

## Your Personality



**Your personality type is ESTP:**

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 are a logical, active, forthright person. You are very observant and live in the moment, constantly evaluating people, ideas and activities around you. Energetic and motivated by excitement, you crave action. Realistic, curious and pragmatic, you don't hesitate to speak your mind and believe people should take responsibility for their actions. You are spontaneous and playful, enjoy being the focus of attention and can often make things entertaining.

Good at noticing and remembering specific details, you assess and quickly respond to immediate problems, but are less adept at long-range problem solving. You are a skilled negotiator, good in a crisis and comfortable with a certain amount of risk taking. You are able to make difficult decisions when necessary, using logic and the facts available.

Because you live so entirely in the present, you try to avoid planning much in advance. This can wreak havoc with deadlines and other time-sensitive commitments. You're not inclined to consider future implications or work out hidden meanings. You tend to be skeptical of untested possibilities unless you have previous experience with which to compare them.

Casual and easygoing, you rarely take things too seriously. You adapt easily to change, improvising when necessary. You dislike following rules, especially those you consider pointless, and you resist others' attempts to impose restrictions or controls on you. You may have difficulty respecting people in positions of authority. In general, however, you are pretty relaxed and tolerant of others.

You sometimes abandon your duties before they're completed and prefer starting new projects to finishing existing ones. Your ability to quickly deal with problems as they arise often helps you get through troublesome situations. Lively and carefree, you may have difficulty focusing on your responsibilities when you'd much rather be having fun.

**You described your profile as:**



**Mostly Accurate**  
**(75%)**

## Strengths

- ☐ Hands-on learner
- ☐ Observant
- ☐ Prefer group work
- ☐ Resourceful
- ☐ Competitive
- ☐ Logical, concrete thinker

## Challenges

- ☐ Need variety
- ☐ Dislike abstract theory without practical application
- ☐ Not future-oriented
- ☐ Will do required reading only
- ☐ Not inclined to reflect
- ☐ Need instant 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

- ☐ Take advantage of opportunities to learn through real-life 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 hands-on activities. You learn best by physically experiencing things and using as many of your senses as possible.
- ☐ If you're having difficulty grasping a concept, ask your instructor for some practical explanations, demonstrations or tangible examples. If you understand how the information could be applied to a real-life situation or problem, it will make more sense to you.
- ☐ Talk to others about ideas and assignments — you think better when talking. Look for ways to engage with other students through team activities, competition, project work and group study. When required to do independent work, take a brief break every so often to reenergize by spending time with others.
- ☐ 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 have to learn something boring, try to motivate yourself by focusing on how it could be useful to you. 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 need to learn through experience and desire to understand how things work. Seek out instructors who have actual experience in your field of interest. Apply for internships, co-ops or work-study programs that will allow you to gain hands-on experience and test your potential in a field of interest.
- ☐ You work well with others and like to learn in a fun, lively environment where the instructors are clear, accessible and enthusiastic, and you're able to interact with the group.
- ☐ You thrive on variety. Mix up your course selections and schedule to add diversity to your classes, assignments and daily routine. Take advantage of independent study, collaborative projects and interdisciplinary options. Don't get pulled in too many directions or your schoolwork may suffer.
- ☐ Keep active and try lots of new things. Build some time into your schedule for activities and interests. Get involved in sports and extracurricular events that provide plenty of movement, variety, socializing and fun. Take care not to spend so much time socializing that you neglect your studies.

## Strengths

- ☐ Good at improvising
- ☐ Adaptable
- ☐ Energetic
- ☐ Practical
- ☐ Adventurous
- ☐ Good under pressure

## Challenges

- ☐ Dislike routine
- ☐ Easily bored or distracted
- ☐ Impulsive
- ☐ Need autonomy
- ☐ May take things too literally
- ☐ Disregard for long-term planning

## 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 competitive, fast-paced environment, with plenty of new challenges.
- ☐ Feeds your enthusiasm with lots of fun and excitement. You prefer hands-on work and thrive on action, variety, risk and tangible, immediate results.
- ☐ Takes advantage of your ability to excel under pressure. Conflict doesn't bother you; you're at your best in a crisis and you love to solve problems. Use your strengths to quickly assess a situation and immediately devise a practical solution.
- ☐ Gives you the freedom to set your own tasks and schedule and doesn't involve a lot of rules or repetition.
- ☐ Allows for plenty of activity and interaction with other people. Take care not to socialize so much that you neglect your work or interfere with someone else's.

### For Growth and Development

- ☐ Prepare adequately for large projects and don't ignore problems because they aren't interesting or will take too long to solve. Break the goal into small, measurable steps and celebrate the accomplishment of each one. In this way, you can enjoy frequent successes while working toward the overall goal.
- ☐ Meet your deadlines and follow through on your commitments. While you crave excitement and new experiences, intentionally creating delays is not the best way to achieve it. Work on your time management skills and resist getting sidetracked by other activities until your work is done.
- ☐ Slow down and think things through when making important decisions. A snap decision isn't always the best option. Ask questions. Learn how to make inferences. Consider the ramifications and opportunities your decision will present both now *and* in the future.
- ☐ Ask for help when you need it.

## Strengths

- ☐ Fun
- ☐ Spontaneous
- ☐ Enthusiastic
- ☐ Outgoing
- ☐ Perceptive, especially to non-verbal cues

## Challenges

- ☐ Blunt
- ☐ Dismissive
- ☐ Overbearing
- ☐ Unemotional
- ☐ Not inclined to listen

## 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 are very direct — sometimes to the point of rudeness. Be aware that your straightforward manner can be hurtful, especially when delivering sensitive information or criticism. Think about how to convey your message with tact and thoughtfulness.
- ☐ Often you would rather do something other than just talk. If you find it difficult to focus during long discussions, suggest going for a walk or eating lunch together while you talk. The activity will energize you and help you concentrate.
- ☐ Charming and often funny, you are able to develop an instant rapport with most people. While you can be highly entertaining, make sure you stop and listen too. Paying attention to feelings and the other person's viewpoint will help to build greater understanding and a stronger relationship.
- ☐ Watch how people react to your message and how you're presenting it. Be prepared to tone down your enthusiasm if you sense they're feeling annoyed or overwhelmed.



## Strengths

- ☐ Sociable
- ☐ Persuasive, good facilitator
- ☐ Motivational
- ☐ Assertive
- ☐ Excellent negotiator

## Challenges

- ☐ Bossy
- ☐ Lack empathy
- ☐ Impatient
- ☐ Overly competitive
- ☐ Need to appreciate others' efforts
- ☐ May be unscrupulous

## 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're not afraid to take charge of a situation and shake things up. Use your strengths to bring people together, and lead, influence and motivate them. Take care, however, to be considerate of their feelings, so you don't come across as overbearing. Be a leader, not a tyrant.
- ☐ 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.
- ☐ Healthy competition can be good. But make sure you aren't debating issues simply because you enjoy the sense of urgency it creates and the opportunity to "win" at any cost.
- ☐ Prepare sufficiently for team meetings and stick to the plan for group projects. While you may love to improvise, it can be frustrating to others if you are unprepared or constantly shifting focus.
- ☐ Teamwork and negotiation involve working with all kinds of people. Recognize that everyone brings valuable skills to the group, even if their outlook and talents — or even their sense of humor — are different from your own.

### For Filling a Role





































































































- ☐ **Expediter:** advancing progress by any means necessary, dealing with whatever needs to be done and motivating others into action.
- ☐ **Director:** organizing goals, identifying and gathering suitable resources, and ensuring everyone understands and carries out their responsibilities.
- ☐ **Analyzer:** examining, testing, understanding and defining in order to explain things and solve problems.





































































































# 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

|   |   |   |   |
|---|---|---|---|
| Museum Technicians and Conservators   | Education and Training                          |       |       |
| Adapted Physical Education Specialists  | Education and Training                          |       |       |
| Business Teachers, Postsecondary  | Education and Training                          |       |       |
| Educational, Guidance, School, and Vocational Counselors                      | Education and Training                          |       |       |
| Nursing Instructors and Teachers, Postsecondary                               | Education and Training                          |       |       |
| Vocational Education Teachers, Postsecondary                                  | Education and Training                          |       |       |
| Audio-Visual and Multimedia Collections Specialists                           | Education and Training                          |       |       |
| Coaches and Scouts  | Education and Training                          |       |       |
| Education Administrators, Elementary and Secondary School                     | Education and Training                          |       |       |
| Recreation and Fitness Studies Teachers, Postsecondary                        | Education and Training                          |       |       |
| Education Administrators, Preschool and Childcare Center/Program              | Education and Training                          |       |       |
| Education Teachers, Postsecondary   | Education and Training                          |       |       |
| Farm and Home Management Advisors   | Education and Training                          |       |       |
| Philosophy and Religion Teachers, Postsecondary                               | Education and Training                          |     |     |
| Librarians  | Education and Training                          |   |   |
| Sound Engineering Technicians   | Arts, Audio/Video Technology and Communications |   |   |
| Telecommunications Equipment Installers and Repairers, Except Line Installers | Arts, Audio/Video Technology and Communications |   |   |
| Broadcast Technicians   | Arts, Audio/Video Technology and Communications |   |   |
| Agents and Business Managers of Artists, Performers, and Athletes             | Arts, Audio/Video Technology and Communications |   |   |
| Telecommunications Line Installers and Repairers                              | Arts, Audio/Video Technology and Communications |   |   |
| Camera Operators, Television, Video, and Motion Picture                       | Arts, Audio/Video Technology and Communications |   |   |
| Dancers   | Arts, Audio/Video Technology and Communications |   |   |
| Radio Operators   | Arts, Audio/Video Technology and Communications |   |   |
| Technical Directors/Managers  | Arts, Audio/Video Technology and Communications |   |   |
| Prepress Technicians and Workers  | Arts, Audio/Video Technology and Communications |   |   |

|   |   |   |
|---|---|---|
| Broadcast News Analysts   | Arts, Audio/Video Technology and Communications |                 |
| Audio and Video Equipment Technicians                                 | Arts, Audio/Video Technology and Communications |             |
| Printing Press Operators  | Arts, Audio/Video Technology and Communications |             |
| Program Directors   | Arts, Audio/Video Technology and Communications |             |
| Producers   | Arts, Audio/Video Technology and Communications |             |
| Farm and Ranch Managers   | Agriculture, Food and Natural Resources         |             |
| Farm Equipment Mechanics and Service Technicians                      | Agriculture, Food and Natural Resources         |             |
| Hazardous Materials Removal Workers                                   | Agriculture, Food and Natural Resources         |             |
| Forest and Conservation Workers                                       | Agriculture, Food and Natural Resources         |             |
| Environmental Engineering Technicians                                 | Agriculture, Food and Natural Resources         |             |
| Agricultural Technicians  | Agriculture, Food and Natural Resources         |             |
| Aquacultural Managers   | Agriculture, Food and Natural Resources         |     |
| First-Line Supervisors of Agricultural Crop and Horticultural Workers | Agriculture, Food and Natural Resources         |     |
| Foresters   | Agriculture, Food and Natural Resources         |     |
| First-Line Supervisors of Aquacultural Workers                        | Agriculture, Food and Natural Resources         |     |
| Water and Wastewater Treatment Plant and System Operators             | Agriculture, Food and Natural Resources         |     |
| Nursery and Greenhouse Managers                                       | Agriculture, Food and Natural Resources         |     |
| First-Line Supervisors of Animal Husbandry and Animal Care Workers    | Agriculture, Food and Natural Resources         |     |
| Tree Trimmers and Pruners   | Agriculture, Food and Natural Resources         |     |
| Refuse and Recyclable Material Collectors                             | Agriculture, Food and Natural Resources         |     |
| Commercial Divers   | Architecture and Construction                   |     |
| Millwrights   | Architecture and Construction                   |     |
| Elevator Installers and Repairers                                     | Architecture and Construction                   |     |
| Solar Thermal Installers and Technicians                              | Architecture and Construction                   |     |
| Heating and Air Conditioning Mechanics and Installers                 | Architecture and Construction                   |     |



|  |                               |   |   |
|--|-------------------------------|---|---|
| Electrical Power-Line Installers and Repairers   | Architecture and Construction |     |     |
| Refrigeration Mechanics and Installers           | Architecture and Construction |   |   |
| Boilermakers                                     | Architecture and Construction |   |   |
| Pipe Fitters and Steamfitters                    | Architecture and Construction |   |   |
| Structural Metal Fabricators and Fitters         | Architecture and Construction |   |   |
| Electricians                                     | Architecture and Construction |   |   |
| Stonemasons                                      | Architecture and Construction |   |   |
| Manufactured Building and Mobile Home Installers | Architecture and Construction |   |   |
| Rotary Drill Operators, Oil and Gas              | Architecture and Construction |   |   |
| Plumbers   | Architecture and Construction |   |   |