

Your Personality



Your personality type is ENFJ:



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 (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 (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

Warm, outgoing and talkative, you make friends easily and are often popular and well-liked. You are enthusiastic and cheerful. You care deeply for family and friends, and express your feelings through words and actions. People often comment on your ease with language. You have strong beliefs and opinions, which you express tactfully.

You are very empathetic and have an innate sense for what other people are feeling. Tension or conflicts make you very uncomfortable, so you try hard to please others and to bring order to those who are in dispute. You hate direct confrontation and will soften your message or avoid being entirely honest if it helps to maintain harmony and prevent bruising others' feelings. Your own feelings are easily hurt, so you have difficulty accepting even the most constructive criticism.

Creative and often imaginative, you may love learning, daydreaming and entertaining others with your many artistic talents. You are quick-witted and good at putting ideas together. Organized and productive, you feel energized by completing projects and gain a lot of satisfaction from it.

You like to be in charge and can usually come up with a plan, even for complex projects. But you tend to become annoyed if people try to interfere with your strategy.

You like to know what's expected of you and care about what others think. You find it very hard to remain calm and objective when you're upset. You're a very sensitive person; being so insightful about others is both a blessing and a curse.

You described your profile as:



Mostly Accurate

Strengths

- ☐ Interest in many topics
- ☐ Creative
- ☐ Well-planned and organized
- ☐ Collaborative, like group work, discussion
- ☐ Understand abstract theory, complex information
- ☐ Enjoy reading, capable speaker and writer
- ☐ Enjoy deeper learning

Challenges

- ☐ Dislike studying alone
- ☐ May be too focused on big picture
- ☐ Need encouragement, recognition
- ☐ Take criticism personally
- ☐ Self-critical
- ☐ Need respect for values

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're a "big picture" thinker. You like to consider ideas, possibilities and perspectives, especially those that relate to serving the community or helping people develop their potential. Try not to get so engrossed in the big issues that you neglect the facts and details called for in your assignments. Review the requirements and make sure you've got them covered.
- ☐ You need an organized learning environment. You like your material to be well-planned and orderly and you need to be clear about what's expected of you. If you don't have all the information you need, talk to your instructor.
- ☐ You may want to approach larger assignments as projects. Write down the due date and list the key tasks underneath. Assign a priority and deadline to each one. Use a calendar or to-do list to track your tasks and check them off as they are completed.
- ☐ You are probably an enthusiastic student with varied interests. Ask your instructor if there are activities you can do to learn more about your favorite subjects and have them apply to your grade. Be ready to suggest some possibilities. For example, perhaps you can think of ways to use your ability to speak or write creatively. If there are projects you can lead, or work on with a group of classmates, even better.
- ☐ Talk to others about opinions, concepts and assignments. You learn best when discussing things and interacting with people. Look for ways to engage with others through team activities, classroom discussion, debate, contests, brainstorming, project work and group study. When thinking about new ideas or possibilities, you may need some time alone at first to reflect.
- ☐ You like to receive regular encouragement from your instructor. Make it clear that you appreciate feedback — that it helps you to know if you're accomplishing your academic goals. But be prepared to hear constructive criticism too. Remember that all feedback is intended to help you learn and grow. Try to set aside any emotional reaction and think about how you can use corrective feedback to improve.

For Learning Environments

- ☐ You learn best in an educational setting that offers a welcoming, supportive environment where you can interact and collaborate with others. Seek out instructors who are friendly, encouraging and involved.
- ☐ Look for an academically challenging program that is directly connected to your major. Pursue interests in areas that are consistent with your personal values. Some examples could include arts and culture, civic engagement, social justice, activism, humanitarian concerns and community services.
- ☐ Apply for community-oriented internships, co-ops or work-study programs that will allow you to be of service to others and develop your leadership ability.

- ☐ Get involved in extracurricular and volunteer activities that will allow you to help others, practice your consensus-

- Get involved in extracurricular and volunteer activities that will allow you to help others, practice your consensus building and leadership skills and receive public recognition for your efforts. Some examples could include religious, minority or cause-based groups, campus clubs and organizations, student government or the student newspaper, radio or TV station.



Strengths

- ☐ Innovative
- ☐ Responsible
- ☐ Enthusiastic
- ☐ Organized
- ☐ Strong sense of purpose
- ☐ Motivated
- ☐ Like to take charge

Challenges

- ☐ May lack objectivity
- ☐ Hasty decisions
- ☐ Need interaction
- ☐ Tend to become overcommitted
- ☐ Need autonomy
- ☐ Dislike tension, competition
- ☐ Distracted by others' needs

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

- ☐ Uses your creativity to develop original solutions that serve your cause. Deeply committed to your vision of how things should be, you have a sense of mission in life. If your career doesn't fulfil this need, look for ways to satisfy it outside of work through volunteering, charity work or other avocations that fit with your ideals.
- ☐ Makes good use of your energy and productivity. Organized, driven and eager to please, you can be relied upon to get things done.
- ☐ Provides you with detailed expectations, an efficient, well-organized structure within which to work, and the freedom to complete your tasks. You like to have clearly outlined responsibilities, but dislike senseless policies that get in the way of productivity.
- ☐ Takes place in a positive, supportive and conflict-free setting where you can establish warm social relationships with others.
- ☐ Recognizes your contributions. You need supportive feedback and encouragement and will be happier in a workplace that appreciates what you do.
- ☐ Provides opportunities for a leadership or decision-making role. A skilled organizer and consensus builder, you are good at identifying people's special abilities and working together with them to accomplish tasks. With your passion, charisma and concern, you are ideally suited to connect with others and inspire them to achieve amazing things!

For Growth and Development

- ☐ Make sure you have all the necessary information before making a decision. Efficient and enthusiastic, you may act too quickly, anxious to conclude a task and move on to the next one. Also, you tend to rely solely on your personal values and the effect your choice will have on others. Take time to consider your options in a logical and objective manner and think carefully about all of the potential consequences.
- ☐ Pay attention to your personal needs and abilities. You're a very capable multi-tasker, good at what you do and able to handle many different things at once. But in your desire to be productive and helpful to others, you risk taking on too much or neglecting your own responsibilities. This can leave you feeling overwhelmed and unappreciated. Before accepting a task, make sure you have the time and skills to complete it.
- ☐ Try to avoid the impulse to jump in and take over someone else's work. Instead, take on a mentorship role and support them in doing the work themselves.
- ☐ Don't hesitate to ask for help. When necessary, use your delegating skills to ensure the workload is fairly shared with your colleagues.

Strengths

- ☐ Articulate
- ☐ Tactful and diplomatic
- ☐ Clear and focused
- ☐ Insightful, empathetic
- ☐ Good listener
- ☐ Good public speaker
- ☐ Highly developed social skills

Challenges

- ☐ Reluctant to provide honest corrective feedback
- ☐ Speak in abstract terms
- ☐ Take criticism personally
- ☐ May be too emotional
- ☐ Too subjective

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

- ☐ Your values and ideas are very important to you and you can probably express them in an articulate and powerful way. You can use this ability to create an emotional connection with others and present a compelling argument for your point of view.
- ☐ You have no difficulty grasping complex concepts and are usually good at explaining them. Keep in mind, however, that not everyone has your facility for understanding theory and deep ideas. To make it easier for your audience to understand and follow along, try to use objective, everyday language and present your ideas in an orderly, logical manner.
- ☐ You don't like to offend people, and that can make it difficult to provide others with corrective feedback. Remember that feedback is necessary to help people learn and grow. Try to form a clear and straightforward message and avoid coming across as harsh or judgmental. Think about how you can deliver the message in a truthful, positive way that shows respect for the other person and keeps the focus on correcting the problem.
- ☐ Similarly, when you're the recipient of constructive criticism, remind yourself that it's not a personal attack. The feedback is intended to help you improve. Focus on the problematic issue or behavior, and work towards addressing it.
- ☐ Deeply empathetic, you have a remarkable ability to read others' motives and feelings. But constantly dealing with people's problems can be draining for you. Try not to get so emotionally involved that you neglect your own needs. If necessary, take some time to unwind and reflect. Spend time participating in activities you enjoy and catching up with friends.

Strengths

- ☐ Encourage and support the group
- ☐ Dependable
- ☐ Perceptive
- ☐ Interested in others' ideas
- ☐ Kind, caring, compassionate
- ☐ Selfless
- ☐ Persuasive

Challenges

- ☐ Repress feelings for the sake of others
- ☐ Overly idealistic
- ☐ May try to control others
- ☐ Overprotective, can be stifling
- ☐ Dislike conflict

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

- ☐ A natural leader, you excel at bringing people together, encouraging discussion and building consensus. Whether leading a team or having a one-on-one discussion, you can use your strengths to be a positive role model, to influence and inspire.
- ☐ Keep your eye on the task at hand. You may be so focused on the interpersonal workings of your team that you forget about the main goal you are all working on!
- ☐ Demanding of yourself and others, try not to be disappointed if people let you down or fail to meet your expectations. Not everyone has your values or commitment. Accept that people have differing priorities and don't blame yourself.
- ☐ Recognize that you can't save the world. You risk getting too caught up in trying to fix everyone's problems, which can take an emotional and physical toll on you. Also, some people may feel smothered or manipulated and will push you away. Allow people to make their own decisions and learn from their mistakes.
- ☐ Learn to meet challenges head-on instead of avoiding them. You tend to do whatever is necessary to avoid conflict. You may even agree to something you don't like, just to restore a sense of harmony. That will only result in making you unhappy and will leave the problem unresolved. Use your creativity and insight to come up with a resolution that works best for everyone.

For Filling a Role

















































































- ☐ **Facilitator:** promoting goodwill, building rapport, supporting and encouraging the group in completing tasks, recognizing contributions, keeping things positive.
- ☐ **Explorer:** looking for new and better ways of doing things, brainstorming ideas, encouraging others to use their talents and be innovative, exploring all the possibilities.
- ☐ **Originator:** developing new ideas, perspectives and solutions, predicting and strategizing for what is to come, and creating a long-term vision.





























































































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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| Program Directors | Arts, Audio/Video Technology and Communications |     |
| Music Directors | Arts, Audio/Video Technology and Communications |     |
| Directors- Stage, Motion Pictures, Television, and Radio | Arts, Audio/Video Technology and Communications |     |
| Producers | Arts, Audio/Video Technology and Communications |     |
| Broadcast News Analysts | Arts, Audio/Video Technology and Communications |     |
| Art Directors | Arts, Audio/Video Technology and Communications |     |
| Agents and Business Managers of Artists, Performers, and Athletes | Arts, Audio/Video Technology and Communications |     |
| Talent Directors | Arts, Audio/Video Technology and Communications |     |
| Technical Directors/Managers | Arts, Audio/Video Technology and Communications |     |
| Copy Writers | Arts, Audio/Video Technology and Communications |     |
| Fashion Designers | Arts, Audio/Video Technology and Communications |     |
| Editors | Arts, Audio/Video Technology and Communications |     |
| Set and Exhibit Designers | Arts, Audio/Video Technology and Communications |     |
| Radio and Television Announcers | Arts, Audio/Video Technology and Communications |     |
| Actors | Arts, Audio/Video Technology and Communications |     |
| Judges, Magistrate Judges, and Magistrates | Law, Public Safety, Corrections and Security |     |
| Lawyers | Law, Public Safety, Corrections and Security |     |
| Arbitrators, Mediators, and Conciliators | Law, Public Safety, Corrections and Security |     |
| First-Line Supervisors of Police and Detectives | Law, Public Safety, Corrections and Security |     |
| Probation Officers and Correctional Treatment Specialists | Law, Public Safety, Corrections and Security |     |

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| Administrative Law Judges, Adjudicators, and Hearing Officers | Law, Public Safety, Corrections and Security |     |
| Municipal Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security |     |
| First-Line Supervisors of Correctional Officers | Law, Public Safety, Corrections and Security |     |
| Criminal Investigators and Special Agents | Law, Public Safety, Corrections and Security |     |
| Forest Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security |     |
| Emergency Medical Technicians and Paramedics | Law, Public Safety, Corrections and Security |     |
| Police Detectives | Law, Public Safety, Corrections and Security |     |
| Sheriffs and Deputy Sheriffs | Law, Public Safety, Corrections and Security |     |
| Police Patrol Officers | Law, Public Safety, Corrections and Security |     |
| Private Detectives and Investigators | Law, Public Safety, Corrections and Security |     |
| Clinical Research Coordinators | Agriculture, Food and Natural Resources |     |
| Natural Sciences Managers | Agriculture, Food and Natural Resources |     |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources |     |
| Aquacultural Managers | Agriculture, Food and Natural Resources |     |
| Buyers and Purchasing Agents, Farm Products | Agriculture, Food and Natural Resources |     |
| Nursery and Greenhouse Managers | Agriculture, Food and Natural Resources |     |
| First-Line Supervisors of Animal Husbandry and Animal Care Workers | Agriculture, Food and Natural Resources |     |
| Water/Wastewater Engineers | Agriculture, Food and Natural Resources |     |
| Environmental Engineers | Agriculture, Food and Natural Resources |     |
| Farm Labor Contractors | Agriculture, Food and Natural Resources |     |
| Animal Scientists | Agriculture, Food and Natural Resources |     |
| Food Scientists and Technologists | Agriculture, Food and Natural Resources |     |
| Soil and Plant Scientists | Agriculture, Food and Natural Resources |     |

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| First-Line Supervisors of Logging Workers | Agriculture, Food and Natural Resources |     |
| Water Resource Specialists | Agriculture, Food and Natural Resources |     |
| Education Administrators, Elementary and Secondary School | Education and Training |     |
| Education Administrators, Postsecondary | Education and Training |     |
| Instructional Coordinators | Education and Training |     |
| Educational, Guidance, School, and Vocational Counselors | Education and Training |     |
| Nursing Instructors and Teachers, Postsecondary | Education and Training |     |
| Farm and Home Management Advisors | Education and Training |     |
| Communications Teachers, Postsecondary | Education and Training |     |
| Architecture Teachers, Postsecondary | Education and Training |     |
| Education Teachers, Postsecondary | Education and Training |     |
| Elementary School Teachers, Except Special Education | Education and Training |     |
| Foreign Language and Literature Teachers, Postsecondary | Education and Training |     |
| Business Teachers, Postsecondary | Education and Training |     |
| Social Work Teachers, Postsecondary | Education and Training |     |
| Special Education Teachers, Kindergarten and Elementary School | Education and Training |     |
| Career/Technical Education Teachers, Secondary School | Education and Training |     |
| Emergency Management Directors | Government and Public Administration |     |
| Urban and Regional Planners | Government and Public Administration |     |
| Equal Opportunity Representatives and Officers | Government and Public Administration |     |
| Financial Examiners | Government and Public Administration |     |
| Postmasters and Mail Superintendents | Government and Public Administration |     |
| Regulatory Affairs Specialists | Government and Public Administration |     |
| Tax Examiners and Collectors, and Revenue Agents | Government and Public Administration |     |
| Eligibility Interviewers, Government Programs | Government and Public Administration |     |
| Licensing Examiners and Inspectors | Government and Public Administration |     |
| Municipal Clerks | Government and Public Administration |     |

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| Government Property Inspectors and Investigators | Government and Public Administration |    |   |
| Statistical Assistants | Government and Public Administration |    |   |
| Occupational Health and Safety Specialists | Government and Public Administration |    |   |
| Coroners | Government and Public Administration |    |   |
| License Clerks | Government and Public Administration |    |   |
| Information Technology Project Managers | Information Technology |    |   |
| Informatics Nurse Specialists | Information Technology |    |   |
| Video Game Designers | Information Technology |    |   |
| Document Management Specialists | Information Technology |    |   |
| Database Administrators | Information Technology |    |   |
| Search Marketing Strategists | Information Technology |    |   |
| Computer Systems Analysts | Information Technology |    |   |