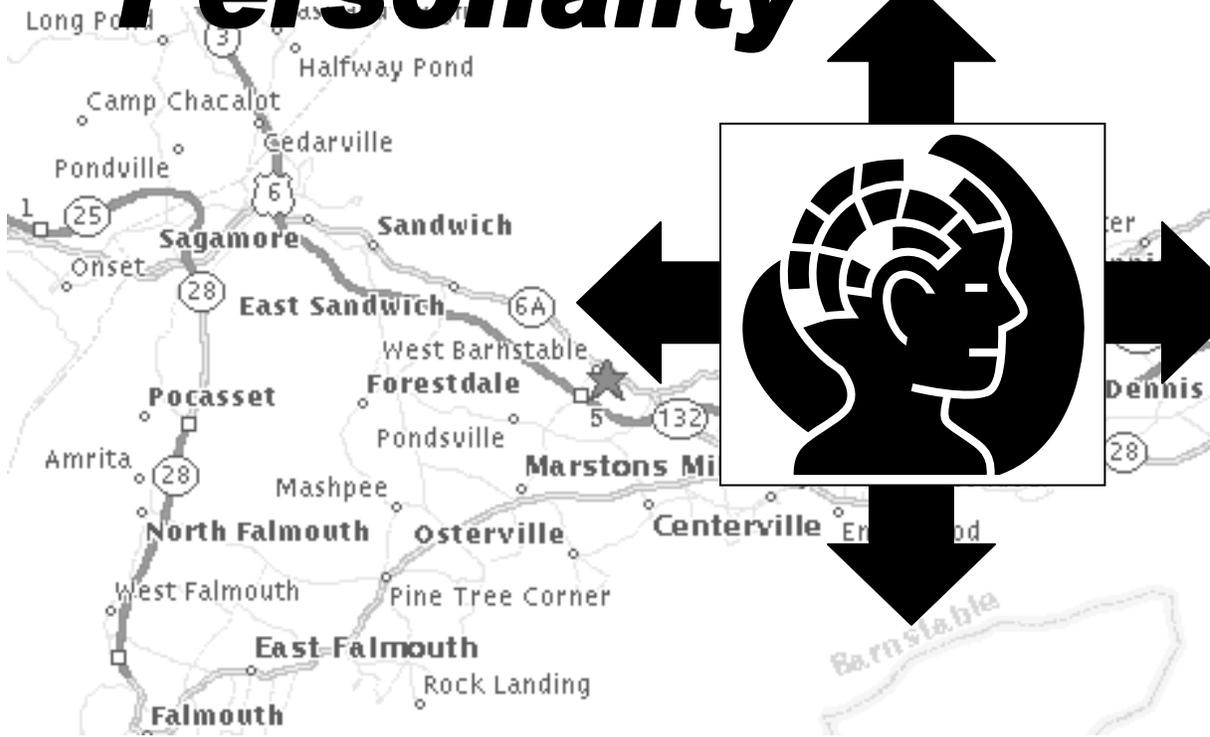


# Careers for your Personality



## Myers Briggs Type Indicator (MBTI) Summary



Isabel Briggs Myers  
1897-1980



- The MBTI is a *reliable* and *valid* instrument that measures and categorizes your personality and behavior. It is *not* a test. There are no “right” or “wrong” answers.
- Around 1940 a mother-daughter team (Katharine C. Briggs and her daughter Isabel Briggs Myers) developed this instrument to help people understand and use Carl Jung’s theory of psychological type preferences.
- Swiss Psychologist, Carl Jung, (1875 – 1961) theorized that you can predict differences in people’s behavior if you know how they prefer to use their mind. According to Jung, we each have an *inborn preference* for using our mind in one of two different ways, in four different categories:

<i>Orientation to World</i>	<i>Take in Information</i>	<i>Make Decisions</i>	<i>Take in Info. or Decide</i>
<p><b>Extraverted</b> Energized by others <i>or</i> <b>Introverted</b> Energized by ideas, emotions, memories</p>	<p><b>Sensing</b> Using five senses <i>or</i> <b>Intuition</b> Using gut or instincts</p>	<p><b>Thinking</b> Logical, problem solvers <i>or</i> <b>Feeling</b> Consider others, compassionate</p>	<p><b>Perceiving</b> Taking in information <i>or</i> <b>Judging</b> Organizing information and making decisions</p>

- There are a total of 16 possible “types” based on unique combinations of the preferences.
- Four letters are used to represent a type, for example a person with preferences for **Extraverted**, **Sensing**, **Thinking**, **Judging** is called an **ESTJ**.
- Each type has strengths and weaknesses. No type is better than another.
- People can use this assessment tool to *validate* their preferences on each of the four dichotomies and understand the sixteen different personality types that result from the interactions among preferences.
- Knowing your type can help you:
  - choose a career that might be a good match for your personality
  - understand others
  - understand your own behavior
  - communicate better with others
  - work more cooperatively in groups with others
  - manage people better in a work situation
  - appreciate individual differences
  - and more...

# Myers Briggs Type Indicator (MBTI)

## Self-"Guesstimate" Worksheet

Which side do you think more accurately describes you? Write the letter in the box at the end of each pair.

### Orientation to the World

#### Extraversion

Focus on the outer world of people and things  
Receive energy from interacting with people  
Energized by taking action; active  
Prefer communicating by talking (over writing)  
Work out ideas by talking them through  
Learn best through sharing/doing/discussing  
Have broad interests

#### Introversion

Internal focus on ideas, memories, or emotion  
Receive energy from reflecting on thoughts  
Prefer communicating in writing (over talking)  
Learn best by having time alone to process  
Prefer working in quiet environments  
Able to focus on one project at length  
Known to be reflective, quiet, private, or deep

My code:

**E or I**

### Preference for Taking In Information (Perceiving)

#### Sensing

Focus on the present; what is happening now  
Prefer real/concrete/tangible information  
Attentive to details, specifics, and facts  
Enjoy tasks with an orderly, sequential format  
Like having five senses engaged while working  
Work at a steady pace and have stamina  
Known to be practical, steady, and orderly

#### iNtuition

Focus on future; possibilities and potential  
See the big picture, connections, or patterns  
Remember specifics when part of a pattern  
Imaginative and creative  
Bored by routine and sequential tasks  
Like solving problems and developing new skills  
Have bursts of energy rather than stamina

**S or N**

### Preference for Making Decisions (Judging)

#### Thinking

Examine logical consequences of decisions  
Objectively weigh the pros and cons  
Base decisions on impersonal analysis and logic  
Energized by problem solving and critiquing  
Seek standard principles to apply uniformly  
Look for cause/effect relationships in data  
Consider feelings when presented as facts

#### Feeling

Base decisions on subjective values  
Enjoy appreciating and supporting others  
Actively look for qualities to praise in others  
Value and create harmonious environments  
Honor each person as a unique individual  
Assess impacts of decisions on others  
Work best in supportive, encouraging settings

**T or F**

### Preference for Either Taking In Information *or* Making Decisions

#### Judging

Prefer to make decisions with information  
Make decisions as soon as possible  
Enjoy having closure; like things settled  
Plan and organize their world  
Like roles and expectations to be clear  
Enjoy getting things done/being productive  
Plan ahead to avoid last minute stresses

#### Perceiving

Prefer to take in information and understand  
Keep things open-ended as long as possible  
Seek to experience and live life; not control it  
Open to new options and last-minute changes  
Enjoy starting projects but often never finish  
Able to adapt; flexible  
Energized by last minute pressures

**J or P**

### Occupational Trends By Type

ST Business/Management Law/Law Enforcement Skilled Trades	SF Health Care Teaching/Education	NF Counseling Arts Teaching/Education Religion	NT Science Technology Management
<b>ISTJ</b>	<b>ISFJ</b>	<b>INFJ</b>	<b>INTJ</b>
<p><b>Occupational Trends:</b> Management Administration Law Enforcement Accounting</p> <p>Focus: use attention to detail to get the job done.</p>	<p><b>Occupational Trends:</b> Education Health Care Religious Settings</p> <p>Focus: personally help people behind the scenes</p>	<p><b>Occupational Trends:</b> Religion Counseling Teaching Arts</p> <p>Focus: facilitate others' emotional, intellectual or spiritual development</p>	<p><b>Occupational Trends:</b> Scientific/Technical Field Computers Law</p> <p>Focus: use intellectual creativity and technical knowledge to conceptualize, analyze and get tasks done</p>
<b>ISTP</b>	<b>ISFP</b>	<b>INFP</b>	<b>INTP</b>
<p><b>Occupational Trends:</b> Skilled Trades Agriculture Law Enforcement Military Technical Fields</p> <p>Focus: work hands-on with data or things and analyze</p>	<p><b>Occupational Trends:</b> Health Care Business Law Enforcement</p> <p>Focus: use gentle nature and attention to detail, in service-related positions</p>	<p><b>Occupational Trends:</b> Counseling Writing Arts</p> <p>Focus: use creativity to honor or support their values</p>	<p><b>Occupational Trends:</b> Scientific or Technical Fields</p> <p>Focus: apply objective analysis of problems and technical expertise in solitary environment</p>
<b>ESTP</b>	<b>ESFP</b>	<b>ENFP</b>	<b>ENTP</b>
<p><b>Occupational Trends:</b> Marketing Skilled Trades Business Law Enforcement</p> <p>Focus: take action, work hands-on and attend to details</p>	<p><b>Occupational Trends:</b> Health Care Teaching Child Care Skilled Trades</p> <p>Focus: use outgoing nature and enthusiasm to help people with practical needs</p>	<p><b>Occupational Trends:</b> Counseling Teaching Religion Arts</p> <p>Focus: use creativity and communication to foster growth in others</p>	<p><b>Occupational Trends:</b> Science Management Technology Arts</p> <p>Focus: continuously take on new challenges and solve problems</p>
<b>ESTJ</b>	<b>ESFJ</b>	<b>ENFJ</b>	<b>ENTJ</b>
<p><b>Occupational Trends:</b> Management Administration Law Enforcement</p> <p>Focus: use logic and organization of the facts to get tasks done</p>	<p><b>Occupational Trends:</b> Education Health Care Religion</p> <p>Focus: use their personal concern to provide service to others</p>	<p><b>Occupational Trends:</b> Religion Arts Teaching</p> <p>Focus: help others with their emotional, intellectual and spiritual growth</p>	<p><b>Occupational Trends:</b> Management Leadership</p> <p>Focus: use analysis, strategic planning, and organization to get tasks completed</p>

Sources: Consulting Psychologists Press MBTI Manual and MBTI Qualifying Program Training Packet

## On The Job Stressors By Type

Try to select careers where you will *avoid or minimize* the following stressors for your personality preferences.

Job Stressors for:

### Extraverts

Working alone  
Having to communicate by email  
Lengthy work periods with no interruptions  
Having to reflect before taking action  
Having to focus in-depth on one thing  
Getting feedback only in writing

### Sensing Types

Attending to own and others' insights  
Having to do old things in new ways  
Having to give an overview without details  
Looking for the meaning in facts  
Focusing on possibilities  
Too many complexities

### Thinking Types

Using personal experience to assess situations  
Adjusting to individual differences and needs  
Noticing and appreciating what is positive  
Focusing on processes and people  
Using empathy/personal values to make decisions  
Having others react to questioning as divisive

### Judging Types

Waiting for structure to emerge from the process  
Being expected to use "inner timing"  
Working with too flexible time frames/deadlines  
Having to marshal energy at the last minute  
Staying open to reevaluation of tasks  
Dealing with surprises  
"Winging" it

### Introverts

working with others  
talking on the phone a lot  
frequent interruptions  
having to act quickly without reflection  
having too many concurrent tasks/demands  
getting frequent verbal feedback

### iNtuitive Types

having to attend to realities  
having to do things the proven way  
having to attend to details  
checking the accuracy of facts  
needing to focus on past experience  
being required to be practical

### Feeling Types

analyzing situations objectively  
setting criteria and standards  
critiquing and focusing on flaws  
focusing only on tasks, not people  
using logic alone to make decisions  
asking questions that feel divisive

### Perceiving Types

having to organize self or others  
working within time frames and deadlines  
others' distrust of last minute energy  
having to finish and move on  
developing contingency plans  
being required to plan ahead  
being on time

Source: Consulting Psychologists Press MBTI Manual

## Learning Style Inventory

To better understand how you prefer to learn and process information, place a check in the appropriate space after each statement below, then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. This 24-item survey is not timed. Respond to each statement as honestly as you can.

	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing and making graphs and charts.			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			

17. I learn the spelling of words by “finger spelling” them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

### Scoring Procedures

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

**OFTEN = 5 points    SOMETIMES = 3 points    SELDOM = 1 points**

VISUAL		AUDITORY		TACTILE	
NO.	PTS.	NO.	PTS.	NO.	PTS.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS =		APS =		TPS =	
VPS = Visual Preference		APS = Audio Preference		TPS = Tactile Preference	

# Characteristics of Learning Styles

Three of your senses are primarily used in learning, storing, remembering and recalling information. Your eyes, ears, and sense of touch play essential roles in the way you communicate, perceive reality and relate to others. Because you learn from and communicate best with someone who shares your dominant modality, it is a great advantage for you to know the characteristics of visual, auditory and kinesthetic styles and to be able to identify them in others.

## Visual

- Mind sometimes strays during verbal activities
- Observe rather than acts or talks
- Likes to read
- Usually a good speller
- Memorizes by seeing graphics or pictures
- Not too distractible
- Finds verbal instruction difficult
- Has good handwriting
- Remembers faces
- Uses advanced planning
- Doodles
- Quiet by nature
- Meticulous, neat in appearance
- Notices details

## Auditory

- Talks to self aloud
- Enjoys talking
- Easily distracted
- Has difficulty with written directions
- Likes to be read to
- Memorizes sequentially
- Enjoys music
- Whispers to self while reading
- Distracted by noise
- Hums or sings
- Outgoing by nature
- Enjoys listening activities

## Kinesthetic

- Likes physical rewards
- In motion most of the time
- Likes to touch people when talking
- Taps pencil or foot when studying
- Enjoys doing activities
- Reading not a priority
- Poor speller
- Likes to solve problems by physically working through them
- Will try new things
- Outgoing by nature; expresses emotions by physical means
- Uses hands while talking
- Dresses for comfort

## **SOUND: Hints for the Auditory Learner**

### **General**

1. Say aloud the information to be learned/have someone read the information to you/read it into a tape recorder and replay it.
2. Read your work out loud. Summarize what you have read on tape.
3. Say words inside your head silently.
4. Brainstorm ideas with others. Form study groups.
5. When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panel and group discussions, guest lectures, and oral questions and answers.
6. Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
7. Tape class lectures (Ask instructor for permission).
8. Meet with classmates before and/or after class to discuss material.

### **Writing**

1. Plan each sentence you want to write by saying it out loud or silently in your head.
2. Say each sentence several times.
3. Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.

### **Spelling**

1. Listen to the spelling of the word.
2. Say the word – then say each letter out loud
3. Close your eyes and spell the word out loud; check your spelling.
4. Close your eyes and spell the word out loud again; check your spelling.
5. Now write the word, trying to hear it in your mind.
6. Verbally review spelling words and lectures with a friend.

### **Mathematics**

1. Learn math while saying the concept, fact, theorem, etc., aloud.
2. Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
3. Use a tape recorder and replay the information.

## **SIGHT: Hints for the Visual Learner**

### **General**

1. Take notes, make pictures, graphs, and charts. Use flashcards and highlight key details
2. Sit close to the teacher so that you can watch his/her face and gestures.
3. Take notes or make lists as you listen to directions.
4. Carefully check instructions written on the chalkboard and on handouts.
5. as the teacher lectures, pay attention to visual aids such as the following:
  - Drawing, maps, graphs, charts
  - Transparencies, posters, films, books
6. Imagine pictures of the information you are suppose to remember.
7. Use color coding as cues to important information.
8. When possible, read assignments silently.
9. Maintain class notes and outlines of important information to study.
10. Try to read and study in well lit, quiet place.
11. Record homework assignments in a date book, on a note pad, or a specially designed assignment sheet.
12. Keep a note pad with you at all times. Write out everything for frequent and quick visual review.

### **Reading**

1. Use sight words, flashcards, note cards and experience stories; don't try to sound words out, but try to determine if the new word or words has words you already know. For example, the "systematic" has the word "system", "stem" and "mat" within it.
2. You are a "look-and-say" learner. Look at a word carefully; then say it.

### **Writing**

1. Jot down ideas as they form in your mind.
2. Outline your ideas.
3. Make a rough draft, skipping lines. Correct/revise your work.
4. Re-coy your paper.
5. ESSAY TEST: Make quick outlines on scratch paper or in the margin of the test before writing your answer.

### **Spelling**

1. See the word – close your eyes.
2. Make a picture – then read from your picture.
3. Write the word – match the picture.
4. Check your work immediately.

### **Mathematics**

1. Visualize the problem.
2. Make pictures or tallies of the problem on scratch paper.
3. Write the problem.

## **TOUCH: Hints for the Tactile/Kinesthetic Learner**

1. Keep your desk clear of distracting objects.
2. Cover the page you're not reading
3. If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning center to block out the noise. If you want sound, listen to soft music.
4. Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a walk around the block, listen to one song, etc.
5. Sit as close to the teacher as possible, or sit in the center of the room by quiet students.
6. When studying, use a multi-sensory approach (hearing, seeing, touching and doing) as much as possible.
7. Get plenty of sleep.
8. Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.
9. Study in a carrel or in an office where there is a desk for your text books and notebook.
10. Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
11. When possible draw what you are learning.
12. Trace spelling words as you practice them.
13. Record in writing information learned. Keep a supply of paper on hand.
14. When possible, role play, type, take notes, or construct models to learn the information.