

Your Personality



Your personality type is ESTP:

Introversion



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



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

iNtuition

• Need to use their imagination

Thinking



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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 a logical, active, forthright person. You are very observant and live in the moment, constantly evaluating people, ideas and activities around you. Energetic and motivated by excitement, you crave action. Realistic, curious and pragmatic, you don't hesitate to speak your mind and believe people should take responsibility for their actions. You are spontaneous and playful, enjoy being the focus of attention and can often make things entertaining.

Good at noticing and remembering specific details, you assess and quickly respond to immediate problems, but are less adept at long-range problem solving. You are a skilled negotiator, good in a crisis and comfortable with a certain amount of risk taking. You are able to make difficult decisions when necessary, using logic and the facts available.

Because you live so entirely in the present, you try to avoid planning much in advance. This can wreak havoc with deadlines and other time-sensitive commitments. You're not inclined to consider future implications or work out hidden meanings. You tend to be skeptical of untested possibilities unless you have previous experience with which to compare them.

Casual and easygoing, you rarely take things too seriously. You adapt easily to change, improvising when necessary. You dislike following rules, especially those you consider pointless, and you resist others' attempts to impose restrictions or controls on you. You may have difficulty respecting people in positions of authority. In general, however, you are pretty relaxed and tolerant of others.

You sometimes abandon your duties before they're completed and prefer starting new projects to finishing existing ones. Your ability to quickly deal with problems as they arise often helps you get through troublesome situations. Lively and carefree, you may have difficulty focusing on your responsibilities when you'd much rather be having fun.

You described your profile as:



Learning









| Strengths | Challenges |
|-----------------------------|---|
| Hands-on | □ Need variety |
| learner | ☐ Dislike abstract theory without practical |
| Observant | application |
| Prefer group work | ■ Not future-oriented |
| Resourceful | ☐ Will do required reading only |
| Competitive | Not inclined to |
| ☐ Logical, concrete thinker | reflect |
| | ☐ Need instant gratification |

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 real-life experience, especially those where you can take part in |
|--|
| activities that employ your five senses. For example, go on field trips and take part in labs, role playing, seminars or |
| workshops that involve hands-on activities. You learn best by physically experiencing things and using as many of |
| your senses as possible. |
| If you're having difficulty grasping a concept, ask your instructor for some practical explanations, demonstrations or |
| tangible examples. If you understand how the information could be applied to a real-life situation or problem, it will |
| make more sense to you. |
| |

- Talk to others about ideas and assignments you think better when talking. Look for ways to engage with other students through team activities, competition, project work and group study. When required to do independent work, take a brief break every so often to reenergize by spending time with others.
- Learn to manage your time wisely. Don't be in such a hurry to complete your schoolwork that you end up handing in incomplete assignments.
- When you have to learn something boring, try to motivate yourself by focusing on how it could be useful to you. Think of a fun way to reward yourself as soon as the work is done. Make sure you actually complete the assignment before rewarding yourself!

For Learning Environments

| Ensure your course selections consist mainly of practical subjects that are compatible with your need to learn |
|---|
| through experience and desire to understand how things work. Seek out instructors who have actual experience in |
| your field of interest. Apply for internships, co-ops or work-study programs that will allow you to gain hands-on |
| experience and test your potential in a field of interest. |

| П | You work well with others and like to learn in a fun, lively environment where the instructors are clear, accessible and |
|---|--|
| | enthusiastic, and you're able to interact with the group. |

- You thrive on variety. Mix up your course selections and schedule to add diversity to your classes, assignments and daily routine. Take advantage of independent study, collaborative projects and interdisciplinary options. Don't get pulled in too many directions or your schoolwork may suffer.
- Keep active and try lots of new things. Build some time into your schedule for activities and interests. Get involved in sports and extracurricular events that provide plenty of movement, variety, socializing and fun. Take care not to spend so much time socializing that you neglect your studies.

Work and Productivity

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| Strengths Challenges | |
|--|--|
| Good at improvising | Dislike routine |
| ☐ Adaptable | Easily bored or distracted |
| Energetic | |
| Practical | ■ Need |
| Adventurous | autonomy |
| Good under pressure | May take things too literally |
| | Disregard for long-term |
| | planning |
| Recommendations The following recommendations are based on your results best for you. | s. Consider each and select the ones you think would work |
| Your Preferred Environment | |
| Takes place in a competitive, fast-paced environment, challenges. | with plenty of new |
| Feeds your enthusiasm with lots of fun and excitemen and tangible, immediate results. | t. You prefer hands-on work and thrive on action, variety, risk |
| | e. Conflict doesn't bother you; you're at your best in a crisis and kly assess a situation and immediately devise a practical |
| Cives you the freedom to set your own tasks and schedule and doesn't involve a lot of rules or | |

For Growth and Development

your work or interfere with someone else's.

repetition.

| Prepare adequately for large projects and don't ignore problems because they aren't interesting or will take too long |
|---|
| to solve. Break the goal into small, measurable steps and celebrate the accomplishment of each one. In this way, you |
| can enjoy frequent successes while working toward the overall goal. |

Allows for plenty of activity and interaction with other people. Take care not to socialize so much that you neglect

Meet your deadlines and follow through on your commitments. While you crave excitement and new experiences, intentionally creating delays is not the best way to achieve it. Work on your time management skills and resist getting sidetracked by other activities until your work is done.

Slow down and think things through when making important decisions. A snap decision isn't always the best option. Ask questions. Learn how to make inferences. Consider the ramifications and opportunities your decision will present both now and in the future.

Ask for help when you need it.

Communication

if you sense they're feeling annoyed or overwhelmed.

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|----------------|-----|
| X) | (f) |
| | |







| Strengths | Challenges |
|--|--|
| ☐ Fun | ☐ Blunt |
| Spontaneous | Dismissive |
| ☐ Enthusiastic | Overbearing |
| Outgoing | Unemotional |
| Perceptive, especially to non-verbal cues | Not inclined to listen |
| Recommendations | |
| The following recommendations are based on best for you. | your results. Consider each and select the ones you think would work |
| | on int of rudeness. Be aware that your straightforward manner can be hurtfo ation or criticism. Think about how to convey your message with tact and |
| | er than just talk. If you find it difficult to focus during long discussions, ogether while you talk. The activity will energize you and help you |
| | develop an instant rapport with most people. While you can be highly note. Paying attention to feelings and the other person's viewpoint will stronger relationship. |

 $\begin{tabular}{ll} \hline & Watch how people react to your message and how you're presenting it. Be prepared to tone down your enthusiasm. \\ \hline \\ \hline & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're presenting it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how people react to your message and how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ & Watch how you're present it. \\ \hline \\ \\ & Watch how you're present it. \\ \hline \\ \\ & Watch how you're present it. \\ \hline \\ \\$

Working with Others

carries out their responsibilities.

problems.









| Strengths | Challenges |
|--|--|
| ☐ Sociable | Bossy |
| Persuasive, good | Lack empathy |
| facilitator | |
| Motivational | Overly competitive |
| Assertive | ■ Need to appreciate others' |
| Excellent negotiator | efforts |
| negotiator | May be |
| | unscrupulous |
| Recommendations | |
| The following recommendations are based on your results. best for you. | Consider each and select the ones you think would work |
| lead, influence and motivate them. Take care, however, as overbearing. Be a leader, not a tyrant. Make a point of providing positive feedback to others or to have your actions validated. However, some people a Healthy competition can be good. But make sure you a urgency it creates and the opportunity to "win" at any competition of the properture of th | ren't debating issues simply because you enjoy the sense of ost. plan for group projects. While you may love to improvise, it nstantly shifting focus. ds of people. Recognize that everyone brings valuable skills to |
| For Filling a Role | |
| Expediter : advancing progress by any means necessary others into action. | , dealing with whatever needs to be done and motivating |
| Director : organizing goals, identifying and gathering su | itable resources, and ensuring everyone understands and |

Analyzer: examining, testing, understanding and defining in order to explain things and solve

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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|---|---|--|
| Patient Representatives | Business Management and Administration | |
| Meeting, Convention, and Event Planners | Business Management and Administration | |
| Quality Control Systems Managers | Business Management and Administration | |
| Investment Fund Managers | Business Management and Administration | |
| Biomass Power Plant Managers | Business Management and Administration | |
| Chief Executives | Business Management and Administration | |
| Chief Sustainability Officers | Business Management and Administration | |
| Management Analysts | Business Management and Administration | →•••••••••••••••••••••••••••••••••••• |
| Online Merchants | Business Management and Administration | |
| Wind Energy Operations Managers | Business Management and Administration | |
| Industrial Production Managers | Business Management and Administration | |
| General and Operations Managers | Business Management and Administration | |
| Human Resources Managers | Business Management and Administration | |
| Training and Development Managers | Business Management and Administration | |
| Biofuels Production Managers | Business Management and Administration | |
| Sales Agents, Financial Services | Finance | |
| Insurance Sales Agents | Finance | |
| Securities and Commodities Traders | Finance | |
| Sales Agents, Securities and Commodities | Finance | |
| Financial Analysts | Finance | |
| Financial Managers, Branch or Department | Finance | |
| Treasurers and Controllers | Finance | |
| Claims Examiners, Property and Casualty Insurance | Finance | |
| Budget Analysts | Finance | |
| | | |

| Fraud Examiners, Investigators and Analysts | Finance | |
|---|---|--|
| Accountants | Finance | |
| Risk Management Specialists | Finance | |
| Insurance Claims Clerks | Finance | |
| Loan Officers | Finance | |
| Insurance Underwriters | Finance | |
| Sound Engineering Technicians | Arts, Audio/Video Technology and Communications | |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | Arts, Audio/Video Technology and Communications | |
| Broadcast Technicians | 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 | |
| Camera Operators, Television, Video, and Motion Picture | Arts, Audio/Video Technology and Communications | |
| Dancers | Arts, Audio/Video Technology and Communications | |
| Radio Operators | Arts, Audio/Video Technology and Communications | |
| Technical Directors/Managers | Arts, Audio/Video Technology and Communications | |
| Prepress Technicians and Workers | Arts, Audio/Video Technology and Communications | |
| Broadcast News Analysts | Arts, Audio/Video Technology and Communications | |
| Audio and Video Equipment Technicians | Arts, Audio/Video Technology and Communications | |
| Printing Press Operators | Arts, Audio/Video Technology and Communications | |
| Program Directors | Arts, Audio/Video Technology and Communications | |
| Producers | Arts, Audio/Video Technology and Communications | |
| Freight and Cargo Inspectors | Government and Public Administration | |
| Aviation Inspectors | Government and Public Administration | |
| Transportation Security Screeners | Government and Public Administration | |
| Construction and Building Inspectors | Government and Public Administration | |

| Equal Opportunity Representatives and Officers | Government and Public Administration | |
|---|---|--|
| Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation | Government and Public Administration | |
| Emergency Management Directors | Government and Public Administration | |
| Agricultural Inspectors | Government and Public Administration | |
| Eligibility Interviewers, Government Programs | Government and Public Administration | |
| Regulatory Affairs Specialists | Government and Public Administration | |
| Tax Examiners and Collectors, and Revenue Agents | Government and Public Administration | |
| Municipal Clerks | Government and Public Administration | |
| Licensing Examiners and Inspectors | Government and Public Administration | |
| Appraisers, Real Estate | Government and Public Administration | |
| Financial Examiners | Government and Public Administration | |
| Real Estate Brokers | Marketing | |
| Energy Brokers | Marketing | |
| Sales Engineers | Marketing | |
| Public Relations and Fundraising Managers | Marketing | |
| Advertising and Promotions Managers | Marketing | |
| Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products | Marketing | |
| Sales Managers | Marketing | |
| Real Estate Sales Agents | Marketing | |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | Marketing | |
| Public Relations Specialists | Marketing | |
| First-Line Supervisors of Non-Retail Sales Workers | Marketing | |
| Property, Real Estate, and Community Association Managers | Marketing | |
| Wholesale and Retail Buyers, Except Farm Products | Marketing | |
| Marketing Managers | Marketing | |
| Retail Salespersons | Marketing | |
| Commercial Divers | Architecture and Construction | |
| Millwrights | Architecture and Construction | |
| Elevator Installers and Repairers | Architecture and Construction | |
| | | |

| Architecture and Construction | |
|-------------------------------|---|
| Architecture and Construction | |
| | Architecture and Construction |