

## Your Personality



Your personality type is INFJ:

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

You tend to be deep, complex and creative. Your direction in life is guided by your tightly held personal values. Intrigued by original ways of looking at the world, you're inspired by innovation and creative problem solving. You are good at influencing others to embrace positive change in their own lives by gently, steadily setting an example for them. With a richly developed inner life, your intuition helps you discover meaning and new possibilities.

Initially private and reserved, you are capable of great warmth and compassion for people you know well. You make decisions carefully, taking the time to consider every consequence in full before making your choice. A person of great integrity, you remain true to your beliefs, even if it means defying other people. You value harmony and cooperation and use praise and encouragement to motivate others and win their trust.

Your obliging nature can turn to stubbornness when others disagree with your ideas and vision. You are most interested in your own unique ideas and are annoyed when they are not possible. You may not pay enough attention to details and overlook important facts. Without sufficient information, your conclusions may be flawed.

Very aware of others' feelings, you are sensitive to criticism and can be negatively affected by conflict or hostility. Because you feel so strongly about things, there's a chance you may be too resolute and judgmental. Once you've made up your mind, you may be unwilling to consider differing views.

You tend to be organized, efficient and inventive, and are responsible and respectful. You like your plans to be settled and need plenty of time to prepare for changes, so sudden diversions can be stressful. You like spending time alone and, while you may enjoy socializing with close friends, you aren't usually the one to initiate things. You're a good listener and have a talent for recognizing the deeper meaning in every experience and interaction. People are often astonished by your insights.

**You described your profile as:**



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

## Strengths

- ☒ Creative
- ☒ Self-directed study
- ☒ Questioning
- ☐ Interest in theory, possibilities, complex ideas
- ☐ Conscientious, focused
- ☒ Like to read and write
- ☒ Eager to listen and learn

## Challenges

- ☐ Need space and time to reflect
- ☒ Prefer to study alone
- ☐ May procrastinate
- ☒ Need outlet for ideas
- ☒ Need to be challenged
- ☐ Desire involved, responsive instructors

## 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

- ☒ Naturally curious, you are driven to learn and grow. You have an intense need to understand why things work as they do. You learn best by starting out with a broad view of an issue or idea, gradually honing in on the details.
- ☒ Ask your instructor to suggest projects or further research on topics of interest to you. Do additional reading on your own to gain further knowledge.
- ☒ Find ways to use your creativity. Reading and writing provide an excellent outlet for your imagination. Use writing assignments and personal journaling to explore thoughts and ideas and express your originality. For schoolwork, be sure not to stray too far from the assignment requirements unless you've discussed it your instructor first.
- ☒ You are highly motivated to learn more about subjects for which you have a passion. For less stimulating topics, look for something personally meaningful in the material. This can make it more relevant and appealing and easier to absorb and retain.
- ☐ Don't get *too* engrossed in poring over facts and ideas. You may enjoy research and want to consider every possibility. But this could end in frustration and missed deadlines. If you're having trouble deciding when to stop researching and start writing, ask your instructor to help you narrow the focus.

### For Learning Environments

- ☒ Seek out challenging instructors and courses that will get you thinking about different perspectives, but remain in-line with your deeply held values.
- ☒ Your ideal learning space is a supportive environment where you can learn on your own or with a small group, if you choose. When you need time to study and reflect on ideas and theories, find a quiet spot away from others where you can concentrate. This might be a room at home or a peaceful location in a public place such as a library.
- ☒ Look for an educational setting that will support and encourage your individuality. You may also want to find a mentor — a teacher or advisor whom you trust and respect — to speak with about your thoughts and ideas. While you may be accustomed to having people look to you for support, it can help for you to have an outlet of your own for discussion and advice.
- ☐ Get involved in activities where you can make a difference and set your own level of involvement. For example, you could take part in student government, write articles for charities or causes that matter to you, offer one-on-one tutoring to other students, volunteer at a food bank or crisis center, or help out with literacy programs at your local library.



## Strengths

- ☐ Insightful, deeply reflective
- ☒ Organized
- ☐ Principled
- ☒ Imaginative, original
- ☐ Committed
- ☐ Task-oriented
- ☒ Big-picture thinker

## Challenges

- ☐ Need fulfillment
- ☐ Independent, need space and time
- ☐ Too idealistic
- ☒ May stubbornly hold to values or own ideas
- ☐ May second-guess decisions
- ☒ Easily disrupted by others' needs

## 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

- ☒ Fits with your interests and deeply held values and allows you to be proud of what you produce. You need to feel that you are doing meaningful work that makes a positive difference in people's lives.
- ☒ Provides you with the time and space to think, plan and complete your work to your own high standards. Industrious and determined, you work hard to do your best and often exceed expectations.
- ☐ Allows you to be largely autonomous, with lots of control over your tasks and projects. You work best independently or with a small, trusted group of colleagues, in a considerate, tension-free work environment.
- ☐ Is not excessively structured or focused on details. You like to be planned and organized, and you prefer an efficient work space. However, you also need the freedom to personalize your work and develop unique solutions. You want to be somewhere that values your creativity, ingenuity and ability to make sense of complex ideas.
- ☒ Appreciates your devotion, sense of purpose and careful consideration.

### For Growth and Development

- ☒ Use your strengths to size up a situation and create an overall plan. Fill in the key facts and goals, along with deadlines for each major step. Don't allow yourself to get mired down by unimportant details or delayed by your need for everything to be perfect. Be decisive, keep your eye on the priorities and manage your time efficiently.
- ☐ Be flexible and realistic. You may dismiss others' ideas without giving them proper consideration. Your ideas, while creative, may not always be feasible. Solicit opinions, try to be open-minded about other views and take a closer look at the facts before making decisions. You may realize that your way is not necessarily the best — or only — solution available.
- ☐ Learn to delegate. You're motivated to help others, but attempting to do everything yourself can lead to stress, fatigue and even anger. Take advantage of the expertise around you. Give tasks to others whose interests or skills are stronger than yours in certain areas. For example, you could hand off detail-oriented or repetitive tasks to a colleague. This can help to ensure projects are done in a timely manner and that everyone has a chance to contribute.
- ☒ Take time on your own to recharge, especially if you've been doing a lot of interacting with other people.

## Strengths

- ☒ Good with words
- ☐ Compassionate, empathetic
- ☒ Attentive listener
- ☐ Insightful
- ☐ Intense, meaningful interactions
- ☐ Tactful

## Challenges

- ☒ Reserved
- ☐ Need time to reflect and react
- ☒ Sensitive, emotional
- ☐ May take things personally
- ☐ Prefer one-on-one interaction
- ☐ Difficulty with feedback
- ☒ 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

- ☒ A good listener and deeply insightful, you have a remarkable ability to read someone's mood and understand their needs. Use your strengths to encourage others and help them find solutions to their problems. However, don't assume you know best. Their answers should come from within.
- ☐ Work on your ability to deal with difficult people and don't let your emotions get the better of you. If you feel your anger rising, take a deep breath and try to regain your composure. The worst thing you can do is react angrily. If necessary, leave the discussion and agree to revisit the issue later. Go away to compose yourself and organize your thoughts.
- ☐ You may struggle with providing constructive criticism. Understand that this is essential to help people learn and grow. You may want to write out your comments first and practice visualizing the conversation. A tactfully fashioned message can build trust and provide a more useful evaluation. Keep the wording positive, practical and concise. Make it about the issue or behavior, not the person. Show that you respect the person and are simply pointing out how they can deal with the problem.
- ☐ Similarly, if receiving feedback, recognize that it's intended to help you improve. It's not a personal attack. If you feel offended and find yourself replaying the whole episode in your head — complete with emotional reaction — take time to reflect. Try to set aside your emotions and consider things objectively. If the other person handled it poorly, try to forget about that too. Focus on the key point, the issue it has helped you identify, and make a plan to address it.
- ☒ You may dislike being caught off guard by spontaneous conversations. Try to be receptive when others engage you in small talk. An initial exchange of pleasantries could provide an entry into a deeper, more meaningful discussion. Be prepared with a few stock questions and responses, and practice a graceful way to exit the conversation once you've had enough.



## Strengths

- ☒ Thoughtful
- ☒ Caring
- ☐ Lead by example
- ☒ Supportive
- ☒ Encouraging

## Challenges

- ☒ Enigmatic, a mystery to others
- ☒ Strident if values not respected
- ☐ May be sarcastic, cutting
- ☒ Dislike conflict
- ☐ Need solitude, introspection

## 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 tend to retreat and shut yourself off, especially when you have some deep thinking to do or need an emotional break after an intense period of interaction. This behavior can be baffling to others. Let people know that you need time on your own to reflect and recharge.
- ☐ While you dislike confrontation, you will vocally and vigorously defend your values. Remember that others may be equally as passionate. Try to remain professional and respectful. If you can't come to an agreement, calmly accept that you have a difference of opinion and move on.
- ☐ Air grievances before they have a chance to fester. You can head off conflicts by speaking up when you have a concern. Think about what you want to say and keep your comments objective and concise.
- ☐ Appreciate the abilities everyone brings to the team. Don't disregard people because they don't match up to your standards. Everyone has competencies that can be of use. By recognizing what they have to offer, you will come to value their input.
- ☐ Share your ideas with others — early and often — and back them up with hard data. Team members who lack your intuition and ability to predict outcomes may need time to consider the solution you are proposing.
- ☒ If you're in a leadership position, convey your long-term plan to the team and support them in their efforts. Hold people accountable: expect them to do their work. Acknowledge individual contributions to motivate people and maintain a good rapport. Be open-minded to everyone's ideas, encourage the exchange of constructive comments, and ensure everyone has the information and materials they need to complete their tasks.

### For Filling a Role





























































































- ☒ **Originator:** developing new ideas, perspectives and solutions, predicting and strategizing for what is to come, and creating a long-term vision.
- ☐ **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

|  |   |   |
|--|---|---|
| Environmental Engineers  | Agriculture, Food and Natural Resources |             |
| Animal Scientists  | Agriculture, Food and Natural Resources |             |
| Water/Wastewater Engineers   | Agriculture, Food and Natural Resources |             |
| Soil and Plant Scientists  | Agriculture, Food and Natural Resources |             |
| Natural Sciences Managers  | Agriculture, Food and Natural Resources |             |
| Clinical Research Coordinators                                     | Agriculture, Food and Natural Resources |             |
| Food Scientists and Technologists                                  | Agriculture, Food and Natural Resources |             |
| Zoologists and Wildlife Biologists                                 | Agriculture, Food and Natural Resources |             |
| Water Resource Specialists   | Agriculture, Food and Natural Resources |         |
| Environmental Science and Protection Technicians, Including Health | Agriculture, Food and Natural Resources |     |
| Buyers and Purchasing Agents, Farm Products                        | Agriculture, Food and Natural Resources |     |
| Agricultural Engineers   | Agriculture, Food and Natural Resources |     |
| First-Line Supervisors of Aquacultural Workers                     | Agriculture, Food and Natural Resources |     |
| Aquacultural Managers  | Agriculture, Food and Natural Resources |     |
| Nursery and Greenhouse Managers                                    | Agriculture, Food and Natural Resources |     |
| Education Teachers, Postsecondary                                  | Education and Training                  |     |
| Architecture Teachers, Postsecondary                               | Education and Training                  |     |
| Social Work Teachers, Postsecondary                                | Education and Training                  |     |
| Physics Teachers, Postsecondary                                    | Education and Training                  |     |
| Environmental Science Teachers, Postsecondary                      | Education and Training                  |     |
| Communications Teachers, Postsecondary                             | Education and Training                  |     |
| Nursing Instructors and Teachers, Postsecondary                    | Education and Training                  |     |
| Law Teachers, Postsecondary  | Education and Training                  |     |
| Instructional Coordinators   | Education and Training                  |     |

|   |  |   |
|---|--|---|
| Anthropology and Archeology Teachers, Postsecondary     | Education and Training                           |                 |
| Foreign Language and Literature Teachers, Postsecondary | Education and Training                           |             |
| Geography Teachers, Postsecondary                       | Education and Training                           |             |
| Sociology Teachers, Postsecondary                       | Education and Training                           |             |
| Library Science Teachers, Postsecondary                 | Education and Training                           |             |
| Biological Science Teachers, Postsecondary              | Education and Training                           |             |
| Mental Health Counselors                                | Human Services                                   |             |
| Clergy  | Human Services                                   |             |
| School Psychologists                                    | Human Services                                   |             |
| Clinical Psychologists                                  | Human Services                                   |             |
| Industrial-Organizational Psychologists                 | Human Services                                   |             |
| Neuropsychologists and Clinical Neuropsychologists      | Human Services                                   |             |
| Mental Health and Substance Abuse Social Workers        | Human Services                                   |             |
| Social and Community Service Managers                   | Human Services                                   |             |
| Substance Abuse and Behavioral Disorder Counselors      | Human Services                                   |             |
| Rehabilitation Counselors                               | Human Services                                   |         |
| Community Health Workers                                | Human Services                                   |     |
| Health Educators  | Human Services                                   |     |
| Child, Family, and School Social Workers                | Human Services                                   |     |
| Counseling Psychologists                                | Human Services                                   |     |
| Directors, Religious Activities and Education           | Human Services                                   |     |
| Sociologists  | Science, Technology, Engineering and Mathematics |     |
| Geneticists   | Science, Technology, Engineering and Mathematics |     |
| Anthropologists   | Science, Technology, Engineering and Mathematics |     |
| Political Scientists                                    | Science, Technology, Engineering and Mathematics |     |
| Computer and Information Research Scientists            | Science, Technology, Engineering and Mathematics |     |
| Survey Researchers                                      | Science, Technology, Engineering and Mathematics |     |
| Bioinformatics Scientists                               | Science, Technology, Engineering and Mathematics |     |
| Microbiologists   | Science, Technology, Engineering and Mathematics |     |
| Archeologists   | Science, Technology, Engineering and Mathematics |     |



|  |  |   |
|--|--|---|
| Biostatisticians                       | Science, Technology, Engineering and Mathematics |     |
| Mathematicians                         | Science, Technology, Engineering and Mathematics |     |
| Industrial Safety and Health Engineers | Science, Technology, Engineering and Mathematics |     |
| Transportation Planners                | Science, Technology, Engineering and Mathematics |     |
| Climate Change Analysts                | Science, Technology, Engineering and Mathematics |     |
| Park Naturalists                       | Science, Technology, Engineering and Mathematics |     |