

Your Personality



Your personality type is ISTP:

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

Quiet and independent, you like to keep busy with projects that are of importance and interest to you. You value skills and quality performance in yourself and others. You are reserved and private, and not usually inclined to share your reactions or opinions.

Straightforward and honest, you are less interested in conversation than action, unless you are especially knowledgeable about the topic of discussion. Unpretentious and down-to-earth, you are more curious and impulsive than planned and organized.

You are comfortable with theory, but prefer working with real things rather than abstract ideas. You are realistic, good at logical analysis and usually able to understand how things work. A keen observer, you trust facts gained through personal experience. Spontaneous and easygoing, you are attracted to fun or physical activities, especially those that take place outdoors or contain a level of risk or excitement.

Intensely private, you rarely share your feelings or emotions with others. In fact, you may not consider this aspect of life to be particularly important. Naturally reserved, you may be viewed by others as aloof or cold, especially if you don't bother to explain your behavior. This can be frustrating and hurtful to loved ones and may hinder your ability to develop emotionally.

You are generally relaxed and casual and don't like a lot of rules, structure or restrictions. Your need for thrills can cause you to take unnecessary risks and sometimes evade your responsibilities. Because you hate to be bored and are easily distracted, you may not always follow through with commitments. You are likely to dispense with the planning or organizing aspects of projects and get straight to the parts which are more fun or at which you are already proficient.

You described your profile as:



Mostly Accurate
(75%)

Strengths

- ☐ Hands-on, concrete learner
- ☐ Independent
- ☐ Logical
- ☐ Practical
- ☐ Curious, eager to understand how things work
- ☐ Active, adventurous

Challenges

- ☐ Prefer to learn alone
- ☐ Need time to reflect
- ☐ Want sequential, logical instruction
- ☐ Bored by theory that lacks practical application
- ☐ Easily distracted by new interests
- ☐ 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 learn best through hands-on experience and like information to be presented in a logical order. Look for opportunities to learn by doing things with your hands or by using tools, especially situations where you can dissect, construct or dismantle things to understand how they work. Go on field trips and take part in labs, seminars or workshops that involve hands-on work or other activities that engage your five senses.
- ☐ While you are comfortable with group work, you prefer to learn on your own. For those times when you require solitude, find a quiet place to analyze and reflect, such as a park or library or a space at home. Make sure you allow ample time to examine, adjust and thoroughly understand the material.
- ☐ When you discover an interest in a new topic at school, feed your curiosity. Ask your teacher or instructor if there are activities you can do to learn more about the subject and have it apply to your grade. Do research on your own to deepen your knowledge. Don't get so engrossed that you neglect your other schoolwork.
- ☐ Once you've mastered a technique, practice applying what you've learned by making it the focus of papers, projects, presentations and discussions, when appropriate.
- ☐ Use the activities you enjoy doing outside of class to motivate and reward yourself for completing assignments, especially those that are tedious or seem irrelevant. For example, if you enjoy being outdoors, playing computer games or participating in sports, plan to spend time pursuing these interests as soon as your schoolwork is done. Make sure you actually complete the assignment before rewarding yourself!

For Learning Environments

- ☐ Ensure your course selections consist mainly of subjects where you can learn by doing and experimenting with things. Seek out courses or programs that will provide you with access to the latest tools, instruments, gadgets and technology. Apply for internships, co-ops or work-study programs that will allow you to gain hands-on, real-life experience in your field of interest.
- ☐ Bold and independent, you like to learn in an environment where you can be as active and involved as possible and the instructors are clear, direct and practical.
- ☐ Build some time into your schedule for extracurricular activities. Spend time outdoors and get involved in sports or other events that provide plenty of adventure and excitement. Take care not to spend so much time having fun that you neglect your studies.

Strengths

- ☐ Analytical
- ☐ Creative
- ☐ Adaptable
- ☐ Efficient
- ☐ Decisive
- ☐ Handy
- ☐ Calm under pressure

Challenges

- ☐ Disregard for rules, regulations, authority
- ☐ Dislike schedules and routine
- ☐ Impulsive
- ☐ Need autonomy
- ☐ Need time for other interests
- ☐ Not future thinking

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

- ☐ Takes place in a fast-paced environment that involves plenty of action and new experiences. You are likely to be happy in a position that provides lots of opportunities to be outdoors.
- ☐ Makes use of your technical know-how, with plenty of scope to improve your current skills and master new ones.
- ☐ Takes advantage of your critical thinking skills and superb problem-solving ability. You have a talent for assessing situations, identifying the source of a problem and efficiently devising a practical solution. You are especially good at this in pressure situations, when a solution is required very quickly.
- ☐ Allows you the time and space to work on your own, with minimal supervision. You work best when provided with interesting, challenging tasks and the freedom to complete them your way.
- ☐ Doesn't involve a lot of bureaucracy, policies, regulations or routine.
- ☐ Gives you the flexibility to take calculated risks and break the rules when necessary. Make sure you can explain your decisions. Change for the sake of improvement or expediency is a good reason. Change to stir up excitement because you're bored is *not* a good reason.

For Growth and Development

- ☐ Finish what you start. You are spontaneous by nature, like to keep your options open and are easily sidetracked by more interesting tasks. Review your deadline and set a goal to meet or exceed it. Persevere until the work is complete.
- ☐ Allow sufficient time to plan and prepare, don't leave things until the last minute. You have high standards for your work, but also value efficiency and try to complete your goals with as little effort as possible. Make sure you aren't rushing through important aspects of the task. Work on your time management skills if you are frequently missing deadlines or leaving things partially done.
- ☐ When feeling stressed or overwhelmed, recharge by changing focus. Spend time on your own pursuing new tasks, doing activities outdoors or engaging in other interests.
- ☐ Give some thought to the future. When problem solving, it's important to consider lasting solutions and not just quick fixes. Similarly, in terms of your life and career, it's vital that you think about long-term goals and plan how to achieve them.

Strengths

- ☐ Observant
- ☐ Nonjudgmental
- ☐ Good listener
- ☐ Objective
- ☐ Speak fluently about areas of expertise

Challenges

- ☐ Blunt or abrupt
- ☐ Unemotional
- ☐ Reserved
- ☐ Private
- ☐ Express self non-verbally
- ☐ 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 can be relied upon to provide an honest, impartial opinion, but need to take care that you are not *too* direct. Particularly when providing constructive criticism, it's important to consider people's feelings. Make sure your feedback is both helpful and sensitive. Assess the person's reactions as you're speaking to them and adjust accordingly.
- ☐ Be approachable, don't shut people out. You are reluctant to get into discussions you consider nonessential, especially if you're totally focused on a task. And you may rely too much on non-verbal communication to get the message across. If you can't take a break to talk, take a moment to explain why and suggest getting together with the person later. Pick a time when you'll be able to give the conversation your full attention.
- ☐ Practice your active listening skills to show that you're following when someone is speaking to you. Focus on what they're saying, make eye contact, nod or gesture, and watch the person's body language for non-verbal cues. Ask questions and rephrase what they've said to check that your understanding is accurate.
- ☐ Learn to be more comfortable talking about feelings — yours and other people's. While you may find it tiresome, understand that some people are more emotional types. They are less driven by logic and reason than you and find it difficult to relate in purely a business or impersonal manner. For them, expressing feelings and establishing a personal rapport are critical to a good working relationship.
- ☐ Be receptive when others try to engage you in casual conversation. Exchanging a few pleasantries could provide an entry into a more interesting discussion about topics you know well.

Strengths

- ☐ Take initiative
- ☐ Lead by example
- ☐ Likable
- ☐ Not bothered by criticism or conflict
- ☐ Respectful

Challenges

- ☐ Impersonal
- ☐ Difficult to get to know
- ☐ Need to appreciate others' efforts
- ☐ Quiet
- ☐ Solitary, needs personal space

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

- ☐ Connect with others through shared interests. In new group situations, you may have to make a concerted effort at first to build a rapport. Look for interests you have in common with others. Find ways to share an activity or work together to solve an issue.
- ☐ While you prefer independence and having your own space, there are times when it's necessary or helpful to work with a team. To work most effectively, consider each person's competencies and their importance to the group. By recognizing and appreciating what they have to offer, you will come to value their input.
- ☐ Update others regularly. By keeping people informed, they won't be surprised by your decisions or the outcomes of projects or tasks you're working on together.
- ☐ Make a point of providing positive feedback to others on a regular basis. You may not feel the need for feedback or to have your actions validated. However, some people are more productive if they are praised for their efforts.
- ☐ Show some enthusiasm. You may be so quiet and composed that others view you as apathetic. By demonstrating some passion for the tasks at hand, you can inspire your colleagues to take a greater interest in the work themselves.
- ☐ If you're a team leader, set an example for the others by actively diving into the work yourself. Be open-minded to everyone's ideas, encourage the exchange of constructive feedback, and ensure everyone has the information and materials they need to complete their tasks. Use your listening skills and read non-verbal cues for extra help in identifying the needs and motivations of team members.

For Filling a Role









































































































- ☐ **Analyzer:** examining, testing, understanding and defining in order to explain things and solve problems.
- ☐ **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

| | | | |
|---|--|---|---|
| Network and Computer Systems Administrators | Information Technology |   |   |
| Information Security Analysts | Information Technology |   |   |
| Computer Network Support Specialists | Information Technology |   |   |
| Geospatial Information Scientists and Technologists | Information Technology |   |   |
| Computer Systems Analysts | Information Technology |   |   |
| Computer Systems Engineers/Architects | Information Technology |   |   |
| Software Quality Assurance Engineers and Testers | Information Technology |   |   |
| Software Developers, Systems Software | Information Technology |   |   |
| Geographic Information Systems Technicians | Information Technology |   |   |
| Database Administrators | Information Technology |   |   |
| Computer User Support Specialists | Information Technology |   |   |
| Software Developers, Applications | Information Technology |   |   |
| Computer Programmers | Information Technology |   |   |
| Computer Network Architects | Information Technology |   |   |
| Telecommunications Engineering Specialists | Information Technology |   |   |
| Automotive Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Computer Hardware Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Manufacturing Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Remote Sensing Technicians | Science, Technology, Engineering and Mathematics |   |   |
| Microsystems Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Mechanical Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Electronics Engineers, Except Computer | Science, Technology, Engineering and Mathematics |   |   |
| Radio Frequency Identification Device Specialists | Science, Technology, Engineering and Mathematics |   |   |
| Product Safety Engineers | Science, Technology, Engineering and Mathematics |   |   |
| Remote Sensing Scientists and Technologists | Science, Technology, Engineering and Mathematics |   |   |
| Marine Engineers | Science, Technology, Engineering and Mathematics |   |   |

| | | |
|---|--|---|
| Electrical Engineers | Science, Technology, Engineering and Mathematics |     |
| Precision Agriculture Technicians | Science, Technology, Engineering and Mathematics |     |
| Robotics Engineers | Science, Technology, Engineering and Mathematics |     |
| Solar Energy Systems Engineers | Science, Technology, Engineering and Mathematics |     |
| Broadcast Technicians | Arts, Audio/Video Technology and Communications |     |
| Audio and Video Equipment Technicians | Arts, Audio/Video Technology and Communications |     |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | Arts, Audio/Video Technology and Communications |     |
| Printing Press Operators | Arts, Audio/Video Technology and Communications |     |
| Sound Engineering Technicians | Arts, Audio/Video Technology and Communications |     |
| Prepress Technicians and Workers | Arts, Audio/Video Technology and Communications |     |
| Radio Operators | Arts, Audio/Video Technology and Communications |     |
| Camera Operators, Television, Video, and Motion Picture | Arts, Audio/Video Technology and Communications |     |
| Telecommunications Line Installers and Repairers | Arts, Audio/Video Technology and Communications |     |
| Print Binding and Finishing Workers | Arts, Audio/Video Technology and Communications |     |
| Dancers | Arts, Audio/Video Technology and Communications |     |
| Craft Artists | Arts, Audio/Video Technology and Communications |     |
| Set and Exhibit Designers | Arts, Audio/Video Technology and Communications |     |
| Proofreaders and Copy Markers | Arts, Audio/Video Technology and Communications |     |
| Fine Artists, Including Painters, Sculptors, and Illustrators | Arts, Audio/Video Technology and Communications |     |
| Nuclear Equipment Operation Technicians | Manufacturing |     |
| Electrical Engineering Technologists | Manufacturing |     |
| Aerospace Engineering and Operations Technicians | Manufacturing |     |
| Electrical and Electronics Repairers, Commercial and Industrial Equipment | Manufacturing |     |
| Manufacturing Engineering Technologists | Manufacturing |     |
| Electrical Engineering Technicians | Manufacturing |     |

| | | | |
|---|--|---|---|
| Radio, Cellular, and Tower Equipment Installers and Repairers | Manufacturing |   |   |
| Medical Equipment Repairers | Manufacturing |   |   |
| Computer, Automated Teller, and Office Machine Repairers | Manufacturing |   |   |
| Patternmakers, Metal and Plastic | Manufacturing |   |   |
| Radio Mechanics | Manufacturing |   |   |
| Electro-Mechanical Technicians | Manufacturing |   |   |
| Model Makers, Wood | Manufacturing |   |   |
| Photonics Technicians | Manufacturing |   |   |
| Mechanical Engineering Technologists | Manufacturing |   |   |
| Computer Operators | Business Management and Administration |   |   |
| Postal Service Mail Carriers | Business Management and Administration |   |   |
| Mail Clerks and Mail Machine Operators, Except Postal Service | Business Management and Administration |   |   |
| Stock Clerks- Stockroom, Warehouse, or Storage Yard | Business Management and Administration |   |   |
| Telephone Operators | Business Management and Administration |   |   |
| Operations Research Analysts | Business Management and Administration |   |   |
| Office Machine Operators, Except Computer | Business Management and Administration |   |   |
| Security Management Specialists | Business Management and Administration |   |   |
| Library Assistants, Clerical | Business Management and Administration |   |   |
| Quality Control Systems Managers | Business Management and Administration |   |   |