

Your Personality



Your personality type is ISFP:

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 gentle, quiet and modest. To others you may seem cool and unemotional, but you have deep feelings that you share only with people you trust and know well. Loyal, devoted and patient, you don't try to control or impose your values on others. You are kind, trusting and sensitive and need your relationships to be pleasant and free of tension. You often take even the most constructive criticism personally and may feel disappointed or hurt.

Sensible and realistic, you like to enjoy life and experience it to the fullest. You are spontaneous and playful and tend to respond to events rather than plan ahead for them. You notice beauty all around you and enjoy spending time on hobbies or crafts. With a small group of close friends, you strive for balance in your life, not placing work above the other things that matter most to you.

You are very trusting and tend not to think about other people's motives. As a result, others may sometimes take advantage of you. You have difficulty seeing ways out of unpleasant situations and, unwilling to confront people and hurt their feelings, you avoid conflict at all costs. You base most of your decisions on your personal values and tend not to consider more objective criteria. You need to be more assertive about expressing your feelings so you don't neglect your own needs.

Because you live so much in the present, you may not see things in a broader context or understand how your current choices impact future events. You are easily distracted from completing tasks and often need help managing your time. When you have too many choices and obligations to deal with, it can be overwhelming. You need to spend lots of time alone to regain your perspective.

You may have trouble making decisions and following through on your commitments. You hate to disappoint anyone, but are usually quick to forgive others who disappoint you.

You described your profile as:



Very Accurate
(85% or more)

Strengths

- ☐ Cooperative
- ☐ Creative
- ☐ Questioning
- ☐ Practical
- ☐ Realistic
- ☐ Good memory for details, especially those with personal meaning
- ☐ Eager to please

Challenges

- ☐ Self-critical
- ☐ Struggle with abstract thinking
- ☐ Need time to reflect
- ☐ May procrastinate
- ☐ Need solitude to concentrate

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 like to learn by asking questions and using your five senses. You may dislike traditional methods of learning, such as listening to lectures and reading textbooks, preferring instead to learn through practical use and hands-on experience. For more effective learning, look for ways to use your creativity. For example, you could draw, build models or even write song lyrics that relate to the subject matter.
- ☐ You may have difficulty with theory or abstract thinking. You are more interested in realistic subjects that have deep and personal relevance to you. If you're struggling to understand the learning material, ask your instructor to explain how the concept can be applied in practical terms. It's especially helpful to hear examples of how the information can be used by people in real life.
- ☐ You learn best in a quiet, friendly 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 reflect and learn at your own pace. This might be a room at home or a quiet location in a public place such as a library or park. You need time to process information and consider what is meaningful and important.
- ☐ Don't underestimate yourself. You may be hesitant to ask questions or speak up in class for fear of getting something wrong or disappointing your teacher. You are a lot more capable than you give yourself credit for!
- ☐ If you find the learning material uninteresting, you may not be motivated to complete your schoolwork. To avoid procrastinating, think of ways to make the subject more personally relevant. For example, how could it be used to help people, animals or nature? You can also ask your instructor about optional ways to complete assignments. Think of some fun and creative alternatives to suggest.

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 express yourself and gain hands-on, real-life experience in your field of interest.
- ☐ Look for a supportive educational setting where the instructors are caring and encouraging and there are opportunities to form friendships with others who share your kind and gentle nature.
- ☐ Get involved in extracurricular activities that engage your senses, allow you to be of service and use your creativity. For example, you could get involved in sporting events, cooking clubs, volunteer work or organizations that focus on the arts, music, dance or crafts.



Strengths

- ☐ Imaginative
- ☐ Unconventional
- ☐ Appreciate beauty and nature
- ☐ Accommodating
- ☐ Independent
- ☐ Loyal
- ☐ Helpful

Challenges

- ☐ Dislike routine, rigid structure, strict deadlines
- ☐ Not future-focused
- ☐ Unassuming
- ☐ Disorganized
- ☐ Avoid conflict
- ☐ May need encouragement to express views

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

- ☐ Permits — even celebrates — your originality, and gives you the space, time and freedom you need to be creative.
- ☐ Provides you with interesting, meaningful work that is compatible with your deeply held personal values and involves helping in tangible ways — you like to be able to see the results of your work.
- ☐ Respects your need for autonomy and takes place in a congenial work environment that doesn't involve a lot of rules or restrictions. You excel in a quiet, low-pressure workplace that provides you with the freedom and flexibility to do things differently.
- ☐ Compensates you fairly for your problem-solving ability, creativity and cooperative nature, and acknowledges your contributions in ways that are meaningful to you.
- ☐ Doesn't require you to be a leader. You could handle a management role, but you probably don't feel a strong desire to be in charge. You don't relish public speaking, nor do you enjoy the idea of planning long-term goals and supervising the work of others.

For Growth and Development

- ☐ Don't be afraid to assert yourself. You may be quite modest about your abilities and reluctant to share an opinion, especially if it differs from other people's views. But you have unique gifts that can be very helpful and your ideas should not be overlooked. With practice, your confidence will grow and speaking up will start to feel more like a contribution.
- ☐ If your work takes place indoors, try to head outside during your breaks or look out a window to get some natural light. For you, being in nature can be rejuvenating.
- ☐ You may want to add some artwork or other personal touches to your work area. It will make you feel inspired and more at ease.
- ☐ Practice prioritizing your goals and don't take on more work than you can handle. You like to help and are quick to accept new tasks. However, if you take on too many responsibilities, it will hinder your ability to complete them. Learn to say "No" and don't let others take advantage of your good nature.
- ☐ Think about the long term when making important decisions. You prefer to live life spontaneously and tend not to think much about the future. But the decisions you make today may have ramifications later on. Take time to think things through in full rather than make an impulsive decision based on what is happening at the moment.
- ☐ Ask for help when you need it. If you're overwhelmed or a task is too difficult to handle alone, take advantage of the expertise around you. Attempting to do everything yourself can lead to stress and frustration. Seek advice where necessary and give others a chance to help *you* for once.

Strengths

- ☐ Good listener
- ☐ Patient
- ☐ Observant
- ☐ Sensitive
- ☐ Considerate

Challenges

- ☐ May lack confidence to speak up
- ☐ Take things personally, easily hurt
- ☐ Dislike conflict
- ☐ Difficulty with feedback
- ☐ Need time alone

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

- ☐ Try to speak up more often. Gentle and quiet, you tend to focus on listening to others. But it's important to express your needs, values and opinions on occasion. This helps others get to know you. Also, by not speaking up, it could lead others to believe you are in agreement with them, when in fact you may not be.
- ☐ Address conflict as soon as an issue occurs. If you try to avoid it, the problem will remain unsettled and resentment may build. This can result in a toxic atmosphere and could threaten the harmonious relationships you value with those around you.
- ☐ You are easily hurt by negative feedback. Remember that constructive criticism is intended to help. It's not an attack on you personally. Take some time to reflect. Try to separate your emotional reaction from the message. Think about how the feedback can help you deal with a problematic issue or behavior.
- ☐ You may also struggle with providing corrective feedback to others. Understand that this is essential to help people learn and grow. Try to think of the situation from the other person's point of view. How can you help them understand the problem and correct it? How can you express it in a positive, respectful way that talks about the issue or behavior, not the person?
- ☐ Take time on your own to recharge when you need it. Intensive socializing and emotional situations can rob your energy levels.



Strengths

- ☐ Individualistic
- ☐ Trusting
- ☐ Kind
- ☐ Open-minded
- ☐ Sympathetic
- ☐ Good at building rapport

Challenges

- ☐ Dislike controlling or competitive people
- ☐ Reticent
- ☐ May be too trusting
- ☐ Unprepared
- ☐ Need compliments
- ☐ Tend to withdraw rather than confront

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 like to do things your own way. You have no strong wish to be a leader — nor to follow someone else, especially if that person is too rigid or ruthless. When you're on a team, you are at your best when given plenty of flexibility, can support others, help to build consensus and come up with practical, creative ways of doing things.
- ☐ Accept recognition from your colleagues. You may have no desire to be the center of attention. But knowing that others value your contributions and appreciate your efforts makes you feel respected and motivated.
- ☐ Work on being a little bit more skeptical. You have a tendency to accept that others are right. Be willing to question their views and ideas. If you disagree or don't understand something, say so.
- ☐ Make sure you prepare sufficiently for team meetings and projects. Give yourself adequate time and put in the effort required to organize your thoughts, questions and materials.
- ☐ Learn to deal with upsets. If someone hurts your feelings, don't respond by holding it in and avoiding the person. This does nothing to correct the situation and can erode your ability to collaborate effectively. The other person may not even realize there's a problem. Instead of keeping it to yourself, open up a discussion. Explain why the person's actions hurt your feelings and ask what prompted them to act in that way.

For Filling a Role





































































































- ☐ **Advocate:** championing ideas and people, striving for balance and harmony, building consensus, looking for creative solutions that will satisfy everyone.
- ☐ **Expediter:** advancing progress by any means necessary, dealing with whatever needs to be done and motivating others into action.
- ☐ **Planner:** gathering, recording, organizing and clarifying information for the group, filling in detail and drawing up plans.













































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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| Structural Metal Fabricators and Fitters | Architecture and Construction |   |   |
| Boilermakers | Architecture and Construction |   |   |
| Segmental Pavers | Architecture and Construction |   |   |
| Crane and Tower Operators | Architecture and Construction |   |   |
| Millwrights | Architecture and Construction |   |   |
| Roofers | Architecture and Construction |   |   |
| Refrigeration Mechanics and Installers | Architecture and Construction |   |   |
| Electrical Power-Line Installers and Repairers | Architecture and Construction |   |   |
| Control and Valve Installers and Repairers, Except Mechanical Door | Architecture and Construction |   |   |
| Pipe Fitters and Steamfitters | Architecture and Construction |   |   |
| Construction Carpenters | Architecture and Construction |   |   |
| Mechanical Door Repairers | Architecture and Construction |   |   |
| Conveyor Operators and Tenders | Architecture and Construction |   |   |
| Helpers--Electricians | Architecture and Construction |   |   |
| Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | Architecture and Construction |   |   |
| Municipal Firefighters | Law, Public Safety, Corrections and Security |   |   |
| Fish and Game Wardens | Law, Public Safety, Corrections and Security |   |   |
| Transit and Railroad Police | Law, Public Safety, Corrections and Security |   |   |
| Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers | Law, Public Safety, Corrections and Security |   |   |
| Animal Control Workers | Law, Public Safety, Corrections and Security |   |   |
| Parking Enforcement Workers | Law, Public Safety, Corrections and Security |   |   |
| Forest Firefighters | Law, Public Safety, Corrections and Security |   |   |
| Security Guards | Law, Public Safety, Corrections and Security |   |   |
| Arbitrators, Mediators, and Conciliators | Law, Public Safety, Corrections and Security |   |   |
| Bailiffs | Law, Public Safety, Corrections and Security |   |   |

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| Emergency Medical Technicians and Paramedics | Law, Public Safety, Corrections and Security |  |  |
| Choreographers | Arts, Audio/Video Technology and Communications |  |  |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | Arts, Audio/Video Technology and Communications |  |  |
| Camera Operators, Television, Video, and Motion Picture | Arts, Audio/Video Technology and Communications |  |  |
| Set and Exhibit Designers | Arts, Audio/Video Technology and Communications |  |  |
| Broadcast Technicians | Arts, Audio/Video Technology and Communications |  |  |
| Sound Engineering Technicians | Arts, Audio/Video Technology and Communications |  |  |
| Makeup Artists, Theatrical and Performance | Arts, Audio/Video Technology and Communications |  |  |
| Technical Writers | Arts, Audio/Video Technology and Communications |  |  |
| Multimedia Artists and Animators | 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 |  |  |
| Radio Operators | Arts, Audio/Video Technology and Communications |  |  |
| Graphic Designers | Arts, Audio/Video Technology and Communications |  |  |
| Dancers | Arts, Audio/Video Technology and Communications |  |  |
| Museum Technicians and Conservators | Education and Training |  |  |
| Foreign Language and Literature Teachers, Postsecondary | Education and Training |  |  |
| Adapted Physical Education Specialists | Education and Training |  |  |
| Educational, Guidance, School, and Vocational Counselors | Education and Training |  |  |
| Interpreters and Translators | Education and Training |  |  |
| Kindergarten Teachers, Except Special Education | Education and Training |  |  |
| Adult Basic and Secondary Education and Literacy Teachers and Instructors | Education and Training |  |  |
| Tutors | Education and Training | | |
| Preschool Teachers, Except Special Education | Education and Training | | |
| Recreation and Fitness Studies Teachers, Postsecondary | Education and Training | | |
| Farm and Home Management Advisors | Education and Training | | |

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| Art, Drama, and Music Teachers, Postsecondary | Education and Training |   |   |
| Middle School Teachers, Except Special and Career/Technical Education | Education and Training |   |   |
| Vocational Education Teachers, Postsecondary | Education and Training |   |   |
| Special Education Teachers, Middle School | Education and Training |   |   |
| Baggage Porters and Bellhops | Hospitality and Tourism |   |   |
| Tour Guides and Escorts | Hospitality and Tourism |   |   |
| Janitors and Cleaners, Except Maids and Housekeeping Cleaners | Hospitality and Tourism |   |   |
| Recreation Workers | Hospitality and Tourism |   |   |
| Animal Trainers | Hospitality and Tourism |   |   |
| Slot Supervisors | Hospitality and Tourism |   |   |
| Maids and Housekeeping Cleaners | Hospitality and Tourism |   |   |
| Dining Room and Cafeteria Attendants and Bartender Helpers | Hospitality and Tourism |   |   |
| Cooks, Private Household | Hospitality and Tourism |   |   |
| Cooks, Restaurant | Hospitality and Tourism |   |   |
| Motion Picture Projectionists | Hospitality and Tourism |   |   |
| Dishwashers | Hospitality and Tourism |   |   |
| Bakers | Hospitality and Tourism |   |   |
| Tire Builders | Manufacturing |   |   |
| Medical Appliance Technicians | Manufacturing |   |   |
| Maintenance and Repair Workers, General | Manufacturing |   |   |
| Electric Motor, Power Tool, and Related Repairers | Manufacturing |   |   |
| Jewelers | Manufacturing |   |   |
| Stone Cutters and Carvers, Manufacturing | Manufacturing |   |   |
| Machine Feeders and Offbearers | Manufacturing |   |   |
| Welders, Cutters, and Welder Fitters | Manufacturing |   |   |
| Aircraft Structure, Surfaces, Rigging, and Systems Assemblers | Manufacturing |   |   |
| Manufacturing Production Technicians | Manufacturing |   |   |
| Etchers and Engravers | Manufacturing |   |   |
| Security and Fire Alarm Systems Installers | Manufacturing |   |   |
| Maintenance Workers, Machinery | Manufacturing |   |   |
| Gem and Diamond Workers | Manufacturing |   |   |
| Nuclear Equipment Operation Technicians | Manufacturing |   |   |
| Park Naturalists | Science, Technology, Engineering and Mathematics |   |   |
| Historians | Science, Technology, Engineering and Mathematics | | |

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| Remote Sensing Scientists and Technologists | Science, Technology, Engineering and Mathematics |     |
| Range Managers | Science, Technology, Engineering and Mathematics |     |
| Cartographers and Photogrammetrists | Science, Technology, Engineering and Mathematics |     |
| Automotive Engineers | Science, Technology, Engineering and Mathematics |     |
| Fuel Cell Engineers | Science, Technology, Engineering and Mathematics |     |
| Mathematical Technicians | Science, Technology, Engineering and Mathematics |     |
| Solar Energy Systems Engineers | Science, Technology, Engineering and Mathematics |     |
| Microsystems Engineers | Science, Technology, Engineering and Mathematics |     |
| Patient Representatives | Business Management and Administration |     |
| Stock Clerks- Stockroom, Warehouse, or Storage Yard | Business Management and Administration |     |
| Freight and Cargo Inspectors | Government and Public Administration |     |
| Agricultural Inspectors | Government and Public Administration |     |
| Construction and Building Inspectors | Government and Public Administration |     |
| Transportation Vehicle, Equipment and Systems Inspectors, Except Aviation | Government and Public Administration |     |
| Aviation Inspectors | Government and Public Administration |     |