

Your Personality



Your personality type is ESFJ:

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

Friendly and outgoing, you enjoy meeting people. Relationships are important to you. You care about people's feelings, and are eager to please and help others in real and practical ways. You are sympathetic and caring, with strong opinions based on your values.

Energetic and interested in lots of things, you have many projects, activities and friends. You have great common sense and a good memory for detail. Hardworking, organized and conscientious, you enjoy being part of a cooperative team. You value tradition, take your responsibilities seriously, and are willing to put a lot of energy into the things you believe in.

You need harmony in your relationships and tend to avoid conflict. You may also take criticism very personally. You like a constant routine and may be a bit rigid when you don't have time to adjust to changes. Once you've made up your mind it's often hard to go back, even if new information comes to light. Eager to get things done, you may make decisions too quickly and then feel stuck with those choices.

You do not naturally focus on possibilities, especially the less obvious ones, and may get discouraged if you can't see a way out of a bad situation. Once frustrated, you may feel the problem is hopeless and give up, or become negative and critical. You sometimes need help looking past the immediate to the future implications of your choices.

You are very literal and like others to be clear and explicit about their expectations of you. Since you strive to be prepared at all times, you may have trouble improvising or dealing with sudden changes of plan. Organized and efficient, you generally like to work carefully and steadily through a project, one step at a time.

You described your profile as:



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

Strengths

- ☐ Concrete learner
- ☐ Good memory for details, especially those with personal meaning
- ☐ Conscientious, eager to please
- ☐ Organized
- ☐ Learn well with others
- ☐ Deadline-oriented
- ☐ "Joiner", like the sense of belonging

Challenges

- ☐ Dislike abstract ideas
- ☐ Need clear, orderly, sequential instruction
- ☐ Can be very literal
- ☐ Difficulty working alone
- ☐ Need regular supportive feedback

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 doing and experiencing things, and prefer fact-based subjects, practical explanations and real-life examples. Take advantage of opportunities to learn through experience, especially those where you can take part in activities that employ your five senses. For example, go on field trips and take part in labs, role playing, seminars or workshops that involve demonstrations and hands-on activities.
- ☐ Talk to others about ideas and assignments — you think better when you're able to interact and study in a group setting. Look for ways to engage with other students through team activities, presentations, class discussions and project work. Organize study groups to increase your opportunities to interact. When required to do independent work, take a brief break every so often to reenergize by spending time with others.
- ☐ You are drawn to practical subjects that relate to people and relationships, and may struggle with theoretical concepts. To improve your ability to think about abstract ideas and future possibilities, participate in group activities, such as field trips and experiments, related to the topic you're studying. The practical nature of these activities will help you connect the topic to the "real world" and interacting with the group will help you learn about it more effectively.
- ☐ For difficult or challenging subjects, you can also ask your instructor how the information is used by or for people. If you understand how the information could be applied to a real-life situation or problem, it can help to make it more meaningful and relevant.
- ☐ Meet with your instructors regularly to ensure you're clear about their expectations and to talk about your educational progress. Explain that you work hard to meet their requirements and that positive feedback helps to motivate you.

For Learning Environments

- ☐ You learn best in an educational setting that offers a relaxed, welcoming environment where you can work together with others as part of a team. Look for well-defined programs compatible with your desire for structure and predictability, and courses with clearly stated objectives. Seek out instructors who are friendly, supportive and interested.
- ☐ Ensure your course selections consist mainly of practical subjects that are consistent with your career interests. 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.
- ☐ Outside of class, get involved in events that allow you to socialize and pursue your many interests. Participate in extracurricular activities where you can help others and receive public recognition for your efforts. 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

- ☐ Responsible, meet obligations
- ☐ Reliable, hard worker
- ☐ Supportive, focused on helping others
- ☐ Comply with authority, rules and standards
- ☐ Dutiful
- ☐ Punctual
- ☐ Methodical, like routine

Challenges

- ☐ Difficulty working alone
- ☐ May be judgmental
- ☐ Seek approval
- ☐ Inflexible
- ☐ Hasty decisions, may act on incorrect assumptions
- ☐ May distract others
- ☐ May not fully consider future implications

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

- ☐ Gives you work that benefits people in a real and practical way. You are happiest when able to use your interpersonal skills to organize people and processes and provide support to others.
- ☐ Makes use of your energy, productivity, dedication and cooperative nature.
- ☐ Provides you with clear directions, expectations and deadlines. Disciplined, detail-oriented and well-organized, you like to know specifically what's required of you in terms of tasks, procedures and schedules so that you can be productive and complete things on time.
- ☐ Takes place in a friendly, stable and supportive environment that allows for plenty of interaction and where you can establish warm social relationships with others. You may feel that your colleagues are also your friends. You like to help, want to know about their lives and enjoy observing special days, events and traditions at work with them.
- ☐ Provides regular positive feedback. You need to know that people like you, your peers appreciate you and your supervisor approves of your work. You find it upsetting if you do not receive adequate recognition for your efforts.

For Growth and Development

- ☐ Accept that things don't always go according to plan, and that plans change. You tend to be set in your ways, don't like learning new ways of doing things and are reluctant to improvise. This can result in stress and frustration when things change. Learn to be flexible, use your creativity and be willing to take a chance on doing things differently.
- ☐ Avoid the impulse to interfere if others don't meet your standards. You respect authority, value guidelines, have a strict moral code and stick to the rules. Understand that other people have their own views, principles, behaviors and ways of working, even if it looks unproductive or erratic to you.
- ☐ Respect the time and space of others around you. While you love to socialize, understand that your talkative nature can be disruptive to those who need quiet time to concentrate and do their work. Use breaks to catch up with people or arrange to get together after work hours.
- ☐ Make sure you have all the necessary information before making a decision. You tend to act quickly and rely on your past experience, feelings and personal values to make the right choice. Take time to consider your options in a logical and objective manner and think carefully about the potential consequences.
- ☐ Work on developing your ability to look beyond the present. You may benefit from finding a mentor — a trusted colleague or advisor — with whom you can discuss decision making, planning and the potential repercussions of the choices you make.

Strengths

- ☐ Warm
- ☐ Pleasant
- ☐ Assertive
- ☐ Nurturing
- ☐ Outgoing
- ☐ Good at creating rapport

Challenges

- ☐ May be too familiar for reserved types
- ☐ Easily hurt
- ☐ React emotionally
- ☐ Need validation, approval
- ☐ Struggle with providing and receiving criticism

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 not to be so concerned about what others think of you. You are very good at connecting with most people and putting them at ease. Some people are naturally very quiet or aren't comfortable talking about their lives, needs, problems or feelings. Don't be offended if they seem distant or unfriendly. Perhaps they just don't need your help. It doesn't mean they're judging you.
- ☐ It can be difficult to control your emotions during intense discussions. If you notice people tend to back off or shut down when you're speaking passionately about something, it could be that you are being too emotional and making them uneasy. When you feel yourself getting worked up, take a deep breath, pause to collect your thoughts, and think about how you can make your point more rationally. Practice speaking up for yourself assertively without bringing too much emotion into it.
- ☐ You have a tendency to take constructive criticism personally. When someone provides you with feedback, think about the purpose of their comments. It's not intended to be an attack; it's supposed to help you. Try to set aside your emotional reaction and consider the criticism as objectively as you can. How can it help you correct a problematic issue or behavior? If you're unclear about the point being made or don't understand its relevance, ask for clarification.
- ☐ When providing corrective feedback to others, your comments may be viewed as disapproving and you could end up being hurtful rather than helpful. When framing your message, think about whether your expectations of the other person are fair and achievable. Remember that others may not have the same values and abilities as you. Try to deliver your feedback in a reasonable, nonjudgmental way that focuses on fixing the problem, not the person.



Strengths

- ☐ Inspire loyalty
- ☐ Cooperative
- ☐ Generous
- ☐ Caring and helpful
- ☐ Notice and respond to others' needs
- ☐ Build good relationships with colleagues

Challenges

- ☐ Expect mutual support
- ☐ Avoid conflict
- ☐ Sensitive
- ☐ Self-sacrificing

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

- ☐ Tension makes you feel anxious and upset, so you try to avoid conflict. However, that doesn't solve anything and leaves the issue to simmer and bubble up again later. Ignoring disagreements won't make them disappear. As much as you dislike it, it's important to resolve situations when they arise. Do your best to keep emotion out of it and deal with things as objectively as you can.
- ☐ You may feel betrayed if people disagree with you. You want them to listen and support you in return for your help. Understand that people have their own ideas and opinions. Use this as an opportunity to learn about them, rather than viewing it as disloyal.
- ☐ You are sincerely concerned about other people and do your best to ensure their needs are met. While this makes you happy, take care not to neglect your own needs. If you try to do too much, you risk overextending yourself. Also, some people may feel smothered and will push you away. Others may take advantage of your kindness but not respond with the same level of consideration.
- ☐ If you are in a leadership position, use your organizational skills to coordinate people, plans and resources. Take the time to understand your team's individual strengths and assign each person's tasks based on those criteria. Ensure everyone receives recognition, whether it's for a major accomplishment or a smaller task that has helped the group. Encourage the exchange of ideas and constructive comments, and be open to questions and discussion.

For Filling a Role

































































- ☐ **Facilitator:** promoting goodwill, building rapport, supporting and encouraging the group in completing tasks, recognizing contributions, keeping things positive.
- ☐ **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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| i | | | |
| Auditors | Finance |  |  |
| Treasurers and Controllers | Finance |  |  |
| Financial Managers, Branch or Department | Finance |  |  |
| Insurance Sales Agents | Finance |  |  |
| Personal Financial Advisors | Finance |  |  |
| Insurance Appraisers, Auto Damage | Finance |  |  |
| Healthcare Social Workers | Human Services |  |  |
| Marriage and Family Therapists | Human Services |  |  |
| Directors, Religious Activities and Education | Human Services |  |  |
| Social and Community Service Managers | Human Services |  |  |
| Rehabilitation Counselors | Human Services |  |  |
| Substance Abuse and Behavioral Disorder Counselors | Human Services |  |  |
| Morticians, Undertakers, and Funeral Directors | Human Services |  |  |
| Mental Health and Substance Abuse Social Workers | Human Services |  |  |
| Child, Family, and School Social Workers | Human Services |  |  |
| Clergy | Human Services |  |  |
| Health Educators | Human Services |  |  |
| Funeral Attendants | Human Services |  |  |
| Community Health Workers | Human Services |  |  |
| Mental Health Counselors | Human Services |  |  |
| Social and Human Service Assistants | Human Services |  |  |
| Information Technology Project Managers | Information Technology |  |  |
| Stonemasons | Architecture and Construction |  |  |
| Construction Managers | Architecture and Construction |  |  |
| Boilermakers | Architecture and Construction |  |  |
| Electrical Power-Line Installers and Repairers | Architecture and Construction |  |  |
| Service Unit Operators, Oil, Gas, and Mining | Architecture and Construction |  |  |
| Segmental Pavers | Architecture and Construction |  |  |
| First-Line Supervisors of Construction Trades and Extraction Workers | Architecture and Construction |  |  |
| Solar Energy Installation Managers | Architecture and Construction |  |  |
| First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers | Architecture and Construction |  |  |
| Structural Metal Fabricators and Fitters | Architecture and Construction |  |  |

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|---|---|---|---|
| Surveyors | Architecture and Construction |   |   |
| Roof Bolters, Mining | Architecture and Construction |   |   |
| Crane and Tower Operators | Architecture and Construction |   |   |
| Excavating and Loading Machine and Dragline Operators | Architecture and Construction |   |   |
| Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters | Architecture and Construction |   |   |
| Proofreaders and Copy Markers | Arts, Audio/Video Technology and Communications |   |   |
| Agents and Business Managers of Artists, Performers, and Athletes | Arts, Audio/Video Technology and Communications |   |   |
| Program Directors | Arts, Audio/Video Technology and Communications |   |   |
| Biomass Power Plant Managers | Business Management and Administration |   |   |
| Chief Executives | Business Management and Administration |   |   |
| Fundraisers | Business Management and Administration |   |   |
| Patient Representatives | Business Management and Administration |   |   |
| Industrial Production Managers | Business Management and Administration |   |   |
| Training and Development Managers | Business Management and Administration |   |   |
| Wind Energy Operations Managers | Business Management and Administration |   |   |
| Human Resources Managers | Business Management and Administration |   |   |
| Executive Secretaries and Executive Administrative Assistants | Business Management and Administration |   |   |
| Loss Prevention Managers | Business Management and Administration |   |   |
| Meeting, Convention, and Event Planners | Business Management and Administration |   |   |
| Training and Development Specialists | Business Management and Administration |   |   |
| General and Operations Managers | Business Management and Administration |   |   |
| Biofuels Production Managers | Business Management and Administration |   |   |
| Human Resources Specialists | Business Management and Administration |   |   |
| Education Administrators, Elementary and Secondary School | Education and Training |   |   |

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|---|------------------------|---|
| Educational, Guidance, School, and Vocational Counselors | Education and Training |     |
| Education Administrators, Postsecondary | Education and Training |     |
| Library Technicians | Education and Training |     |
| Instructional Coordinators | Education and Training |     |
| Fitness and Wellness Coordinators | Education and Training |     |
| Farm and Home Management Advisors | Education and Training |     |
| Vocational Education Teachers, Postsecondary | Education and Training |     |
| Nursing Instructors and Teachers, Postsecondary | Education and Training |     |
| Adult Basic and Secondary Education and Literacy Teachers and Instructors | Education and Training |     |
| Special Education Teachers, Kindergarten and Elementary School | Education and Training |     |
| Career/Technical Education Teachers, Secondary School | Education and Training |     |
| Librarians | Education and Training |     |
| Adapted Physical Education Specialists | Education and Training |     |
| Coaches and Scouts | Education and Training |     |
| Nurse Midwives | Health Science |     |
| Radiation Therapists | Health Science |     |
| Dental Hygienists | Health Science |     |
| Licensed Practical and Licensed Vocational Nurses | Health Science |     |
| Midwives | Health Science |     |
| Orthotists and Prosthetists | Health Science |     |
| Clinical Nurse Specialists | Health Science |     |
| Medical Assistants | Health Science |     |
| Physical Therapist Aides | Health Science |     |
| Athletic Trainers | Health Science |     |
| Medical and Health Services Managers | Health Science |     |
| Physical Therapists | Health Science |     |
| Occupational Therapy Aides | Health Science |     |
| Respiratory Therapy Technicians | Health Science |     |
| Acute Care Nurses | Health Science |     |