

Your Personality



Your personality type is ENFP:

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

Outgoing, enthusiastic and spontaneous, you love meeting people and probably have a lot of friends and contacts. Energetic and always on the go, you are usually open to new experiences. You are very curious, ask a lot of questions, and fascinated by people or things that are out of the ordinary. With a vivid imagination, you have lots of ideas and are great at creative problem solving and overcoming obstacles. You love to talk, especially about fun or interesting possibilities, and pride yourself on your uniqueness.

Sensitive and empathetic, you often have accurate and perceptive insights about others. Your friends know you are devoted and affectionate and feel things deeply, even if you don't always show it. You may take criticism personally and your feelings are easily hurt. You can feel overwhelmed or discouraged when faced with a lot of details to remember or projects to manage. Your curiosity often distracts you and you probably find it very difficult to remain organized. Making decisions is also a struggle because there are so many interesting options.

A natural free spirit, you may resist authority and like considering unconventional approaches. You may ignore or avoid anything that has been done before or requires routine maintenance. Not especially realistic, you may not notice important facts or details, and you often have trouble paying attention to just one thing at a time.

Since you like juggling more than one thought, responsibility or interaction at a time, you sometimes rush through activities and find yourself overcommitted. Your reluctance to rule out interesting possibilities means you sometimes miss opportunities because you didn't want to commit ahead of time. Without adequate stimulation, you may find yourself stagnating and need to get out and have fun with other people to recharge.

You described your profile as:



Very Accurate
(85% or more)

Strengths

- ☒ Creative, imaginative
- ☒ Independent
- ☒ Open to new ideas
- ☐ Good at brainstorming
- ☐ Understand complex topics
- ☐ Read non-required material to increase learning
- ☒ Willing to question and explore
- ☒ Learn well with others

Challenges

- ☒ Easily bored
- ☒ Resistant to rules, structure, deadlines
- ☐ Need variety, flexibility
- ☒ Need to discuss, present and reflect on ideas
- ☒ Self-critical, need positive feedback
- ☒ Difficulty working 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

- ☒ You're a "big picture" thinker. You are good at seeing patterns, connections and possibilities. You like to come up with new ideas, especially those that relate to people and personal meaning. While you may dislike dealing with details, they can be very important in your schoolwork! Review the requirements for your assignments and make sure you've got them covered.
- ☒ A social learner, you need to be surrounded by people and present your ideas to them. It energizes you. Take advantage of opportunities to speak and think out loud. Discuss ideas, ask questions and listen to other people's views. You can engage with others through role playing, speeches, presentations, brainstorming, games, project work and study groups. It's also helpful to spend some time alone to process how you feel about all this information.
- ☒ Use your curiosity and creativity to discover more interesting ways of learning. Ask your instructor about alternative methods of completing your assignments. Be ready to offer some suggestions. You enjoy thinking about possibilities. Perhaps you could examine how aspects of the subject matter could be used now and in the future. How does it contribute to society and the world at large? What connections can you see?
- ☒ With so many interests, you get pulled in many directions and find it difficult to focus on one thing for long. This can cause you to delay making decisions, and that could lead to handing in assignments that are late, incomplete or not your best work. Work on prioritizing your tasks. Use a to-do list, calendar or reminders from friends to track your progress and hold you accountable.
- ☒ You like to receive regular encouragement. Make it clear to your instructor that you appreciate supportive feedback. Explain that it helps you to learn.

For Learning Environments

- ☒ You learn best in a friendly, casual educational setting that offers lots of variety and flexibility. You need plenty of social activities and the chance to interact with a large and diverse network of peers, faculty, friends and acquaintances.
- ☒ 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 fun, lively environment where you can talk through ideas and present them to others.
- ☒ Outside of class, volunteer or join clubs or organizations where you can meet new people and support causes that matter to you. Look for opportunities where you can practice your leadership skills, speak out, and rally interest in meaningful issues.



Strengths

- ☐ Believe nothing is impossible
- ☐ Resourceful, full of ideas
- ☒ Creative
- ☒ Visionary, future focused
- ☒ Unconventional
- ☒ Adaptable
- ☒ Can work on many things at once

Challenges

- ☒ Difficulty working alone
- ☒ Impulsive
- ☐ Need autonomy
- ☐ Lack follow-through
- ☒ Miss or ignore details
- ☐ Resist rules, schedules, routines and deadlines
- ☒ Disorganized
- ☐ May become overcommitted

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

- ☒ Makes use of your spontaneity, talent for coming up with new ideas and creative problem solving. You are at your best when allowed to exercise your originality and seek out new possibilities.
- ☒ Provides you with challenging, varied work that fits with your principles and reflects your values. You need a sense of purpose in your work. You like to use your creativity to develop solutions that help people.
- ☒ Allows you to take calculated risks in pursuit of your vision. You need opportunities to develop the ideas that inspire you.
- ☒ Recognizes your contributions. You need supportive feedback and encouragement and will be happier in a workplace that appreciates what you do.
- ☒ Gives you the freedom to work your own way and set your own schedule. You work best without a lot of rules, repetition, supervision or details.
- ☒ Takes place in a fun, relaxed and friendly environment that allows for plenty of interaction with a diversity of other imaginative people. You need lots of stimulation and an outlet to discuss your seemingly endless supply of ideas with others.

For Growth and Development

- ☒ Practice finishing what you start. You excel at brainstorming and coming up with innovative new ideas. However, you tend to lose interest and move on to something new before completing them. Some of your ideas may not be practical, and you may be unrealistic about the amount of time and effort they will require. Streamline the number of projects you initiate. Spend the time necessary to plan them out in detail. Try to follow through on them until they're finished.
- ☒ Limit your activities to a manageable number. Because your interests pull you in so many directions, you are at risk of taking on too much. Tasks can build up to such an extent that you are unable to properly complete any of them. Eventually this can lead to stress and even physical exhaustion.
- ☒ If a task is too routine or repetitive, see if you can delegate it to someone who is better suited to it. For example, seek out help from people whose strengths are in organization or dealing with details. In exchange, be sure to take on another task that is suited to your strengths.
- ☒ Work on developing your time management and organizational skills. While excessive rules can hinder your creativity, sometimes it's essential to pay attention to details and deadlines. Make sure you have a clear understanding of what a task or project requires in order to fulfil your obligations.
- ☒ Create realistic, achievable, long-term career goals. You find details tedious, but this is one area where it pays to be thorough. Put together a plan for working towards your objectives. Use a goal planning template or spreadsheet to organize key points. Check it regularly to ensure you're on track. Make sure your goals are specific, measurable and attainable.

Strengths

- ☒ Animated, expressive
- ☐ Enthusiastic
- ☐ Diplomatic
- ☐ Excel at building rapport, networking
- ☒ Outgoing
- ☐ Intuitive

Challenges

- ☐ Sensitive
- ☒ Can misread others when mood is down
- ☒ May rush to judgment
- ☐ Disregard for details
- ☐ Dislike conflict
- ☒ Can be overwhelming for some
- ☐ May be prone to emotional outburst

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 relate well to other people and are highly perceptive of their emotions and motivations. You can use this ability in a positive way to quickly connect with people, determine what they need, support and motivate them.
- ☒ Your enthusiasm can overwhelm people who are naturally very quiet or reserved. Watch their reactions and, if necessary, try to tone down your usual energetic delivery.
- ☐ When you're stressed, tired or in a bad mood, your emotions can get the better of you. This may cause you to misjudge people's intentions. You could become hypersensitive or react defensively. If you're feeling irritable, cut back on unnecessary tasks or hand them off to other people to complete. Get some exercise, and take some time alone to reflect.
- ☐ You dislike lengthy or highly detailed communications. When dealing with important matters, force yourself to slow down and pay attention. There may be essential information in the message that is necessary for you to understand.
- ☐ Negative feedback can leave you feeling hurt, especially if it's delivered in a blunt, impersonal way. Remember that constructive criticism is intended to help you. Take some time to process what's been said and try to separate your emotional reaction from the message. Think about how the feedback can help you improve.
- ☒ Highly social and a very capable communicator, you likely have a large circle of friends. You can use the same skills to build a network of mentors and professional contacts. As you make connections with people, listen carefully. Make a note of their details and any useful information they provide. Networks should be mutually beneficial, so think about how you can help your contacts as well as how they can help you.

Strengths

- ☒ Cooperative
- ☒ Charismatic
- ☒ Fun and friendly
- ☐ Persuasive
- ☒ Supportive
- ☐ Observant
- ☐ Kindhearted
- ☒ Ask questions to gain greater understanding

Challenges

- ☒ Seek approval, attention
- ☐ Stubborn
- ☒ Easily sidetracked
- ☐ Question ideas that conflict with values
- ☐ Resist structured schedules
- ☐ May need time alone to reflect

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

- ☒ A great team player, you thrive on being with people and helping them. Use your strengths to encourage and influence the others, identify their abilities and inspire them to live up to their potential. You can help everyone feel like a vital member of the team.
- ☒ Be considerate of people's time and schedules. While you prefer to be unhindered by timetables and agendas, that doesn't mean it's OK to arrive late for meetings, miss appointments or be unprepared for projects. Live up to your obligations for the group. Try not to get distracted, focus on the goal and complete your tasks on time.
- ☒ Avoid making snap decisions because you feel misunderstood or unappreciated. You tend to lose focus if you feel that your colleagues don't support or appreciate what you do.
- ☒ Look for mutual understanding and don't take things too personally. Try to be open-minded if you feel your principles are being challenged by the group's direction or decisions. Calmly state your concerns and ask for an explanation. Try to keep your emotions in check. Listen to the justification. Take some time on your own to think about the reasons given and to understand why the team wants to do things that way.
- ☒ If feeling overwhelmed or unhappy, make time to get together with friends. Conversation, a friendly atmosphere and being surrounded by people who care about you will help you quickly return to your usual positive self.

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.
- ☐ **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 | | | |
| Music Directors | Arts, Audio/Video Technology and Communications |   |   |
| Art Directors | Arts, Audio/Video Technology and Communications |   |   |
| Fashion Designers | Arts, Audio/Video Technology and Communications |   |   |
| Set and Exhibit Designers | Arts, Audio/Video Technology and Communications |   |   |
| Choreographers | Arts, Audio/Video Technology and Communications |   |   |
| Copy Writers | Arts, Audio/Video Technology and Communications |   |   |
| Producers | Arts, Audio/Video Technology and Communications |   |   |
| Talent Directors | Arts, Audio/Video Technology and Communications |   |   |
| Broadcast News Analysts | Arts, Audio/Video Technology and Communications |   |   |
| Directors- Stage, Motion Pictures, Television, and Radio | Arts, Audio/Video Technology and Communications |   |   |
| Poets, Lyricists and Creative Writers | Arts, Audio/Video Technology and Communications |   |   |
| Program Directors | Arts, Audio/Video Technology and Communications |   |   |
| Multimedia Artists and Animators | Arts, Audio/Video Technology and Communications |   |   |
| Editors | Arts, Audio/Video Technology and Communications |   |   |
| Graphic Designers | Arts, Audio/Video Technology and Communications |   |   |
| Architectural and Engineering Managers | Science, Technology, Engineering and Mathematics |   |   |
| Historians | Science, Technology, Engineering and Mathematics |   |   |
| Physicists | Science, Technology, Engineering and Mathematics |   |   |
| Park Naturalists | Science, Technology, Engineering and Mathematics |   |   |
| Anthropologists | Science, Technology, Engineering and Mathematics |   |   |

| | | |
|---|--|---|
| Computer and Information Research Scientists | Science, Technology, Engineering and Mathematics |     |
| Range Managers | Science, Technology, Engineering and Mathematics |     |
| Transportation Planners | Science, Technology, Engineering and Mathematics |     |
| Biochemists and Biophysicists | Science, Technology, Engineering and Mathematics |     |
| Geneticists | Science, Technology, Engineering and Mathematics |     |
| Environmental Restoration Planners | Science, Technology, Engineering and Mathematics |     |
| Microbiologists | Science, Technology, Engineering and Mathematics |     |
| Molecular and Cellular Biologists | Science, Technology, Engineering and Mathematics |     |
| Archeologists | Science, Technology, Engineering and Mathematics |     |
| Human Factors Engineers and Ergonomists | Science, Technology, Engineering and Mathematics |     |
| Music Therapists | Health Science |     |
| Recreational Therapists | Health Science |     |
| Occupational Therapists | Health Science |     |
| Art Therapists | Health Science |     |
| Speech-Language Pathologists | Health Science |     |
| Clinical Nurse Specialists | Health Science |     |
| Preventive Medicine Physicians | Health Science |     |
| Psychiatrists | Health Science |     |
| Sports Medicine Physicians | Health Science |     |
| Advanced Practice Psychiatric Nurses | Health Science |     |
| Low Vision Therapists, Orientation and Mobility Specialists, and Vision Rehabilitation Therapists | Health Science |     |
| Dietitians and Nutritionists | Health Science |     |
| Neurologists | Health Science |     |
| Exercise Physiologists | Health Science |     |
| Athletic Trainers | Health Science |     |
| Video Game Designers | Information Technology | |
| Informatics Nurse Specialists | Information Technology | |
| Information Technology Project Managers | Information Technology | |
| Lawyers | Law, Public Safety, Corrections and Security | |
| Judges, Magistrate Judges, and Magistrates | Law, Public Safety, Corrections and Security | |

| | | |
|---|--|---|
| Arbitrators, Mediators, and Conciliators | Law, Public Safety, Corrections and Security |     |
| First-Line Supervisors of Police and Detectives | Law, Public Safety, Corrections and Security |     |
| Municipal Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security |     |
| Criminal Investigators and Special Agents | Law, Public Safety, Corrections and Security |     |
| Police Detectives | Law, Public Safety, Corrections and Security |     |
| Administrative Law Judges, Adjudicators, and Hearing Officers | Law, Public Safety, Corrections and Security |     |
| Emergency Medical Technicians and Paramedics | Law, Public Safety, Corrections and Security |     |
| Forest Fire Inspectors and Prevention Specialists | Law, Public Safety, Corrections and Security |     |
| Forest Fire Fighting and Prevention Supervisors | Law, Public Safety, Corrections and Security |     |
| Urban and Regional Planners | Government and Public Administration |     |
| Emergency Management Directors | Government and Public Administration |     |
| Equal Opportunity Representatives and Officers | Government and Public Administration |     |
| Education Administrators, Elementary and Secondary School | Education and Training |     |
| Art, Drama, and Music Teachers, Postsecondary | Education and Training |     |
| Educational, Guidance, School, and Vocational Counselors | Education and Training |     |
| Education Administrators, Postsecondary | Education and Training |     |
| Instructional Coordinators | Education and Training |     |
| Nursing Instructors and Teachers, Postsecondary | Education and Training |     |
| Farm and Home Management Advisors | Education and Training |     |
| Fitness and Wellness Coordinators | Education and Training |     |
| Foreign Language and Literature Teachers, Postsecondary | Education and Training |     |
| Architecture Teachers, Postsecondary | Education and Training |     |
| Preschool Teachers, Except Special Education | Education and Training |     |
| Kindergarten Teachers, Except Special Education | Education and Training |     |
| Elementary School Teachers, Except Special Education | Education and Training |     |
| Home Economics Teachers, Postsecondary | Education and Training | |
| Adapted Physical Education Specialists | Education and Training | |