensed Practical and Licensed Vocational Nurses | Health Science |   |   |
| Radiation Therapists | Health Science |   |   |
| Medical Assistants | Health Science |   |   |
| Dental Hygienists | Health Science |   |   |
| Nurse Midwives | Health Science |   |   |
| Anesthesiologists | Health Science |   |   |
| Nurse Practitioners | Health Science |   |   |
| Chiropractors | Health Science |   |   |
| Athletic Trainers | Health Science |   |   |
| Hospitalists | Health Science |   |   |
| Physician Assistants | Health Science |   |   |
| Genetic Counselors | Health Science |   |   |
| Airline Pilots, Copilots, and Flight Engineers | Transportation, Distribution and Logistics |   |   |
| Ambulance Drivers and Attendants, Except Emergency Medical Technicians | Transportation, Distribution and Logistics |   |   |
| Couriers and Messengers | Transportation, Distribution and Logistics |   |   |
| Bus Drivers, Transit and Intercity | Transportation, Distribution and Logistics |   |   |
| Aircraft Mechanics and Service Technicians | Transportation, Distribution and Logistics |   |   |
| Tank Car, Truck, and Ship Loaders | Transportation, Distribution and Logistics |   |   |
| Motorboat Mechanics and Service Technicians | Transportation, Distribution and Logistics |   |   |

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| Electrical and Electronics Installers and Repairers, Transportation Equipment | Transportation, Distribution and Logistics |   |   |
| Light Truck or Delivery Services Drivers | Transportation, Distribution and Logistics |   |   |
| Avionics Technicians | Transportation, Distribution and Logistics |   |   |
| Billing, Cost, and Rate Clerks | Transportation, Distribution and Logistics |   |   |
| Commercial Pilots | Transportation, Distribution and Logistics |   |   |
| Sailors and Marine Oilers | Transportation, Distribution and Logistics |   |   |
| Subway and Streetcar Operators | Transportation, Distribution and Logistics |   |   |
| Signal and Track Switch Repairers | Transportation, Distribution and Logistics |   |   |
| Surveyors | Architecture and Construction |   |   |
| Electrical Power-Line Installers and Repairers | Architecture and Construction |   |   |
| Geodetic Surveyors | Architecture and Construction |   |   |
| Millwrights | Architecture and Construction |   |   |
| Construction Managers | Architecture and Construction |   |   |
| Stationary Engineers and Boiler Operators | Architecture and Construction |   |   |
| Cost Estimators | Architecture and Construction |   |   |
| Segmental Pavers | Architecture and Construction |   |   |
| Crane and Tower Operators | Architecture and Construction |   |   |
| Civil Drafters | Architecture and Construction |   |   |
| Control and Valve Installers and Repairers, Except Mechanical Door | Architecture and Construction |   |   |
| Heating and Air Conditioning Mechanics and Installers | Architecture and Construction |   |   |
| Boilermakers | Architecture and Construction |   |   |
| Structural Metal Fabricators and Fitters | Architecture and Construction |   |   |
| Refrigeration Mechanics and Installers | Architecture and Construction |   |   |
| Proofreaders and Copy Markers | Arts, Audio/Video Technology and Communications |   |   |
| Radio Operators | Arts, Audio/Video Technology and Communications |   |   |
| Archivists | Education and Training |   |   |
| Library Technicians | Education and Training |   |   |
| Educational, Guidance, School, and Vocational Counselors | Education and Training |   |   |
| Recreation and Fitness Studies Teachers, Postsecondary | Education and Training |   |   |

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| Education Administrators, Elementary and Secondary School | Education and Training |   |   |
| Farm and Home Management Advisors | Education and Training |   |   |
| Foreign Language and Literature Teachers, Postsecondary | Education and Training |   |   |
| Librarians | Education and Training |   |   |
| Education Teachers, Postsecondary | Education and Training |   |   |
| Business Teachers, Postsecondary | Education and Training |   |   |
| Political Science Teachers, Postsecondary | Education and Training |   |   |
| Nursing Instructors and Teachers, Postsecondary | Education and Training |   |   |
| Graduate Teaching Assistants | Education and Training |   |   |
| Instructional Coordinators | Education and Training |   |   |
| Adult Basic and Secondary Education and Literacy Teachers and Instructors | Education and Training |   |   |