

Your Personality



Your personality type is **ENTP**:

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

You are friendly, creative and confident. You have lots of friends and acquaintances and are pretty easy to get to know. You love to talk and be in the spotlight. You especially enjoy entertaining others with your engaging stories, wit and unusual sense of humor.

You have little trouble adapting to change. You pride yourself on your creativity and ability to see possibilities where other people can't. You grasp new ideas quickly and enjoy learning. However, you are easily distracted and tend to get bored as soon as the challenge in a project is over.

While you are easygoing and playful, it is often a struggle to make decisions or commit to one plan of action for an extended period of time. This is because you are so curious and eager to experience as much of life as you can.

You are also very logical, and bothered by inconsistencies and unfairness. You love a spirited debate, regardless of the topic, but can sometimes be argumentative. Your spontaneity and enthusiasm are infectious, and other people often want to follow your lead.

Since you like starting things much more than you enjoy finishing them, you often have trouble slowing down, preparing carefully, and following through with your commitments. Luckily you are great at improvising and get a real sense of excitement from accomplishing things at the last minute.

You are also an excellent negotiator. You can usually convince or charm other people into letting you have your way — or give you one more chance!

You described your profile as:



Very Accurate
(85% or more)

Strengths

- ☐ Creative
- ☐ Deeply curious
- ☐ Connect different ideas and topics easily
- ☐ Good with theory, quickly recognize patterns or similarities
- ☐ Want to impress others with knowledge
- ☐ Do well on assignments with less structure
- ☐ Enjoy debate, challenges
- ☐ Learn well with others

Challenges

- ☐ Require difficult, stimulating material
- ☐ Need variety, easily bored
- ☐ Resist highly structured learning environments or projects
- ☐ Dislike convention, rules and routine
- ☐ Difficulty learning alone
- ☐ May procrastinate

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

- ☐ Intrigued by complexity and possibilities, you like to immerse yourself in developing new ideas and creative problem solving. You learn best by starting out with a broad view of an idea and the reasoning behind it, then exploring it further by analyzing, asking questions and discussing it with others.
- ☐ You don't like to be limited by rules or tradition and enjoy challenging existing ways of doing things. Ask your instructor if you can use different methods to reach the required learning outcomes. Be prepared to suggest some alternatives. For example, perhaps you could complete an assignment by creating a presentation instead of writing a paper. If a specific method is required, ask for the reasons why. A logical explanation that makes sense to you can help to make it more acceptable.
- ☐ With many interests, ideas and projects vying for your attention, it can be difficult to focus on a single thing. Also, you may feel energized by doing things at the last minute. However, if you procrastinate and then have to rush to finish, you risk leaving some assignments incomplete or producing work that is less than your best. Select a few key items to work on and make those your top priority. Set a goal to complete those before adding new tasks to the list. Build extra time into your plan to allow for discussions and interruptions.
- ☐ If you find a topic uninteresting, 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.
- ☐ You learn by questioning, discussing, competing and challenging. While you may need time on your own to think about which ideas you want to pursue, you refine them through energetic discussion with other people. You like to show others what you know, so think of ways to share your knowledge. Take part in presentations, discussions, project work and study groups. Consider becoming a coach or tutor for people who are new to a topic you know well. This will motivate you to learn more about it, because you must be able to explain and teach it to others.
- ☐ You are a very effective speaker and debater. Seek out opportunities to examine and discuss ideas through debate. But remember, the intent is to learn, not to win. It's fine to defend your point with enthusiasm, but take care not to come across as too forceful or aggressive.

For Learning Environments

- ☐ You learn best in a lively, social educational setting that offers lots of variety and flexibility. You need plenty of opportunities to exchange ideas with a diversity of people and gain perspective on many different viewpoints.
- ☐ Look for alternative programs that you can tailor to fit your own interests and don't require you to conform to a standard approach. Take advantage of interdisciplinary options and independent study programs. Mix up your course selections and schedule to add variety to your assignments and daily routine.
- ☐ Seek out instructors who will stimulate your creativity and encourage imaginative thinking and discussion. You thrive in a dynamic environment where you can talk through ideas and practice speaking and presenting to others.
- ☐ Outside of class, get involved in activities, volunteer positions, clubs and organizations where you can meet lots of new people and develop your leadership skills.



Strengths

- ☐ Entrepreneurial, self-starter
- ☐ Innovative, unique insights
- ☐ Comfortable with change
- ☐ Enthusiastic
- ☐ Efficient
- ☐ Easily sense implications
- ☐ Deal well with crises
- ☐ Future focused

Challenges

- ☐ Need independence
- ☐ Disorganized
- ☐ Miss details
- ☐ Impulsive
- ☐ Dislike routine
- ☐ Resist being controlled
- ☐ May not follow up
- ☐ Fear of mediocrity

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

- ☐ Encourages creativity and allows for plenty of recognition. With your aptitude for brainstorming, seeing lots of possibilities and finding shrewd solutions to technical problems, you thrive in situations where you can be inventive and have an audience for your ideas.
- ☐ Takes place in an environment where you're surrounded by other creative, competent, independent people with whom you can discuss and debate ideas.
- ☐ Doesn't involve a lot of structure or deadlines. For you, such rules are painfully boring. You require constant stimulation and the freedom to use your strengths in your own way. The only steady routine you want is a regular supply of interesting problems to solve and ideas to develop.
- ☐ Provides opportunities to take charge. Fearless and full of solutions, you're at your best when dealing with crises that would be difficult or stressful for other people. These situations give you a chance to demonstrate your resourcefulness, leadership and ability to remain calm at a challenging time.
- ☐ Doesn't expect you to finish everything you start. Your talent is in coming up with an idea, but you may struggle with putting it into practice and can quickly become bored with it. When possible, hand off the implementation tasks to colleagues who excel in those aspects of a project.
- ☐ Takes advantage of your forecasting ability. You are often the first to see possibilities. You can quickly size up a problem, task or situation and predict the outcome. Your keen sense of the potential in an idea can be very valuable.

For Growth and Development

- ☐ Look for new solutions to challenging problems. Think about how a task could be handled better, faster or more efficiently. You have the ability to connect distinct and unrelated concepts to come up with something original. Use this strength to discover new ways of doing things. This is an especially valuable skill for idea generation and brainstorming sessions.
- ☐ Accept that sometimes rules must be followed. You dislike routine and can be very vocal about it. When things must be done a certain way, make an effort to understand why. Look at it as an opportunity to gain a deeper knowledge of how your workplace operates and the role of routines in helping to reach objectives.
- ☐ Practice being a little more structured and organized. Try to identify one or two ideas or projects that are most likely to succeed and concentrate on those. Be willing to set your other interests aside in order to give full attention to your top priorities and don't allow yourself to be sidetracked.
- ☐ Don't get caught up in the minutiae. Where possible, team up with colleagues who excel at detail-oriented tasks. With your ingenuity and their organizational skills, you could make a formidable team!

Strengths

- ☐ Charming and engaging
- ☐ Can follow rapidly changing topics
- ☐ Good public speaker
- ☐ Articulate, good language skills
- ☐ Think and react quickly
- ☐ Expressive, often witty or humorous
- ☐ Perceptive, read people well

Challenges

- ☐ May seem critical or insensitive
- ☐ Talkative and complex, hard to keep up with
- ☐ May not listen
- ☐ Can be impatient
- ☐ May wander or get sidetracked
- ☐ 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 are easily able to win people over with your confidence, charm and quick wit. Use this appealing aspect of your personality to rapidly connect with others. With your breadth of knowledge and ability to think quickly, you can interact effortlessly with others on a wide range of subjects.
- ☐ You are very good at providing constructive criticism. Remember that some people aren't as direct and assertive as you, and the blunt truth can be difficult to hear. Make sure your feedback is positive, helpful and focused on the problematic issue or behavior. Assess the person's reactions as you're speaking and adjust accordingly.
- ☐ Easily bored, you enthusiastically jump from one topic to the next. In your conversations and written communications, remember that not everyone has your ability to envision complex concepts. Slow down, be patient with those who can't keep up, and fill in the details to help people understand.
- ☐ Be receptive when others try to engage you in casual conversation. Make a point of listening more than talking, and try not to interrupt. While you may dislike small talk, exchanging a few pleasantries could provide an entry into a more interesting discussion. If the conversation doesn't move toward topics of more personal interest, politely excuse yourself before moving on to someone else.

Strengths

- ☐ Adaptable
- ☐ Assertive
- ☐ Fun, energetic
- ☐ Eager
- ☐ Insightful
- ☐ Able to motivate others

Challenges

- ☐ Can seem argumentative or too intense
- ☐ High expectations of others
- ☐ Difficulty making decisions
- ☐ May be too disorganized for some
- ☐ Provide incomplete or complicated directions

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 love to debate — it helps you get to the heart of an issue. You may find yourself supporting an opposing view, or even arguing both sides of a point, just to see things from all perspectives. For you, there's no emotional commitment or hard feelings. But some people can feel hurt, embarrassed or defensive when they're on the receiving end of a barrage of difficult questions or arguments. If you sense that someone has been offended, try using a softer tone and a gentler approach to get the information you need.
- ☐ Be willing to question your own concepts. You can be so enthusiastic about something that you don't see the faults in it. You may assume people who disagree simply don't understand or aren't listening carefully enough. This can lead to tension and resentment within your team. Take the time to examine an idea in full, consider feedback and carefully respond to questions and concerns. If you've made mistakes, admit to them and move on.
- ☐ With a seemingly endless supply of ideas and possibilities, you may have difficulty making a decision. Set a timeframe within which to examine, discuss and debate ideas. Once the allotted time for discussion has ended, agree to make a decision and stand by it.
- ☐ If you're in a leadership position, accept that others may not be as knowledgeable or committed as you. Use your intuition to assess each person's abilities, challenges and motivations, and use that information to empower and inspire them. Provide clear and simple instructions and enough detail and structure for people to work efficiently. Make a point of noting each person's contributions and let them know you appreciate their efforts.

For Filling a Role









































- ☐ **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.
- ☐ **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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| Architectural and Engineering Managers | Science, Technology, Engineering and Mathematics |  |  |
| Biofuels/Biodiesel Technology and Product Development Managers | Science, Technology, Engineering and Mathematics |  |  |
| Astronomers | Science, Technology, Engineering and Mathematics |  |  |
| Biochemists and Biophysicists | Science, Technology, Engineering and Mathematics |  |  |
| Physicists | Science, Technology, Engineering and Mathematics |  |  |
| Anthropologists | Science, Technology, Engineering and Mathematics |  |  |
| Nanosystems Engineers | Science, Technology, Engineering and Mathematics |  |  |
| Sociologists | Science, Technology, Engineering and Mathematics |  |  |
| Computer and Information Research Scientists | Science, Technology, Engineering and Mathematics |  |  |
| Environmental Economists | Science, Technology, Engineering and Mathematics |  |  |
| Mathematicians | Science, Technology, Engineering and Mathematics |  |  |
| Geneticists | Science, Technology, Engineering and Mathematics |  |  |
| Industrial Ecologists | Science, Technology, Engineering and Mathematics |  |  |
| Political Scientists | Science, Technology, Engineering and Mathematics |  |  |
| Economists | Science, Technology, Engineering and Mathematics |  |  |
| Natural Sciences Managers | Agriculture, Food and Natural Resources |  |  |
| Nursery and Greenhouse Managers | Agriculture, Food and Natural Resources |  |  |
| Environmental Engineers | Agriculture, Food and Natural Resources |  |  |
| Clinical Research Coordinators | Agriculture, Food and Natural Resources |  |  |
| Animal Scientists | Agriculture, Food and Natural Resources |  |  |

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| Soil and Plant Scientists | Agriculture, Food and Natural Resources |     |
| Water Resource Specialists | Agriculture, Food and Natural Resources |     |
| Aquacultural Managers | Agriculture, Food and Natural Resources |     |
| First-Line Supervisors of Aquacultural Workers | 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 Animal Husbandry and Animal Care Workers | Agriculture, Food and Natural Resources |     |
| Farm Labor Contractors | Agriculture, Food and Natural Resources |     |
| Food Scientists and Technologists | Agriculture, Food and Natural Resources |     |
| Farm and Ranch Managers | Agriculture, Food and Natural Resources |     |
| Medical and Health Services Managers | Health Science |     |
| Clinical Nurse Specialists | Health Science |     |
| Epidemiologists | Health Science |     |
| Medical Scientists, Except Epidemiologists | Health Science |     |
| Neurologists | Health Science |     |
| Preventive Medicine Physicians | Health Science |     |
| Pathologists | Health Science |     |
| Physical Medicine and Rehabilitation Physicians | Health Science |     |
| Allergists and Immunologists | Health Science |     |
| Urologists | Health Science |     |
| Art Therapists | Health Science |     |
| Advanced Practice Psychiatric Nurses | Health Science |     |
| Biomedical Engineers | Health Science |     |
| Nurse Anesthetists | Health Science |     |
| Internists, General | Health Science |     |
| Information Technology Project Managers | Information Technology |     |
| Video Game Designers | Information Technology |     |
| Business Intelligence Analysts | Information Technology |     |
| Informatics Nurse Specialists | Information Technology |     |
| Search Marketing Strategists | Information Technology |     |
| Software Developers, Applications | Information Technology |     |
| Computer Network Architects | Information Technology | |

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| Computer Programmers | Information Technology |   |   |
| Database Architects | Information Technology |   |   |
| Computer Systems Analysts | Information Technology |   |   |
| Geospatial Information Scientists and Technologists | Information Technology |   |   |
| Geographic Information Systems Technicians | Information Technology |   |   |
| Software Developers, Systems Software | Information Technology |   |   |
| Computer Systems Engineers/Architects | Information Technology |   |   |
| Interior Designers | Architecture and Construction |   |   |
| Architects, Except Landscape and Naval | Architecture and Construction |   |   |
| Construction Managers | Architecture and Construction |   |   |
| Solar Energy Installation Managers | Architecture and Construction |   |   |
| First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | Architecture and Construction |   |   |
| First-Line Supervisors of Construction Trades and Extraction Workers | Architecture and Construction |   |   |
| Landscape Architects | Architecture and Construction |   |   |
| Cost Estimators | Architecture and Construction |   |   |
| Urban and Regional Planners | Government and Public Administration |   |   |
| Financial Examiners | Government and Public Administration |   |   |
| Emergency Management Directors | Government and Public Administration |   |   |
| Postmasters and Mail Superintendents | Government and Public Administration |   |   |
| Bioinformatics Technicians | Government and Public Administration |   |   |
| Occupational Health and Safety Specialists | Government and Public Administration |   |   |
| Regulatory Affairs Specialists | Government and Public Administration |   |   |
| Industrial-Organizational Psychologists | Human Services |   |   |
| Social and Community Service Managers | Human Services |   |   |
| Directors, Religious Activities and Education | Human Services |   |   |
| Spa Managers | Human Services |   |   |
| Neuropsychologists and Clinical Neuropsychologists | Human Services |   |   |
| First-Line Supervisors of Personal Service Workers | Human Services |   |   |
| Funeral Service Managers | Human Services |   |   |
| Clinical Psychologists | Human Services |   |   |
| Hairdressers, Hairstylists, and Cosmetologists | Human Services |   |   |
| Counseling Psychologists | Human Services |   |   |
| School Psychologists | Human Services |   |   |

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|---|---|---|
| Clergy | Human Services |     |
| Lawyers | Law, Public Safety, Corrections and Security |     |
| Administrative Law Judges, Adjudicators, and Hearing Officers | Law, Public Safety, Corrections and Security |     |
| First-Line Supervisors of Police and Detectives | 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 |     |
| First-Line Supervisors of Correctional Officers | Law, Public Safety, Corrections and Security |     |
| Judges, Magistrate Judges, and Magistrates | Law, Public Safety, Corrections and Security |     |
| Municipal Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security |     |
| Arbitrators, Mediators, and Conciliators | Law, Public Safety, Corrections and Security |     |
| Intelligence Analysts | Law, Public Safety, Corrections and Security |     |
| Private Detectives and Investigators | Law, Public Safety, Corrections and Security |     |
| Police Detectives | Law, Public Safety, Corrections and Security |     |
| First-Line Supervisors of Mechanics, Installers, and Repairers | Manufacturing |     |
| Purchasing Agents, Except Wholesale, Retail, and Farm Products | Manufacturing |     |
| Industrial Engineering Technologists | Manufacturing |     |
| Program Directors | Arts, Audio/Video Technology and Communications |     |
| Art Directors | Arts, Audio/Video Technology and Communications |     |
| Talent Directors | Arts, Audio/Video Technology and Communications |     |
| Agents and Business Managers of Artists, Performers, and Athletes | Arts, Audio/Video Technology and Communications |     |
| Directors- Stage, Motion Pictures, Television, and Radio | Arts, Audio/Video Technology and Communications |     |
| Technical Directors/Managers | Arts, Audio/Video Technology and Communications |     |
| Fashion Designers | Arts, Audio/Video Technology and Communications |     |
| Copy Writers | Arts, Audio/Video Technology and Communications |     |

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| Producers | Arts, Audio/Video Technology and Communications |     |
| Music Directors | Arts, Audio/Video Technology and Communications |     |
| Editors | Arts, Audio/Video Technology and Communications |     |
| Poets, Lyricists and Creative Writers | Arts, Audio/Video Technology and Communications |     |
| Set and Exhibit Designers | Arts, Audio/Video Technology and Communications |     |
| Commercial and Industrial Designers | Arts, Audio/Video Technology and Communications |     |
| Choreographers | Arts, Audio/Video Technology and Communications |     |
| Education Administrators, Elementary and Secondary School | Education and Training |     |
| Education Administrators, Postsecondary | Education and Training |     |
| Instructional Designers and Technologists | Education and Training |     |