

## Your Personality



**Your personality type is ESTJ:**

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

Friendly, outgoing and honest, you tend to have traditional, often quite conservative views and are comfortable expressing your opinions. You trust personal experience and are more interested in real things and immediate problems rather than theories or possibilities. Practical, realistic, organized and efficient, you seek to instill order and structure, and work hard to meet or exceed expectations.

You are direct and frank, like to keep busy and see tangible results for your efforts. You make quick, logic-based decisions and move on to the next task. Responsible and conscientious, you enjoy being in charge and organizing people and projects.

Somewhat rigid, you may try to force others to conform to rules and structure. Outspoken and assertive, your strong opinions may at times be perceived as harsh criticism. You may not think about the impact of your decisions on others until it's pointed out to you. You need to consider people's feelings, even if you do not entirely understand or agree with them.

Not particularly interested in possibilities -- especially abstract ones -- you may resist ideas that have not been proven by experience. Focused on the present and in a hurry to make decisions and get things done, you may not stop to consider any less-obvious options. To be more effective and make better decisions, you need to take the time to collect and consider all the information.

**You described your profile as:**



**Very Accurate**

## Strengths

- ☐ Disciplined
- ☐ Analytical
- ☐ Learn well with others
- ☐ Team building
- ☐ Methodical
- ☐ Focused
- ☐ Good with facts, details, memorization

## Challenges

- ☐ Need practical application
- ☐ Need time to absorb learning material
- ☐ Need clear expectations
- ☐ Abstract or theoretical material
- ☐ Struggle with disorder, lack of structure

## 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

- ☐ A conscientious, highly motivated student and a hard worker, you are likely to complete your assignments accurately, carefully and on time. Make sure you have all the information you need for your schoolwork. If you're not entirely clear about something, ask your instructor for detailed instructions.
- ☐ You need to understand the real-world relevance of your learning material. You learn best when material is presented in a logical, straightforward manner and the concepts are factual or concrete in nature. If you don't understand how the subject matter is applicable to everyday life, ask for practical explanations and real-life examples.
- ☐ Meet with your teacher or instructor regularly to talk about your educational progress. Explain that you work hard to exceed their expectations and want to ensure you're on the right track in order to meet your career goals. If you have concerns about their grading practices, discuss it with them.
- ☐ You learn well with others, especially when you're in charge of a team or helping others to learn. Look for ways to demonstrate your sense of responsibility and engage with others through project work, class discussion, team activities, presentations, competition and group study. Practice team building with others, discuss your ideas and explore shared core values, beliefs and interests.

### For Learning Environments

- ☐ You like to learn in a well-organized, structured environment where you can work together with peers and be responsible for your own schedule and activities. Seek out instructors who are clear, capable and fair, particularly those who use real-life examples and practical experiences to explain theory.
- ☐ Ensure your course selections consist of practical subjects that will be directly of use in your career plans. Apply for work-study and internships that will allow you to gain hands-on experience and test your leadership potential in your field of interest.
- ☐ Outside of class, get involved in campus clubs and organizations, student government, athletics, community service, volunteering and other extracurricular activities where you can demonstrate your competence and practice your leadership skills.



## Strengths

- ☐ Organized
- ☐ Objective
- ☐ Results-oriented
- ☐ Hardworking
- ☐ Responsible
- ☐ Decisive
- ☐ Proactive
- ☐ Determined

## Challenges

- ☐ Rigid, resist change
- ☐ May rush decisions
- ☐ Need rules, standards, structure
- ☐ Desire recognition
- ☐ Don't like to be wrong
- ☐ Neglect people's feelings

## 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

- ☐ Provides detailed expectations about your role and responsibilities. You work most productively when provided with clearly defined rules, requirements and standards to follow.
- ☐ Makes good use of your practical approach to problem solving and ability to maximize efficiency.
- ☐ Entrusts you with plenty of responsibility and control and provides opportunities for a leadership or decision-making role. With your competence in setting goals, making decisions, organizing tasks and supervising people, you are well suited to a leadership or management position.
- ☐ Appreciates your sense of duty, organizational skill, productivity and determination to complete work in an orderly fashion, on time and within budget.
- ☐ Takes place in a well-organized, active and supportive environment where you can work with other dependable, competent people.
- ☐ Uses a sensible, fair method of compensation for the work you do and provides opportunities to progress in your career.
- ☐ Praises your accomplishments. Knowing that others value your contributions and appreciate your efforts makes you feel respected and motivated.

### For Growth and Development

- ☐ Don't rush into decisions without fully considering the possibilities and the potential repercussions of the choices you make. Consult others to ensure you have all the information, think carefully about the long-term consequences and remember to consider how people could be affected by your decision.
- ☐ Develop your ability to look beyond the present and immediate situation. Find a mentor — a trusted colleague, advisor or friend— who can help you see things from a global and future perspective.
- ☐ Learn to be flexible and willing to accept new ways of doing things. While you tend to rely on past experience for quick, reliable solutions, new or different methods, though unfamiliar, may be better. Try to be open to the possibilities. If you're not convinced, ask for a demonstration or other factual evidence to prove the value of the new approach.
- ☐ Accept that, in spite of your best efforts, things aren't always going to be predictable. You're most comfortable when you know what's required and can stick to the plan and make it happen. However, at times it may be necessary to change direction or deal with a situation where all of the facts aren't apparent. So be prepared for some ambiguity and try to be comfortable with it.

## Strengths

- ☐ Outspoken
- ☐ Straightforward
- ☐ Engaging
- ☐ Confident
- ☐ Not easily offended

## Challenges

- ☐ May be too serious
- ☐ Blunt
- ☐ Insensitive
- ☐ Not inclined to make small talk
- ☐ Abrupt

## 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

- ☐ Honest and forthright, you present your ideas and opinions with detail and clarity. Be aware, however, that being too candid, especially when dealing with difficult issues, can be read as nasty or negative. Consider your audience and temper the message accordingly.
- ☐ Similarly, you may be very frank when providing feedback. In your intent to be clear, objective and efficient, you may tend to come across as quite cutting. When providing constructive criticism, remember to consider people's feelings. Think of how you can help the person understand the problematic issue or behavior, provide them with some suggestions for correcting it, and deliver your message with sensitivity.
- ☐ With a stern demeanor and dislike of small talk, you may come across as intimidating, unfriendly or indifferent. Try to be receptive when others engage you in casual conversation. An initial exchange of pleasantries costs nothing and could pave the way to a friendlier, more productive relationship. For some people, mutual respect and a good rapport are important ingredients in their effectiveness at work.
- ☐ Make a real effort to listen to the other person during a conversation. Acknowledge what they're saying, even if you don't necessarily agree, and don't interrupt. Wait until they've finished speaking before you reply.



## Strengths

- ☐ Natural leader
- ☐ Lead by example
- ☐ Reliable
- ☐ Honest
- ☐ Accountable
- ☐ Self-assured

## Challenges

- ☐ May neglect relationships
- ☐ Controlling, need to be in charge
- ☐ Inflexible
- ☐ Unreasonable expectations of others
- ☐ Critical of those with different values
- ☐ Need to appreciate others' efforts

## 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

- ☐ Responsible, capable and a "take charge" kind of person, you are likely to find yourself assuming a leadership role in a team. Take care, however, that you don't become too oppressive. Others may view you as rude and uncompromising. Lead through influence, not intimidation.
- ☐ Take the time to establish and maintain good relationships. Your direct manner and preoccupation with getting things done can be counterproductive in a team environment. You may be so intent on the task that you neglect existing relationships and have difficulty forming new ones. Remember that you rely on your colleagues to help you get things done. Also, understand that for people who are more feeling types, it can be difficult to relate in purely a business or impersonal manner. Establishing a personal rapport is crucial to working together effectively.
- ☐ Try not to judge people who are different from you. Teamwork and negotiation involve working with all kinds of people. You may prefer working with those whose standards reflect your own. You may dislike dealing with people you consider to be too needy, lazy, apathetic or incompetent. Recognize that everyone brings value to a team, even if their outlook, principles or talents are different from your own. Try to appreciate the unique set of skills that each person brings to the group and discover how to make the best use of them.
- ☐ Make a point of providing positive feedback and acknowledging people's accomplishments. Some people are more productive if they are praised for their efforts.
- ☐ As a leader, you set an example by demonstrating the work ethic, standards and behavior you expect from your team. To aid in everyone's success, provide a clear, well-organized plan outlining the team's objectives, along with expectations for each individual member. Be sensitive to each person's needs and acknowledge their accomplishments along the way.

### For Filling a Role

























































































- ☐ **Director:** organizing goals, identifying and gathering suitable resources, and ensuring everyone understands and carries out their responsibilities.
- ☐ **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

|   |   |   |
|---|---|---|
| Proofreaders and Copy Markers   | Arts, Audio/Video Technology and Communications |             |
| Broadcast Technicians   | Arts, Audio/Video Technology and Communications |             |
| Radio Operators   | Arts, Audio/Video Technology and Communications |             |
| Prepress Technicians and Workers  | Arts, Audio/Video Technology and Communications |             |
| Printing Press Operators  | Arts, Audio/Video Technology and Communications |             |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | Arts, Audio/Video Technology and Communications |             |
| Print Binding and Finishing Workers   | Arts, Audio/Video Technology and Communications |             |
| Agents and Business Managers of Artists, Performers, and Athletes             | 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 |     |
| Technical Directors/Managers  | Arts, Audio/Video Technology and Communications |     |
| Program Directors   | Arts, Audio/Video Technology and Communications |     |
| Sound Engineering Technicians   | Arts, Audio/Video Technology and Communications |     |
| Archivists  | Education and Training                          |     |
| Library Technicians   | Education and Training                          |     |
| Museum Technicians and Conservators   | Education and Training                          |     |
| Education Administrators, Postsecondary                                       | Education and Training                          |     |
| Librarians  | Education and Training                          |     |
| Education Administrators, Elementary and Secondary School                     | Education and Training                          |     |
| Curators  | Education and Training                          |     |
| Distance Learning Coordinators  | Education and Training                          |     |
| Audio-Visual and Multimedia Collections Specialists                           | Education and Training                          |     |
| Information Security Analysts   | Information Technology                          |     |
| Document Management Specialists   | Information Technology                          |     |
| Telecommunications Engineering Specialists                                    | Information Technology                          |     |

|   |  |   |   |
|---|--|---|---|
| Information Technology Project Managers             | Information Technology                           |         |         |
| Database Administrators                             | Information Technology                           |       |       |
| Computer User Support Specialists                   | Information Technology                           |       |       |
| Software Quality Assurance Engineers and Testers    | Information Technology                           |       |       |
| Computer Network Support Specialists                | Information Technology                           |       |       |
| Web Administrators                                  | Information Technology                           |       |       |
| Search Marketing Strategists                        | Information Technology                           |       |       |
| Computer Systems Analysts                           | Information Technology                           |       |       |
| Computer Network Architects                         | Information Technology                           |       |       |
| Geospatial Information Scientists and Technologists | Information Technology                           |       |       |
| Business Intelligence Analysts                      | Information Technology                           |       |       |
| Database Architects                                 | Information Technology                           |       |       |
| Clinical Data Managers                              | Science, Technology, Engineering and Mathematics |       |       |
| City and Regional Planning Aides                    | Science, Technology, Engineering and Mathematics |       |       |
| Cartographers and Photogrammetrists                 | Science, Technology, Engineering and Mathematics |       |       |
| Automotive Engineers                                | Science, Technology, Engineering and Mathematics |       |       |
| Precision Agriculture Technicians                   | Science, Technology, Engineering and Mathematics |       |       |
| Wind Energy Engineers                               | Science, Technology, Engineering and Mathematics |     |     |
| Product Safety Engineers                            | Science, Technology, Engineering and Mathematics |   |   |
| Statisticians                                       | Science, Technology, Engineering and Mathematics |   |   |
| Manufacturing Engineers                             | Science, Technology, Engineering and Mathematics |   |   |
| Remote Sensing Scientists and Technologists         | Science, Technology, Engineering and Mathematics |   |   |
| Remote Sensing Technicians                          | Science, Technology, Engineering and Mathematics |   |   |
| Environmental Restoration Planners                  | Science, Technology, Engineering and Mathematics |   |   |
| Social Science Research Assistants                  | Science, Technology, Engineering and Mathematics |   |   |
| Architectural and Engineering Managers              | Science, Technology, Engineering and Mathematics |   |   |
| Survey Researchers                                  | Science, Technology, Engineering and Mathematics |   |   |
| Surveyors   | Architecture and Construction                    |   |   |
| Stonemasons   | Architecture and Construction                    |   |   |



|   |   |   |   |
|---|---|---|---|
| Construction Managers   | Architecture and Construction           |         |         |
| Boilermakers  | Architecture and Construction           |       |       |
| Millwrights   | Architecture and Construction           |       |       |
| Cost Estimators   | Architecture and Construction           |       |       |
| Transportation Engineers                                      | Architecture and Construction           |       |       |
| Electrical Power-Line Installers and Repairers                | Architecture and Construction           |       |       |
| Stationary Engineers and Boiler Operators                     | Architecture and Construction           |       |       |
| Service Unit Operators, Oil, Gas, and Mining                  | Architecture and Construction           |       |       |
| Surveying Technicians   | Architecture and Construction           |       |       |
| Electricians  | Architecture and Construction           |       |       |
| Reinforcing Iron and Rebar Workers                            | Architecture and Construction           |       |       |
| Heating and Air Conditioning Mechanics and Installers         | Architecture and Construction           |       |       |
| Refrigeration Mechanics and Installers                        | Architecture and Construction           |       |       |
| Umpires, Referees, and Other Sports Officials                 | Hospitality and Tourism                 |       |       |
| Motion Picture Projectionists                                 | Hospitality and Tourism                 |       |       |
| Chefs and Head Cooks  | Hospitality and Tourism                 |       |       |
| Gaming Cage Workers   | Hospitality and Tourism                 |       |       |
| Gaming Dealers  | Hospitality and Tourism                 |       |       |
| Athletes and Sports Competitors                               | Hospitality and Tourism                 |     |     |
| Food Preparation Workers                                      | Hospitality and Tourism                 |   |   |
| Slot Supervisors  | Hospitality and Tourism                 |   |   |
| First-Line Supervisors of Housekeeping and Janitorial Workers | Hospitality and Tourism                 |   |   |
| Travel Agents   | Hospitality and Tourism                 |   |   |
| Cooks, Institution and Cafeteria                              | Hospitality and Tourism                 |   |   |
| Food Service Managers   | Hospitality and Tourism                 |   |   |
| Gaming Change Persons and Booth Cashiers                      | Hospitality and Tourism                 |   |   |
| Cooks, Fast Food  | Hospitality and Tourism                 |   |   |
| Gaming Managers   | Hospitality and Tourism                 |   |   |
| Embalmers   | Human Services                          |   |   |
| Tailors, Dressmakers, and Custom Sewers                       | Human Services                          |   |   |
| Industrial-Organizational Psychologists                       | Human Services                          |   |   |
| Pressers, Textile, Garment, and Related Materials             | Human Services                          |   |   |
| Funeral Service Managers                                      | Human Services                          |   |   |
| Social and Human Service Assistants                           | Human Services                          |   |   |
| Spa Managers  | Human Services                          |   |   |
| Farm and Ranch Managers                                       | Agriculture, Food and Natural Resources |   |   |
| First-Line Supervisors of Aquacultural Workers                | Agriculture, Food and Natural Resources |   |   |

|   |   |   |
|---|---|---|
| Forest and Conservation Workers                                       | Agriculture, Food and Natural Resources |                 |
| Aquacultural Managers   | Agriculture, Food and Natural Resources |             |
| Nursery and Greenhouse Managers                                       | Agriculture, Food and Natural Resources |             |
| Buyers and Purchasing Agents, Farm Products                           | Agriculture, Food and Natural Resources |             |
| Geophysical Data Technicians  | Agriculture, Food and Natural Resources |             |
| Biological Technicians  | Agriculture, Food and Natural Resources |             |
| Agricultural Technicians  | Agriculture, Food and Natural Resources |             |
| Farm Equipment Mechanics and Service Technicians                      | Agriculture, Food and Natural Resources |             |
| Environmental Engineering Technicians                                 | Agriculture, Food and Natural Resources |             |
| First-Line Supervisors of Agricultural Crop and Horticultural Workers | Agriculture, Food and Natural Resources |             |
| Food Science Technicians  | Agriculture, Food and Natural Resources |             |
| Agricultural Engineers  | Agriculture, Food and Natural Resources |     |
| Geological Sample Test Technicians                                    | Agriculture, Food and Natural Resources |     |
| Aviation Inspectors   | Government and Public Administration    |     |
| Regulatory Affairs Specialists  | Government and Public Administration    |     |
| Freight and Cargo Inspectors  | Government and Public Administration    |     |
| Statistical Assistants  | Government and Public Administration    |     |
| Construction and Building Inspectors                                  | Government and Public Administration    |     |
| Municipal Clerks  | Government and Public Administration    |     |
| Occupational Health and Safety Technicians                            | Government and Public Administration    |     |
| Appraisers, Real Estate   | Government and Public Administration    |     |
| Tax Examiners and Collectors, and Revenue Agents                      | Government and Public Administration    |     |
| Financial Examiners   | Government and Public Administration    |     |

|                                     |                                      |   |
|-------------------------------------|--------------------------------------|---|
| Environmental Compliance Inspectors | Government and Public Administration |         |
| Court Clerks                        | Government and Public Administration |     |
| Licensing Examiners and Inspectors  | Government and Public Administration |     |