



Your Personality

Your personality type is INTJ:



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

Logical, creative and clever, you are confident in your ideas and in your ability to meet or exceed your goals. Ambitious in everything you do, you are driven to be competent and original. You have a keen sense of what is possible and a global perspective. An excellent strategic thinker, you look beyond what is known to see connections between elements that are often very different.

You tend to be a perfectionist. You are critical and demanding of yourself and undaunted by opposition. Focused and determined to bring your vision to life, you will work tirelessly to produce a flawless idea or product. You tend to be much more interested in meeting or surpassing your own high standards than trying to please others.

You are such a complex thinker that your ideas are sometimes too complicated for others to follow. You may struggle to express yourself simply and can become irritated when people are slow to catch on. You can be harshly critical and may neglect to show appreciation or encouragement to those around you. You need to realize the importance of others' feelings.

Extremely independent, you will defend your position and stubbornly refuse to concede, even if others disagree. Only a sound and well-reasoned argument is likely to convince you to change your mind. You are controlled and keep your emotions in check, and generally don't like it when people overreact.

You are most interested in acting on your own ideas and concepts of the future, but may miss key, practical requirements in your plans that can render them unworkable. You are reluctant to share the details of a plan with others at an earlier stage in the process, because you are still refining it. However, this puts you at risk for completing a project before a critical error is noticed.

You described your profile as:



Very Accurate

Strengths

- ☐ Curious, driven to learn
- ☐ Interest in theory and complex subjects
- ☐ Independent
- ☐ Analytical
- ☐ Imaginative
- ☐ Enjoy reading, self-directed study
- ☐ Reasoning and debate

Challenges

- ☐ Require constant intellectual stimulation
- ☐ Need space and time to read and reflect
- ☐ Overconfident
- ☐ May procrastinate
- ☐ Expressing ideas in simple terms
- ☐ Impossibly high goals

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

- ☐ Naturally inquisitive and highly intelligent, you question everything and enjoy mastering new subjects, especially those of a theoretical nature. To satisfy your thirst for knowledge, seek out opportunities to challenge accepted wisdom, devise original concepts and study complex systems. Your instructor can suggest projects or further research on topics of interest to you.
- ☐ Pay attention to the due dates for your schoolwork. You set high standards for yourself and may want to explore a topic more deeply. However, if you try to consider all the possibilities and aim for a perfect result, you could complete the assignment late—or not at all. Focus on the end goal and, if necessary, be willing to ease up on your standards a bit.
- ☐ You may procrastinate if you don't find your learning material engaging. Try to spark your curiosity by discussing the subject matter with experts, reading related articles or investigating individual details and components of the overall topic. Look for ways in which the material relates to topics you have more interest in, and try to view the assignment as a problem to be solved.
- ☐ Be selective about the subjects you choose to examine more closely. If you try to become deeply knowledgeable in every topic that interests you, it can leave you overwhelmed and stressed out.
- ☐ While you are most comfortable learning on your own, it is sometimes helpful or necessary to do group work. Think about what you can learn from your peers. By understanding their strengths and abilities, you can come to value their input. For those times when you require solitude to reflect on ideas and theories, find a quiet 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.
- ☐ Practice taking part in discussions and debates. Give yourself time to consider the topic, think it through and form your response. Try to express your points clearly and simply.

For Learning Environments

- ☐ Seek out an academically challenging program with high standards and a top-rate faculty in your area of interest. Look for competent instructors who will encourage you to probe, test and ask difficult questions as part of your learning.
- ☐ Your ideal environment is a setting that encourages innovative, original thinking, conducts leading-edge research and is supplied with advanced technology and resources. You typically learn best alone or in a small group.
- ☐ You may not be very interested in extracurricular activities. However, occasionally taking time away from your studies can provide stress relief and add balance to your life. You may find lectures, drama or music appealing, as just a few examples. You might also want to participate in physical activities with friends.

Strengths

- ☐ Analytical
- ☐ Intuitive, can see connections, trends, implications
- ☐ Inventive
- ☐ Ambitious
- ☐ Self-reliant
- ☐ Focused, disciplined
- ☐ Determined, driven to complete
- ☐ Objective
- ☐ High standards

Challenges

- ☐ Disregard for others' ideas
- ☐ Unwilling to delegate
- ☐ Need control
- ☐ May overlook facts or details
- ☐ Unattainable goals
- ☐ May be overconfident
- ☐ Intolerant of fixed processes and procedures

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

- ☐ Exercises your ability to make sense of complex theories and apply it to evaluating problems and devising creative solutions.
- ☐ Gives you plenty of time and scope for strategic thinking, conducting research and trying out your ideas. You thrive on intellectual challenge and originality, and are not easily deterred. You will work tirelessly to see your ideas through to their conclusion.
- ☐ Acknowledges your achievements, compensates you appropriately, and provides plenty of opportunities to display your mastery and to progress in your career.
- ☐ Allows you to be largely self-directed, with lots of control over your tasks, projects and standards. You work best independently or with a small, trusted group of capable colleagues, in an environment that doesn't include too many requirements or restrictions.

For Growth and Development

- ☐ Set realistic goals that are possible to achieve. If your standards are too high, the project is impractical or you haven't thought it through well enough, it may not be feasible. Use your intuition to thoroughly critique your ideas.
- ☐ Make an effort to include others' input on your proposals, and to involve people earlier in the process. Because you are so confident and have put so much thought into an idea already, you may tend to ignore suggestions. Also, once you've come to a conclusion, you'd rather not have to deal with conflicting views. However, this excludes others from contributing and leaves you open to the risk of missing important details. Be sure to keep people informed and involved throughout a project. Ask others for their ideas and consider them equally alongside your own.
- ☐ If you're having trouble figuring out a solution to a problem and are growing frustrated, take a break and focus on something completely different. Sometimes your best ideas come to you when you are concentrating on something else.
- ☐ While you may prefer to do all the work yourself, take advantage of the expertise around you. Be willing to delegate tasks to others whose interests or skillsets are stronger than yours in certain areas. For example, if you find detail work or repetitive tasks unappealing, see if you can hand them off to a colleague who excels in and enjoys such work.

Strengths

- ☐ Confident
- ☐ Insightful
- ☐ Direct
- ☐ Extensive vocabulary

Challenges

- ☐ May seem insensitive, arrogant or harsh
- ☐ Guarded
- ☐ Dislike sharing and hearing about others' feelings
- ☐ Communicating in simple terms
- ☐ Unaware of how others are affected by behavior
- ☐ Dislike small talk

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

- ☐ You have an excellent command of language and a wide-ranging vocabulary. Remember that some people may not fully comprehend your ideas, which can make them feel lost or excluded. Try to express complex ideas with simple words, detail and clarity.
- ☐ You are extremely private and self-assured, but others may misread your attitude as arrogance. On occasion, try using a little humor and perhaps poke fun at yourself. It can help to break the ice, show you in a more personal light and demonstrate that you are capable of not taking yourself too seriously.
- ☐ You are very direct and candid in your critiques. To sensitive people, this can sometimes feel overly harsh or rude. When providing feedback, take time to consider how to deliver the message in a positive and helpful way. Be sensitive to the other person's feelings and keep the focus on fixing the problematic issue or behavior. Also, try to avoid providing feedback when you're rushed or under stress, as you may react with less tact when you're feeling pressured.
- ☐ Practice listening and responding to people when they share something about their lives or speak in emotional terms. While it may not be very comfortable for you at first, being open to occasional personal exchanges can help you establish a connection with people. Be willing to listen *and* to share your own thoughts and feelings.
- ☐ Be receptive when others try to engage you in casual conversation. You probably dislike trivial conversations. However, exchanging a few pleasantries could provide an entry into a deeper, more interesting discussion about topics of personal interest.



Strengths

- ☐ Organized
- ☐ Creative, new ideas
- ☐ Open to criticism
- ☐ Strong opinions
- ☐ Willing to ask tough questions

Challenges

- ☐ Impatient
- ☐ Private
- ☐ Critical
- ☐ Oblivious
- ☐ Can seem intimidating
- ☐ Hold others to own high standards

Recommendations

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

For Interacting with Others

- ☐ You are very independent and may not particularly feel the need to collaborate with others. However, teamwork can be beneficial. It provides a venue for you to showcase your talents and have your achievements recognized. If you aspire to be a leader, it's a chance to demonstrate your potential and practice building strong working relationships with your colleagues.
- ☐ Be willing to delegate tasks that don't require your attention. Just as your skills are vital in certain situations, so too are the skills of others. Learn about your teammates' unique competencies and find ways to make the best use of them. This helps to keep everyone satisfied, involved and making the best use of their talents.
- ☐ Consult with others, ask for feedback and take care not to alienate people by instantly rejecting their suggestions. Listen carefully to what they have to say. You tend to be more focused on results than relationships, and your problem-solving mind may be tempted to point out flaws. Remember to deal with the *people* as well as the ideas.
- ☐ You may become frustrated with people you consider incompetent, who don't understand your ideas or don't meet your standards. In highly stressful situations, you may even lash out at them. Remind yourself that people have feelings. Learn how to connect with them so that you can better understand their outlook and motivations. Think about how your words can affect others and how you could show more consideration.
- ☐ Try to express enthusiasm. While you may have a great deal of fervor for something, it doesn't always translate into a passionate interest to those around you. Enthusiasm in a group can grow and help to achieve amazing things.
- ☐ If you're in a leadership position, make a point of letting your team members know they're doing a good job and that you appreciate their efforts. With your focus on finding solutions and reaching goals, you may be unaware of the need to also pay attention to people's needs and feelings.

For Filling a Role




















































- ☐ **Originator:** developing new ideas, perspectives and solutions, predicting and strategizing for what is to come, and creating a long-term vision.
- ☐ **Director:** organizing goals, identifying and gathering suitable resources, and ensuring everyone understands and carries out their responsibilities.
- ☐ **Analyzer:** examining, testing, understanding and defining in order to explain things and solve problems.





























































































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

Animal Scientists	Agriculture, Food and Natural Resources	   
Environmental Engineers	Agriculture, Food and Natural Resources	   
Soil and Plant Scientists	Agriculture, Food and Natural Resources	   
Water Resource Specialists	Agriculture, Food and Natural Resources	   
Natural Sciences Managers	Agriculture, Food and Natural Resources	   
Water/Wastewater Engineers	Agriculture, Food and Natural Resources	   
Food Scientists and Technologists	Agriculture, Food and Natural Resources	   
Agricultural Engineers	Agriculture, Food and Natural Resources	   
Environmental Science and Protection Technicians, Including Health	Agriculture, Food and Natural Resources	   
Clinical Research Coordinators	Agriculture, Food and Natural Resources	   
Zoologists and Wildlife Biologists	Agriculture, Food and Natural Resources	   
Buyers and Purchasing Agents, Farm Products	Agriculture, Food and Natural Resources	   
First-Line Supervisors of Aquacultural Workers	Agriculture, Food and Natural Resources	   
Nursery and Greenhouse Managers	Agriculture, Food and Natural Resources	   
Geological Sample Test Technicians	Agriculture, Food and Natural Resources	   
Cost Estimators	Architecture and Construction	   
Geodetic Surveyors	Architecture and Construction	   
Transportation Engineers	Architecture and Construction	   
Surveyors	Architecture and Construction	   
Civil Engineers	Architecture and Construction	   
Construction Managers	Architecture and Construction	   
Architects, Except Landscape and Naval	Architecture and Construction	   
Mapping Technicians	Architecture and Construction	
Solar Energy Installation Managers	Architecture and Construction	

First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	Architecture and Construction	   
Architectural Drafters	Architecture and Construction	   
Program Directors	Arts, Audio/Video Technology and Communications	   
Technical Directors/Managers	Arts, Audio/Video Technology and Communications	   
Poets, Lyricists and Creative Writers	Arts, Audio/Video Technology and Communications	   
Agents and Business Managers of Artists, Performers, and Athletes	Arts, Audio/Video Technology and Communications	   
Technical Writers	Arts, Audio/Video Technology and Communications	   
Editors	Arts, Audio/Video Technology and Communications	   
Talent Directors	Arts, Audio/Video Technology and Communications	   
Art Directors	Arts, Audio/Video Technology and Communications	   
Directors- Stage, Motion Pictures, Television, and Radio	Arts, Audio/Video Technology and Communications	   
Commercial and Industrial Designers	Arts, Audio/Video Technology and Communications	   
Reporters and Correspondents	Arts, Audio/Video Technology and Communications	   
Copy Writers	Arts, Audio/Video Technology and Communications	   
Proofreaders and Copy Markers	Arts, Audio/Video Technology and Communications	   
Music Composers and Arrangers	Arts, Audio/Video Technology and Communications	   
Operations Research Analysts	Business Management and Administration	   
Management Analysts	Business Management and Administration	   
Investment Fund Managers	Business Management and Administration	   
Quality Control Systems Managers	Business Management and Administration	   
Brownfield Redevelopment Specialists and Site Managers	Business Management and Administration	   
Supply Chain Managers	Business Management and Administration	   
Chief Sustainability Officers	Business Management and Administration	   

Chief Executives	Business Management and Administration	   
Compensation and Benefits Managers	Business Management and Administration	   
Regulatory Affairs Managers	Business Management and Administration	   
Online Merchants	Business Management and Administration	   
Wind Energy Project Managers	Business Management and Administration	   
Computer and Information Systems Managers	Business Management and Administration	   
Biofuels Production Managers	Business Management and Administration	   
Business Continuity Planners	Business Management and Administration	   
Physics Teachers, Postsecondary	Education and Training	   
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	Education and Training	   
Agricultural Sciences Teachers, Postsecondary	Education and Training	   
Instructional Designers and Technologists	Education and Training	   
Forestry and Conservation Science Teachers, Postsecondary	Education and Training	   
Archivists	Education and Training	   
Distance Learning Coordinators	Education and Training	   
Geography Teachers, Postsecondary	Education and Training	   
Chemistry Teachers, Postsecondary	Education and Training	   
Curators	Education and Training	   
Environmental Science Teachers, Postsecondary	Education and Training	   
Law Teachers, Postsecondary	Education and Training	   
Library Science Teachers, Postsecondary	Education and Training	   
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	Education and Training	   
Education Administrators, Postsecondary	Education and Training	