

## Your Personality



**Your personality type is ESFP:**

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

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## Your Personality Profile

Friendly, warm and energetic, you have a large circle of friends. Lively, talkative and easygoing, your love of life draws others to you. You seek fun in everything you do and are at your best when doing things with people you enjoy. Realistic, sensible and pragmatic, you are good with details and have a great memory for the facts that pertain to people.

Sympathetic and eager to help, you try to avoid criticizing others and usually are not interested in controlling them. You use common sense to devise solutions to immediate problems and provide practical help to other people. Spontaneous and adaptable, you don't like to be limited by rules but are able to respond quickly to situations and handle several things at the same time.

You have trouble planning ahead, as you don't like to organize your activities and tend to live entirely in the present. This can leave you unprepared for events that you might otherwise have anticipated. While you are pleasant and agreeable, you may have doubts about theories or techniques with which you have no personal experience. Being so social, you are sometimes distracted from your obligations and can find yourself overcommitted because it is so difficult to turn things down.

Most of your decisions are based on your personal feelings and experiences, so you may not foresee the more logical consequences of your actions. You should practice trying to view things objectively, so that you can fully understand a situation and the potential effects of your choice.

**You described your profile as:**



**Very Accurate  
(85% or more)**

## Strengths

- ☐ Hands-on learner
- ☐ Good memory for facts, events and concrete examples
- ☐ Learn well with others
- ☐ Curious, will ask questions
- ☐ Enjoy physical activities or the arts

## Challenges

- ☐ Finding deeper meaning, making connections or drawing conclusions
- ☐ Need variety
- ☐ Struggle with abstract or theoretical concepts
- ☐ Sitting still or being quiet for extended periods
- ☐ Being overly social when attention to learning is needed
- ☐ Want immediate 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

- ☐ You learn best by watching how something is done and then repeating it on your own. Take advantage of opportunities to learn through real-life experience, especially those where you can practice what you've learned right away. For example, go on field trips and take part in role playing, seminars or workshops that include hands-on activities, especially those involving physical activity or the arts.
- ☐ To think through an idea or assignment, talk about it. Thinking out loud — sharing your ideas, asking questions and hearing others' views — helps to get your creative juices flowing. You can also engage with people through presentations, brainstorming activities, games and study groups.
- ☐ For the most difficult or challenging subjects, ask your instructor how the information is used by people in real-world situations. A simple explanation may help to make it more meaningful and relevant.
- ☐ You tend to get pulled in a lot of directions. 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 find a subject boring, use your curiosity and creativity to discover more interesting ways of learning about it. Ask if you can use alternative methods of completing your assignments. For example, perhaps you can think of a way to incorporate creative writing, art or music into a school project. 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 career interests. Seek out instructors who are outgoing, easy to talk to and accessible. Apply for internships, co-ops or work-study programs that will allow you to gain hands-on experience. If you enjoy travel, you might also want to check out study abroad programs.
- ☐ You work well with others and like to learn in a fun, lively environment where the instructors are friendly and relaxed, and you're able to interact with the group. Participate in class discussions, brainstorming sessions, group project work and team-based learning activities. When required to do independent work, take a brief break every so often to reenergize by spending time with others.
- ☐ You thrive on variety. Mix up your course selections and schedule to add diversity to your assignments and daily routine. Take advantage of interdisciplinary study options. Don't try to juggle too many large assignments at once or you may become overwhelmed.
- ☐ Outside of class, make time to have fun, exercise your creativity, and socialize. Volunteer or participate in extracurricular activities with a strong social element. For example, you could join clubs or organizations, help out at the student newspaper, radio or TV station, get involved with musical or sports events, or join a volunteer group. Take care not to spend so much time socializing that you neglect your studies.



## Strengths

- ☐ Adaptable, thrive on change
- ☐ Quick to identify, understand and use tools and resources
- ☐ Energetic
- ☐ Spontaneous
- ☐ Practical
- ☐ Helpful
- ☐ Enjoy being busy

## Challenges

- ☐ Working alone
- ☐ Make rash decisions
- ☐ Long-term planning
- ☐ Lack follow-through
- ☐ Easily distracted
- ☐ Dislike structure, rules and routine
- ☐ Difficulty following schedules and meeting deadlines

## 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

- ☐ Provides you with fast-paced, interesting work on multiple projects, with lots of variety and challenging tasks.
- ☐ Allows for plenty of social interaction on the job, involves work that responds to people's needs and benefits others in a tangible way.
- ☐ Makes use of your common sense, flexibility and practical approach to problem solving.
- ☐ Takes place in a congenial work environment that doesn't involve a lot of rules, routine or structure. You excel in a fun, social workplace that provides you with the freedom to do things your own way.
- ☐ Provides ample opportunities for you to assess situations, try new methods and demonstrate that you're capable of doing whatever is necessary to get the job done.
- ☐ Compensates you fairly for your enthusiasm, synergy with others, work ethic and resourcefulness.

### For Growth and Development

- ☐ Develop your ability to look beyond the present. When you have important decisions to make, try to consider your options in a logical manner and think about the long-term consequences. Find a mentor — a trusted colleague, advisor or friend— with whom you can discuss decision making, planning and the potential repercussions of the choices you make.
- ☐ Improve your organization and time management skills. Define goals and make a step-by-step plan to accomplish each within a specified timeframe. Use a to-do list, calendar or even reminders from friends or colleagues to track your progress. When you reach significant milestones, celebrate!
- ☐ Practice seeing your tasks through to their conclusion. You're a great multitasker and like to be involved in lots of different things. But you can become stressed out and cynical if you're overcommitted. Be selective about the tasks you agree to and make an effort to follow through on your obligations. Ask for more detailed directions if a lack of information is holding you up.
- ☐ If you're overwhelmed or unable to complete all of your commitments on your own, find others who can help.

## Strengths

- ☐ Sensitive and considerate
- ☐ Very warm and friendly
- ☐ Good sense of humor
- ☐ Perceptive
- ☐ Engaging
- ☐ Quick to build rapport
- ☐ Supportive

## Challenges

- ☐ Struggle with providing and receiving criticism
- ☐ Overly sensitive
- ☐ May be too social or chatty
- ☐ Comments may be inappropriate for situation
- ☐ Difficulty with verbal or written communication
- ☐ Need positive feedback

## 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

- ☐ When communicating with others, size up the situation by judging people's posture, reactions and responses. If discussing serious matters, it may be necessary to tone down your usual exuberance. Similarly, try to be cognizant of people's need for privacy, space or quiet time.
- ☐ You are good at providing others with positive feedback, but may struggle with disciplining people or providing them with constructive criticism. You don't want to hurt people's feelings. Understand that feedback is essential to help people learn and grow. Come up with a clear and straightforward message that describes the problematic issue or behavior and suggestions for how the person can deal with it.
- ☐ You appreciate supportive, non-judgmental feedback on your performance. It builds your self-esteem and helps you feel confident. But you may find it difficult to accept corrective feedback. Remember that constructive criticism is intended to help. It's not an attack on you personally. Try to view the feedback as an honest attempt to help. While it may hurt to hear it, the other person is trying to help you improve by pointing out a problem and helping you understand how to deal with it.
- ☐ You may have difficulty processing information or directions that are spoken or written. Where appropriate, ask for a demonstration, so that you can see what is required and practice it yourself. It may also help to discuss the information with others, as you learn best through thinking out loud.

## Strengths

- ☐ Cooperative, good at building consensus
- ☐ Entertaining
- ☐ Generous
- ☐ Enthusiastic
- ☐ Optimistic
- ☐ Resourceful
- ☐ Can identify and prevent conflict

## Challenges

- ☐ Want to be center of attention
- ☐ Easily sidetracked
- ☐ Disorganized
- ☐ Dislike dealing with disputes
- ☐ May seem unprepared
- ☐ Favorites may be obvious

## 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

- ☐ Observant, entertaining and highly social, you are quick to notice a downturn in your team's mood. Use your strengths to direct them back to a cooperative, productive group focused on the goal at hand. One of your greatest gifts is the ability to make experiences fun and positive for others.
- ☐ While you're good at deflecting conflict and resolving immediate problems, you may try to avoid dealing with issues that can't be fixed easily or right away. Recognize that ignoring disagreements won't make them disappear. As much as you dislike it, it's important to try and resolve these situations when they arise.
- ☐ Learn to say "No". You like to help and want to be involved in everything. But if you take on too much responsibility, it will hinder your ability to get things done and could hold the team back. Be clear about what you can and can't do, and don't let others take advantage of your good nature and willingness to help.
- ☐ Make sure you prepare sufficiently for team meetings and group projects. While you may dislike organizing your tasks and activities, others may be relying on you in order to complete their own tasks and meet their responsibilities. Be considerate and put in the effort required to organize your thoughts, questions and materials.
- ☐ Understand when it's not OK to talk or joke around. Your fun-loving attitude and ability to lighten the mood are usually an advantage. But if you're disrupting others when they're trying to work, that's not helpful and could get you in trouble.
- ☐ If you're a leader, use your strengths to promote an active, motivated team in which everyone participates. Don't play favorites or give preferential treatment, even though you may naturally feel more of an affiliation with friendly, talkative types like yourself. Remember that everyone has a role to play and be willing to share the spotlight.

### For Filling a Role

























































































































- ☐ **Expediter:** advancing progress by any means necessary, dealing with whatever needs to be done and motivating others into action.
- ☐ **Facilitator:** promoting goodwill, building rapport, supporting and encouraging the group in completing tasks, recognizing contributions, keeping things positive.
- ☐ **Advocate:** championing ideas and people, striving for balance and harmony, building consensus, looking for creative solutions that will satisfy everyone.

























































































































# 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

|   |                        |   |   |
|---|------------------------|---|---|
| i   |                        |   |   |
| Educational, Guidance, School, and Vocational Counselors  | Education and Training |       |       |
| Adapted Physical Education Specialists  | Education and Training |       |       |
| Nursing Instructors and Teachers, Postsecondary   | Education and Training |       |       |
| Farm and Home Management Advisors   | Education and Training |       |       |
| Kindergarten Teachers, Except Special Education   | Education and Training |       |       |
| Foreign Language and Literature Teachers, Postsecondary   | Education and Training |       |       |
| Preschool Teachers, Except Special Education  | Education and Training |       |       |
| Adult Basic and Secondary Education and Literacy Teachers and Instructors                         | Education and Training |       |       |
| Special Education Teachers, Middle School   | Education and Training |       |       |
| Home Economics Teachers, Postsecondary  | Education and Training |       |       |
| Instructional Coordinators  | Education and Training |       |       |
| Elementary School Teachers, Except Special Education  | Education and Training |       |       |
| Special Education Teachers, Secondary School  | Education and Training |     |     |
| Vocational Education Teachers, Postsecondary  | Education and Training |   |   |
| Middle School Teachers, Except Special and Career/Technical Education                             | Education and Training |   |   |
| Art Therapists  | Health Science         |   |   |
| Nurse Midwives  | Health Science         |   |   |
| Athletic Trainers   | Health Science         |   |   |
| Midwives  | Health Science         |   |   |
| Recreational Therapists   | Health Science         |   |   |
| Acute Care Nurses   | Health Science         |   |   |
| Physical Therapists   | Health Science         |   |   |
| Music Therapists  | Health Science         |   |   |
| Occupational Therapy Assistants   | Health Science         |   |   |
| Psychiatric Technicians   | Health Science         |   |   |
| Licensed Practical and Licensed Vocational Nurses   | Health Science         |   |   |
| Low Vision Therapists, Orientation and Mobility Specialists, and Vision Rehabilitation Therapists | Health Science         |   |   |
| Occupational Therapists   | Health Science         |   |   |
| Occupational Therapy Aides  | Health Science         |   |   |
| Exercise Physiologists  | Health Science         |   |   |

|   |  |   |   |
|---|--|---|---|
| Tour Guides and Escorts   | Hospitality and Tourism                          |       |         |
| Recreation Workers  | Hospitality and Tourism                          |       |       |
| Counter Attendants, Cafeteria, Food Concession, and Coffee Shop           | Hospitality and Tourism                          |       |       |
| Baggage Porters and Bellhops  | Hospitality and Tourism                          |       |       |
| Healthcare Social Workers   | Human Services                                   |       |       |
| Substance Abuse and Behavioral Disorder Counselors                        | Human Services                                   |       |       |
| Child, Family, and School Social Workers                                  | Human Services                                   |       |       |
| Mental Health Counselors  | Human Services                                   |       |       |
| Mental Health and Substance Abuse Social Workers                          | Human Services                                   |       |       |
| Marriage and Family Therapists  | Human Services                                   |       |       |
| Rehabilitation Counselors   | Human Services                                   |       |       |
| Community Health Workers  | Human Services                                   |       |       |
| Counseling Psychologists  | Human Services                                   |       |       |
| Clinical Psychologists  | Human Services                                   |       |       |
| Funeral Attendants  | Human Services                                   |       |       |
| Clergy  | Human Services                                   |       |       |
| Personal Care Aides   | Human Services                                   |       |       |
| Health Educators  | Human Services                                   |     |       |
| Massage Therapists  | Human Services                                   |   |   |
| Emergency Medical Technicians and Paramedics                              | Law, Public Safety, Corrections and Security     |   |   |
| Municipal Firefighters  | Law, Public Safety, Corrections and Security     |   |   |
| Forest Fire Inspectors and Prevention Specialists                         | Law, Public Safety, Corrections and Security     |   |   |
| Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers | Law, Public Safety, Corrections and Security     |   |   |
| Fish and Game Wardens   | Law, Public Safety, Corrections and Security     |   |   |
| Forest Firefighters   | Law, Public Safety, Corrections and Security     |   |   |
| Probation Officers and Correctional Treatment Specialists                 | Law, Public Safety, Corrections and Security     |   |   |
| Transit and Railroad Police   | Law, Public Safety, Corrections and Security     |   |   |
| Police Patrol Officers  | Law, Public Safety, Corrections and Security     |   |   |
| Medical Appliance Technicians   | Manufacturing                                    |   |   |
| Park Naturalists  | Science, Technology, Engineering and Mathematics |   |   |



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|--|--|---|
| Range Managers   | Science, Technology, Engineering and Mathematics |                 |
| Historians   | Science, Technology, Engineering and Mathematics |             |
| Ambulance Drivers and Attendants, Except Emergency Medical Technicians | Transportation, Distribution and Logistics       |             |
| Flight Attendants  | Transportation, Distribution and Logistics       |             |
| Pump Operators, Except Wellhead Pumpers                                | Transportation, Distribution and Logistics       |             |
| Sailors and Marine Oilers  | Transportation, Distribution and Logistics       |             |
| Bus Drivers, Transit and Intercity                                     | Transportation, Distribution and Logistics       |             |
| Electrical Power-Line Installers and Repairers                         | Architecture and Construction                    |             |
| Segmental Pavers   | Architecture and Construction                    |             |
| Dredge Operators   | Architecture and Construction                    |             |
| Crane and Tower Operators  | Architecture and Construction                    |             |
| Choreographers   | Arts, Audio/Video Technology and Communications  |     |
| Set and Exhibit Designers  | Arts, Audio/Video Technology and Communications  |     |
| Multimedia Artists and Animators                                       | Arts, Audio/Video Technology and Communications  |     |
| Music Directors  | Arts, Audio/Video Technology and Communications  |     |
| Broadcast News Analysts  | Arts, Audio/Video Technology and Communications  |     |
| Dancers  | Arts, Audio/Video Technology and Communications  |     |
| Patient Representatives  | Business Management and Administration           |     |
| Training and Development Specialists                                   | Business Management and Administration           |     |
| Eligibility Interviewers, Government Programs                          | Government and Public Administration             |     |