



Your Personality

Your personality type is ISTJ:

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

Quiet, realistic and practical, you communicate in a style that is clear, simple and direct. A careful observer, you notice details that interest or relate to you and have a good memory for past experiences. You think things through before sharing your insights and are cautious about change. Responsible and steady, you strive to do your best in every situation.

Conscientious and logical, you like to make sensible decisions and keep things orderly and efficient. Organized and productive, you have a great ability to concentrate and get things done. You set high standards for yourself and for others, like to be judged on your merits, and are fair and consistent when dealing with other people. You take your commitments seriously and prefer people who are genuine and reasonable.

You trust proven facts and experience and tend to be skeptical of untested ways. Patient and willing to wait, you may miss opportunities if you hesitate too long. You may focus too intently on tiny details and lose sight of the larger context or purpose.

When you can't see a way out of a bad situation, you may become discouraged. A very private person, you're generally not inclined to share your feelings or reactions. You like to be prepared and tend to dislike surprises, change and uncertainty.

You value order and stability and can be somewhat inflexible due to your strong sense of right and wrong. You may insist that others conform to your way of doing things and resist trying other, less conventional, methods.

Because of your calm and cool exterior, you may appear indifferent to what's going on around you. You don't usually share information about yourself or your views unless asked directly by people with whom you are comfortable.

You described your profile as:



Mostly Accurate
(75%)

Strengths

- ☐ Organized
- ☐ Methodical
- ☐ Careful, accurate
- ☐ Excel at memorization
- ☐ Deadline-driven
- ☐ Independent learner

Challenges

- ☐ Focus on minute details
- ☐ Dislike abstract or theoretical concepts
- ☐ Perfectionist, may procrastinate
- ☐ Distracted by group learning
- ☐ Need time to process

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 learn best when material is presented in a logical, straightforward manner and the concepts are factual or concrete in nature. If you're having difficulty grasping a concept, ask your instructor for some practical examples. If you understand how the information could be applied in a real-life situation, it will make more sense to you.
- ☐ Approach each assignment as a goal to be achieved. Note the due date and required outcomes. If unclear about expectations, ask your instructor for more information. Break the goal into steps and work through each until the assignment is complete.
- ☐ You are extremely observant, continually taking in facts and remembering them. This helps you to understand situations and develop solutions to problems. However, you can become overwhelmed with too many details. That can make an assignment feel monumental and you may end up delaying or not completing it. Review the requirements and look for ways to simplify your research. Remove the unnecessary details and focus on the key points.
- ☐ Because you rely on your knowledge of facts and past experience, you need time to absorb new information and reflect before acting upon it. When you have something to think through, try exploring the idea further. Think of ways it may connect to something you already know. Read up on it or discuss it with a teacher or mentor.

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 real-life experience in your field of interest.
- ☐ You learn best in a quiet, productive environment that gives you the option of working on your own or with a small group. For your most challenging study, try to find a peaceful spot without distractions where you can concentrate. This might be a room at home or a quiet location in a public place such as a library or park.
- ☐ You prefer structure and predictability. Look for an educational setting that is compatible with your conventional outlook and desire for order. Seek out well-defined programs, courses with clear objectives and instructors who provide thorough instructions and use fair grading methods.



Strengths

- ☐ Logical
- ☐ Efficient
- ☐ Self-reliant
- ☐ Versatile
- ☐ Reliable
- ☐ Decisive
- ☐ Trustworthy

Challenges

- ☐ Need rules, standards, structure
- ☐ Want clear direction, routine, stability
- ☐ Resist new, untested ways
- ☐ Difficulty saying No or delegating
- ☐ May be inflexible
- ☐ May be too focused on immediate issues

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

- ☐ Takes place in a stable, productive environment that provides you with clear expectations and enough structure and consistency to complete your work in an orderly fashion. You do your best work when you know what's expected and there are established processes to follow — or you are given the responsibility to develop them.
- ☐ Appreciates your sense of duty, attention to detail, productivity and determination to complete work on time. For you, accomplishing goals and honoring commitments are matters of integrity. Lots of people struggle with organization, deadlines and detail-oriented work, so these are areas in which you can make a great contribution.
- ☐ Takes advantage of your resourcefulness and realistic, practical approach to problem solving. You use logic and common sense to assess situations. You look at the facts and take action.
- ☐ Provides you with tasks that serve a practical purpose and allows you to apply your skills to a wide variety of situations. Adaptable and hardworking, you can figure out how to complete most tasks. You'll persevere until the job is done or the problem is solved.
- ☐ Gives you the time and space to focus on your work, with little or no supervision. While you work well with a team, you may prefer to work by yourself, at your own pace.

For Growth and Development

- ☐ Be open to innovation. You are reluctant to change if a new idea is unproven and you can't see a logical basis for it. If you're not convinced, ask for a demonstration or other factual evidence to prove the benefit of the new approach. Remember that by learning about other ways of doing things, you can add to your bank of knowledge.
- ☐ Learn to delegate. Share tasks with others and push back if your workload is becoming unmanageable. With your reputation for hard work and reliability, others may have a habit of sending extra tasks your way. In order to keep turning out the high quality work you excel at, you need to manage your workload and others' expectations of what you can realistically accomplish.
- ☐ Accept that things aren't always predictable. You want to do things correctly. That means you need to understand the plan and your role in making it happen. At times, however, 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 getting things done in your daily work that you lose sight of the overall goal. Take time to consider the "big picture" and how your work contributes to it.

Strengths

- ☐ Clear, honest communicator
- ☐ Good listener
- ☐ Calm
- ☐ Rational
- ☐ Direct

Challenges

- ☐ May appear aloof or insensitive
- ☐ Too blunt with feedback
- ☐ Too serious
- ☐ Can seem negative
- ☐ 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

- ☐ In conflict situations, you are able to remain cool-headed when others are angry or upset. Decisive and pragmatic, you look at the facts and use logic to resolve the issue. However, when emotions are running high, this can make you appear cold and rigid. Try to be sensitive to the feelings of those involved. You may be inclined to disregard the emotional element during a dispute, and that can result in alienating other people.
- ☐ Be receptive to humor and opportunities for casual conversation. Others may see you as reserved, but would like to get to know you. Be prepared to share a little about your life, thoughts and opinions. This can lead to greater mutual understanding and a more productive working relationship. For some people, a friendly rapport is essential to working together more effectively.
- ☐ Straightforward and direct, you may need to give extra consideration to people's feelings when providing constructive criticism. Try to keep your tone positive and explain clearly that this is about the problematic issue or behavior, not the person. Think about how to convey your message with tact and thoughtfulness.
- ☐ Speak up more often. Your ideas and opinions are valuable. Give others a chance to hear them.



Strengths

- ☐ Responsible
- ☐ Loyal
- ☐ Likable
- ☐ Get things done

Challenges

- ☐ Prefer to work alone
- ☐ High standards for self and others
- ☐ Want well-defined roles and duties
- ☐ Dislike conflict
- ☐ Need to recognize 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

- ☐ You prefer to work independently because you can rely on yourself to ensure a task is completed properly and on time. At times, however, it is necessary or helpful to work with other people. Recognize that they have abilities you lack. 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. Sometimes you can accomplish much more as a team than you can on your own.
- ☐ Work on your ability to understand and work with people you consider disruptive, irresponsible or uncooperative. Get to know them better on a personal level and learn what motivates them in their professional capacity. Greater understanding can lead to a more productive collaboration.
- ☐ Make a point of noting others' achievements and providing positive feedback to your team on a regular basis. Many people like their work to be noticed and appreciated, and are more productive if praised for their efforts. While you may sincerely appreciate the great work done by the people around you, they need to hear it.
- ☐ Understand that some people are more emotional types, and less driven by logic and reason than you. It can be difficult for these people to relate in purely a business or impersonal manner. For them, establishing a personal rapport is critical to a good working relationship.
- ☐ As a leader, you are driven to meet your organization's goals. To aid the group's success, provide a clear, well-organized plan outlining the objectives, along with expectations for each team member. Be sensitive to people's needs, ensure they have the tools and information to do their work, and remember to acknowledge their accomplishments along the way.

For Filling a Role

















































































- ☐ **Planner:** gathering, recording, organizing and clarifying information for the group, filling in detail and drawing up plans.
- ☐ **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

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| Proofreaders and Copy Markers | Arts, Audio/Video Technology and Communications |   |   |
| Radio Operators | Arts, Audio/Video Technology and Communications |   |   |
| Broadcast Technicians | Arts, Audio/Video Technology and Communications |   |   |
| Printing Press Operators | Arts, Audio/Video Technology and Communications |   |   |
| Prepress Technicians and Workers | 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 |   |   |
| 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 |   |   |
| Sound Engineering Technicians | Arts, Audio/Video Technology and Communications |   |   |
| Agents and Business Managers of Artists, Performers, and Athletes | Arts, Audio/Video Technology and Communications |   |   |
| Investment Fund Managers | Business Management and Administration |   |   |
| Biomass Power Plant Managers | Business Management and Administration |   |   |
| Computer Operators | Business Management and Administration |   |   |
| Quality Control Systems Managers | Business Management and Administration |   |   |
| Bookkeeping, Accounting, and Auditing Clerks | Business Management and Administration |   |   |
| Energy Auditors | Business Management and Administration |   |   |
| Compensation and Benefits Managers | Business Management and Administration |   |   |
| Wind Energy Operations Managers | Business Management and Administration |   |   |

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| Compliance Managers | Business Management and Administration |     |
| Payroll and Timekeeping Clerks | Business Management and Administration |     |
| Meter Readers, Utilities | Business Management and Administration |     |
| Mail Clerks and Mail Machine Operators, Except Postal Service | Business Management and Administration |     |
| Loss Prevention Managers | Business Management and Administration |     |
| Postal Service Clerks | Business Management and Administration |     |
| Customs Brokers | Business Management and Administration |     |
| Aviation Inspectors | Government and Public Administration |     |
| Freight and Cargo Inspectors | Government and Public Administration |     |
| Construction and Building Inspectors | Government and Public Administration |     |
| Regulatory Affairs Specialists | Government and Public Administration |     |
| Appraisers, Real Estate | Government and Public Administration |     |
| Occupational Health and Safety Technicians | Government and Public Administration |     |
| Municipal Clerks | Government and Public Administration |     |
| Environmental Compliance Inspectors | Government and Public Administration |     |
| Statistical Assistants | Government and Public Administration |     |
| Tax Examiners and Collectors, and Revenue Agents | Government and Public Administration |     |
| Financial Examiners | Government and Public Administration |     |
| Court Clerks | Government and Public Administration |     |
| Assessors | Government and Public Administration |     |
| Agricultural Inspectors | Government and Public Administration |     |
| Government Property Inspectors and Investigators | Government and Public Administration |     |
| Property, Real Estate, and Community Association Managers | Marketing |     |

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| Energy Brokers | Marketing |   |   |
| Real Estate Brokers | Marketing |   |   |
| Telemarketers | Marketing |   |   |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | Marketing |   |   |
| Parts Salespersons | Marketing |   |   |
| Real Estate Sales Agents | Marketing |   |   |
| Cashiers | Marketing |   |   |
| First-Line Supervisors of Non-Retail Sales Workers | Marketing |   |   |
| Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products | Marketing |   |   |
| Sales Engineers | Marketing |   |   |
| Solar Sales Representatives and Assessors | Marketing |   |   |
| Sales Managers | Marketing |   |   |
| Wholesale and Retail Buyers, Except Farm Products | Marketing |   |   |
| Market Research Analysts and Marketing Specialists | Marketing |   |   |
| Geophysical Data Technicians | Agriculture, Food and Natural Resources |   |   |
| Farm and Ranch Managers | Agriculture, Food and Natural Resources |   |   |
| Aquacultural Managers | Agriculture, Food and Natural Resources |   |   |
| Buyers and Purchasing Agents, Farm Products | Agriculture, Food and Natural Resources |   |   |
| Log Graders and Scalers | Agriculture, Food and Natural Resources |   |   |
| Environmental Science and Protection Technicians, Including Health | Agriculture, Food and Natural Resources |   |   |
| Farm Equipment Mechanics and Service Technicians | Agriculture, Food and Natural Resources |   |   |
| Biological Technicians | Agriculture, Food and Natural Resources |   |   |
| Forest and Conservation Workers | Agriculture, Food and Natural Resources |   |   |
| First-Line Supervisors of Aquacultural Workers | Agriculture, Food and Natural Resources |   |   |
| Geological Sample Test Technicians | Agriculture, Food and Natural Resources |   |   |
| Environmental Engineering Technicians | Agriculture, Food and Natural Resources |   |   |
| Food Science Technicians | Agriculture, Food and Natural Resources |   |   |

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| Agricultural Technicians | Agriculture, Food and Natural Resources |     |
| Water and Wastewater Treatment Plant and System Operators | Agriculture, Food and Natural Resources |     |
| Surveyors | Architecture and Construction |     |
| Millwrights | Architecture and Construction |     |
| Cost Estimators | Architecture and Construction |     |
| Civil Drafters | Architecture and Construction |     |
| Surveying Technicians | Architecture and Construction |     |
| Stationary Engineers and Boiler Operators | Architecture and Construction |     |
| Heating and Air Conditioning Mechanics and Installers | Architecture and Construction |     |
| Stonemasons | Architecture and Construction |     |
| Electrical Power-Line Installers and Repairers | Architecture and Construction |     |
| Electricians | Architecture and Construction |     |
| Reinforcing Iron and Rebar Workers | Architecture and Construction |     |
| Refrigeration Mechanics and Installers | Architecture and Construction |     |
| Construction Managers | Architecture and Construction |     |
| Elevator Installers and Repairers | Architecture and Construction |     |
| Service Unit Operators, Oil, Gas, and Mining | Architecture and Construction |     |