TYPEFOCUS II

or

What am I going to be when I graduate?

LMF 2013
Know and/or understand this…
Objectives

- Increase self-awareness and confirm self-perception
- Discover normal differences in people concerning:
  - Energy source
  - Information gathering
  - Decision making
  - Lifestyle
- Appreciate and learn to capitalize on your own strengths and those of others
- Supplement and augment areas that you may overlook or that don’t come as easily
It’s not just all about your personality…

values + personality + interests = job satisfaction

Typefocus Explained
Why know this stuff…

Personality is a combination of your distinctive individual qualities.

When you understand these qualities about yourself, you will make good career decisions.

By identifying your strengths and talents, you'll be able to find work that will be satisfying in the long run.
Key Type Concepts

- Type is *innate*
- Type can be *influenced*
- Type is *observable*
- Type is *not a box*
- Type is *not an excuse*
- Type indicates *preferences, not skills*
- Type is a *journey*
Preference Dichotomies

- Extraversion
- Introversion
- Sensing
- Intuition
- Thinking
- Feeling
- Judging (order)
- Perceiving

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### Energy

<table>
<thead>
<tr>
<th>EXTRAVERSION</th>
<th>INTROVERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being energized through contact with other people or through engaging in activities (the outer world)</td>
<td>Being energized through ideas, quiet times, or solitude (the inner world)</td>
</tr>
</tbody>
</table>

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How Are You Energized?

**EXTRAVERSION**
- External/exterior
- Talk thoughts out
- Involved with people, things
- Interaction
- Action/result oriented
- Do-think-do

**INTROVERSION**
- Internal/interior
- Keep thoughts inward
- Work with ideas, thoughts
- Concentration
- Reflection/processing
- Think-do-think


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**SENSING**

Paying attention to what you perceive through the five senses: seeing, hearing, touching, smelling, and tasting

**INTUITION**

Paying attention to what might be described as the sixth sense—the unseen world of meanings, inferences, hunches, insights, and connections

---

*I'll need to see more data.*

*This looks like a great opportunity.*
How Do You Take In Information?

**SENSING**
- The here and now
- What is real
- Practical
- Facts
- Perfecting established skills
- Step-by-step
- The five senses/realism

**INTUITION**
- Future possibilities
- What could be/potential
- Theoretical
- Inspirations
- Learning new skills
- Novelty
- The sixth sense, a hunch

Decisions

**THINKING**
Making decisions based on impartial criteria—cause-effect reasoning, constant principles or truths, and logic

**FEELING**
Making decisions based on values-based, person-centered criteria, seeking harmony

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# How Do You Make Decisions?

<table>
<thead>
<tr>
<th>THINKING</th>
<th>FEELING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical system</td>
<td>Values system</td>
</tr>
<tr>
<td>Head</td>
<td>Heart</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Justice</td>
<td>Mercy</td>
</tr>
<tr>
<td>Critique</td>
<td>Compliment</td>
</tr>
<tr>
<td>Principles</td>
<td>Harmony</td>
</tr>
<tr>
<td>Reason</td>
<td>Empathy</td>
</tr>
<tr>
<td>Firm but fair</td>
<td>Compassionate</td>
</tr>
</tbody>
</table>


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Approach to Life

**JUDGING**
Want to live an ordered life, with goals and structure, making decisions so you can move on

**PERCEIVING**
Want to live a spontaneous life with flexibility, staying open to new information and possibilities
How Do You Approach Life?

**JUDGING**
- Decisions w/ information
- Control
- Settled
- Run one’s life
- Set goals
- Organized

**PERCEIVING**
- Gather information
- Adapt
- Let life happen
- Seek options
- Opening up
- Flexible


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# Type Table

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
</tbody>
</table>
Lisa’s Type

Personality Results: ISFJ

- Find rewarding work by following a career path that fits your natural personality strengths.
- Learn more about what makes you unique by using the links on the left.

Step 1 will be complete when all three assessments are done. Then go to Step 2: Explore Occupations

PERSONALITY

General Description:
ISFJs are warm and sensitive, being quiet, they’ll be there for a friend but won’t push. ISFJs identify with others easily and approach their problems with care and a willingness to get involved. Being practical and organized, they use their warmth to provide help in realistic ways. They are dependable and conscientious.

Summary of Careers
Careers that value the ISFJ’s natural focus on caring and commitment will be good choices. Helping careers such as health and teaching are popular. However, the other side of ISFJs, their ability to be practical and organized, open the door to such careers as librarian or office manager. Whatever specific career the ISFJ chooses, they will always focus on helping people in warm, practical ways. They get along best in jobs that are structured and offer the chance to work by themselves at times.

The TypeFocus program has hundreds more occupations relating to your personality type. You can explore them in the upper tab: Explore Occupations > Assessments > Personality.
It’s not just all about your personality…

values
+ personality
interests
= job satisfaction
People who work in jobs that fit their preferences enjoy it more, suffer less stress and get more done with less effort.
### Career clusters that attract ISFJs in Rank Order (First being most popular)

#### Education/Social Science

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Example Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School counselors - see counselor</td>
<td>Adult education teachers - self-enrichment education</td>
</tr>
<tr>
<td>Curators - see archivists</td>
<td>College and university faculty</td>
</tr>
<tr>
<td>Education administrators</td>
<td>Librarians</td>
</tr>
<tr>
<td>Adult education teachers - remedial</td>
<td>Preschool teachers and child-care workers</td>
</tr>
<tr>
<td>Clinical psychologists</td>
<td>Special education teachers</td>
</tr>
<tr>
<td>Teacher aides</td>
<td>School teachers - elementary</td>
</tr>
<tr>
<td>Urban and regional planners</td>
<td>Museum technicians - see archivists</td>
</tr>
<tr>
<td>Archivists</td>
<td>Social psychologists</td>
</tr>
<tr>
<td>Industrial psychologists</td>
<td>School psychologists</td>
</tr>
<tr>
<td>Experimental psychologists</td>
<td>School teachers - preschool and kindergarten</td>
</tr>
<tr>
<td>School teachers - middle and secondary</td>
<td>Archaeologists</td>
</tr>
</tbody>
</table>
ANIMAL OLYMPICS

The duck was a wonderful swimmer but a weak runner. He sprained his ankle and wanted to quit because it wasn't fun and he knew he couldn't win.

The rabbit was a natural sprinter but spent all her time in the pool trying to improve her lap times. She became waterlogged and had to be saved twice.

The moral of the story? Each of these animals was good at one event and they should have worked to their strengths, not their weaknesses. Can ducks run? Sure, but it isn't what they do best. So, if you try to be what you're not, you will be like a duck out of water.