

**Sam Sample**  
**27 Mar 2013**

**EXPERT**

# EXTENDED REPORT

**FIFTEEN FACTOR QUESTIONNAIRE PLUS**





# REPORT STRUCTURE

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## DISCLAIMER

This is a strictly confidential assessment report on Sam Sample which is to be used under the guidance of a trained professional. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Sam Sample.

This profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, motivation, interests, values, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.



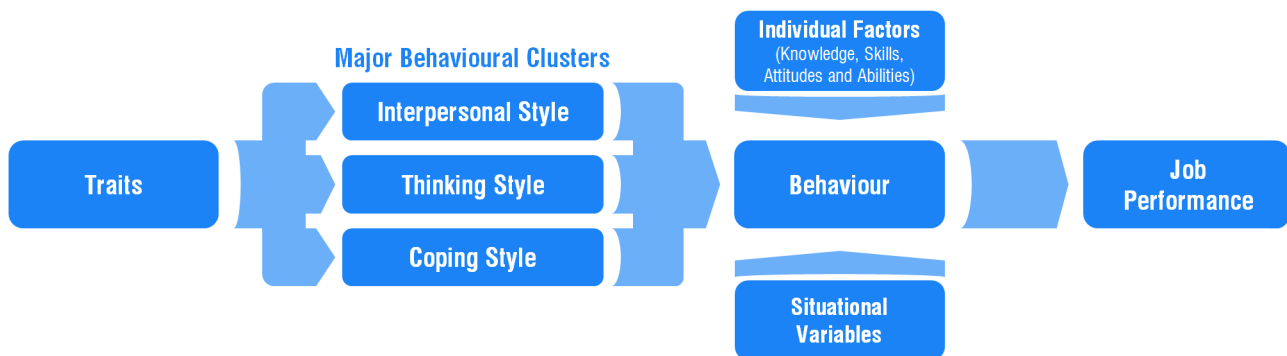
# GUIDE TO USING THIS REPORT

## INTRODUCTION

The 15FQ+ is an assessment of personality and individual differences. The 15FQ+ is based on one of the most researched and respected models of personality, identifying behaviour preferences across Cattell's 16 personality constructs (Cattell, 1946) and the big five personality traits (McCrae and Costa, 1987). These provide insight into how people typically think, feel and interact in ways that may be productive or counter-productive for an organisation:

- |   |   |   |   |  |
|---|---|---|---|--|
| <p><b>O</b> <b>Openness</b></p> <ul style="list-style-type: none"> <li>▪ Tender-minded</li> <li>▪ Conventional</li> </ul> | <p><b>C</b> <b>Self-control</b></p> <ul style="list-style-type: none"> <li>▪ Conscientious</li> <li>▪ Restrained</li> <li>▪ Self-disciplined</li> </ul> | <p><b>E</b> <b>Extraversion</b></p> <ul style="list-style-type: none"> <li>▪ Empathic</li> <li>▪ Enthusiastic</li> <li>▪ Socially-bold</li> <li>▪ Group-oriented</li> </ul> | <p><b>A</b> <b>Agreeableness</b></p> <ul style="list-style-type: none"> <li>▪ Intellectance</li> <li>▪ Dominant</li> <li>▪ Trusting</li> <li>▪ Radical</li> </ul> | <p><b>N</b> <b>Anxiety</b></p> <ul style="list-style-type: none"> <li>▪ Affected by feelings</li> <li>▪ Suspicious</li> <li>▪ Self-doubting</li> <li>▪ Tense-driven</li> </ul> |
|---|---|---|---|--|

Extensive research, conducted over many years, has consistently demonstrated that 10-30% of the variance in job performance is attributable to personality differences. Moreover, a person's potential for burnout, their trainability and subsequent job satisfaction, have all been shown to be strongly influenced by personality. Thus personality assessment forms a central part of most careers guidance and counselling programmes, with the aim of helping individuals maximise their potential by finding an optimal match between their personality and their choice of career. The model below illustrates the relationship between behavioural preferences and job performance:



## THE EXTENDED REPORT

The Extended Report is the most comprehensive of the 15FQ+ expert reports. The main narrative is broken down into three major behavioural clusters: Interpersonal Style, Thinking Style and Coping Style. Further information is provided on behavioural styles and likely business outcomes such as Team Roles, Leadership Styles, Subordinate Styles, Influencing Styles and Career Themes. This is followed by a brief summary of potential strengths and development areas. The report also provides an appendix of profile charts which covers the primary and secondary factors of the test as well as criterion derived scales and response style scales.



## SUPPLEMENTARY REPORTS

The information gained from this report can be used in conjunction with other supplementary reports. The supplementary reports available for the 15FQ+ are:

### Competency Development Report

This report uses Psytech's universal competency framework to predict respondents' typical behaviour in each of the model's competency domains. The report outlines respondents' most likely personal strengths and weaknesses in each of the model's competency domains and provides development recommendations.

### Emotional Intelligence Report

This report investigates respondents' Emotional Intelligence (EI) in terms of the conceptual framework proposed by Daniel Goleman and his colleagues. This framework defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching and training.

### Derailer Report

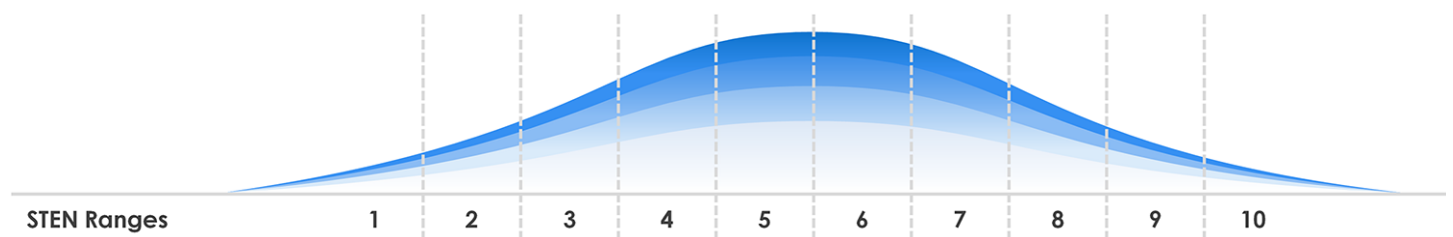
The Derailer Report describes respondents' results in terms of a series of dysfunctional behaviours that can present challenges for organisations in a variety of work settings. The report can be used to identify potential challenges which may impair an individual's performance, facilitate personal development or facilitate behavioural interviews in order to inform and support selection decisions.

### Respondent Feedback Report

The Feedback Report is intended for sharing directly with respondents for their personal insight. Similar to this report, it provides descriptions of the individual's most likely behaviours within the three major behavioural clusters. It does not, however, provide potential strengths and development areas, derived work-related behavioural styles or scale scores.

## REFERENCE GROUP (NORM) USED

A reference group is used to evaluate Sam's results. His results are presented as standardised STEN scores with Mean=5.5 and SD=2 as demonstrated in the following chart.



The following norm was used to generate this report:

Test	Norm Used	Sample Size
Fifteen Factor Questionnaire Plus (15FQ+)	Professional Managerial	1186



## UNDERSTANDING THE CHARTS AND TABLES

Much of the information provided in this report is presented in the form of charts or tables, which is why it is important to be able to read them accurately and make use of the information contained within them. The following elements are used to present the data in the charts and tables:

Element	Description
<b>Raw</b>	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
<b>STEN Score</b>	The STEN score is a standardised scale used to compare respondent results. The score has a Mean of 5.5 and Standard Deviation of 2. This score is presented as a 10-point scale in the results chart.
<b>Standard Error of Measurement (SEm)</b>	The Standard Error of Measurement is a measure of the range within which an individual's hypothetical 'true' score is likely to fall within 68% probability. It is presented as blue error bar surrounding the respondent's obtained STEN score in the results chart.
<b>Percentile Score (%ile)</b>	A value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100 in the results chart.



# PERSONALITY ASSESSMENT

## RESPONSE STYLE

The 15FQ+ contains a number of measures that examine the way in which the respondent has approached the questionnaire. The results indicate that Sam Sample may have been concerned to present himself in a socially acceptable manner and as an ideal employee. That is, he may have intentionally (or otherwise) selected answers that project an image that he considered to be highly desirable within the workplace. It should be understood that this indication may occur for one of two reasons: It may be the result of a deliberate strategy or alternatively a reflection of his true personality, being more a function of the genuine altruism or desire to engage in positive organisational citizenship than an attempt to distort profile indications.

## INTERPERSONAL STYLE

Sam Sample's interpersonal orientation is on the borderline of extraversion and introversion. Falling within this band, he will tend to communicate readily without having a requirement for excessive personal contact. He is as likely to be as happy dealing with people as when occupied with tasks, but will generally come forward in social situations, particularly if this places him at the centre of attention. Expressing moderate levels of warmth and empathy, he is likely to be seen as relatively supportive of colleagues. No more or less sympathetic and understanding than most, he will be able to maintain a degree of distance from colleagues when necessary. Tending not to let go in social settings, his reaction to situations will generally be sober and serious. He may possibly come across as a little stiff and perhaps lacking in spontaneity. Unexpected events, or rapidly changing situations, may make him disgruntled. Socially confident, Sam Sample is likely to be bold, venturesome and within the bounds of his personal code of conduct may be uninhibited in social interactions. However his level of active participation will be held in check by an awareness of social expectations. He will be attracted to social settings where he will be able to relate easily and comfortably with people. He will generally have little trouble with 'stage fright', but will not generally rush to be in centre-stage. Relatively confident of his intellectual abilities, he is likely to be fairly effusive when discussing lofty issues. His ability to withstand external pressures without expending too much energy will enable him to face quite gruelling emotional situations. Generally he will be a conformist, avoiding the kind of behaviour that would make him appear out of place. Generally preferring to work within a team, Sam Sample enjoys group participation and social recognition. He will tend to feel most comfortable working in a group setting, where he can share his thoughts with, and bounce his creative ideas off, others.

As amenable and co-operative as most, he will generally not seek confrontation for confrontation's sake. Being moderately competitive, he should not be averse to meeting challenges. While capable of being outspoken on occasion, he should not be oblivious to others' sensibilities. As adaptable and accommodating as the norm, Sam Sample's initial approach is to give people the benefit of the doubt. If he feels that his trust is being abused, his tolerance may rapidly turn to scepticism. In personal exchanges Sam Sample maintains a balance by not being overbearing nor being too easily dominated. He will assert himself or give way as the situation demands. He is no more or less assertive than most people. He will generally be aware of interpersonal issues, although this may not be readily apparent due to his cool and aloof style. Acutely aware of the demands of social situations, he is able to assert himself without being too direct or blunt. He has the capacity to convert people, whatever his cause is even to a manipulative extent. He should be strongly motivated to avoid making social blunders.



## THINKING STYLE

Sam Sample is a relatively tough-minded individual, who is inclined to adopt a no-nonsense approach to problems. Relatively realistic in his orientation to life, he has a preference for evidence, being inclined to reject more speculative, intuitive approaches. In general, he will not allow sentiment to submerge his intellect. Having a somewhat conventional perspective on life, he prefers established, well-proven solutions to problems. He may, as a result, be somewhat reticent about accepting new, innovative ideas, particularly if they are outside the realm of his own personal experience. In possession of a fairly tough exterior, he can demonstrate quite a strong sense of the rational and realistic. Relatively unsentimental and rather hard-headed, his sense of pragmatism will manifest itself in a 'no nonsense' approach to things with a focus on practical issues. Disposed to adopt a functional, straightforward approach he will be inclined to reject artistic and cultural elaborations. Not drawn to aesthetic or creative endeavours, he will rarely be moved by feelings of wonder or awe. Highly academic discussions, that have little real-world significance, are unlikely to be to his taste. He will generally give his attention to practical matters and will be quite alert to external realities. Relatively down to earth, he will tend to focus on the here and now. He should be capable of keeping his cool in a crisis. Alertness, caution and practical concern should contribute to a low frequency of accidents. Inclined to reject abstract ideas that have little practical relevance, he will have little time for highly conceptual, theoretically-minded individuals.

Having very high levels of self-control, Sam Sample's behaviour and attitudes are very much a function of social norms and internalised societal values and expectations. Thus he is very unlikely to have idiosyncratic or non-conforming beliefs. Having concern for his reputation and being rather status conscious, he will emphasise self-discipline and control. Although he is strongly drawn to social settings and needs a good deal of stimulation, this should guard him against taking impulsive action and in resisting the temptations of the moment. Much of his behaviour may be influenced by what he considers to be socially acceptable. He may nonetheless be quite outspoken in the expression of his views in particular situations. Persevering and conscientious in character, he will generally accept and reliably discharge responsibility. He has a thoroughness in his work that should predispose him to be a good finisher. He is likely to show respect for systems and procedures believing there is a right approach, both in work quality and behaviour. There is an element of meticulous inflexibility to his character, in part determined by his wholehearted acceptance of social and possibly parental values. He may be so controlled as to be regarded as rigid or moralistic.

## COPING STYLE

Sam Sample is currently experiencing fairly low levels of anxiety. Highly emotionally resilient and stable, he is likely to face difficulties in a calm, realistic way. Rarely ruffled by events, he will be seen as being extremely dependable in a crisis. Being extremely stable in mood, on occasion, people may see him as rather lacking in passion. He should be able to rapidly recharge his depleted energy resources after having faced demanding work schedules. Being as secure and self-assured as most, he will not normally be unduly burdened by feelings of low self-esteem or insecurity. However, he may sometimes leave a situation feeling he could have done better. His tendency to be relatively free of guilt feelings, coupled with his willingness to accept some personal responsibility for failure, would suggest that he is unlikely to rush into apportioning blame onto the situation when things go wrong. Sam Sample appears to others to be a fairly easy going and composed individual. He projects himself as a somewhat sedate individual who is not easily perturbed and is not usually moved to outbursts of anger or frustration. People may find his relaxed composure in the face of a crisis, reassuringly impressive. Only major frustrations and irritations are likely to upset him.



## DERIVED DIMENSIONS

This section provides scores and brief descriptions for a variety of derived criterion scales. These include criterion scores for: Team Roles, Leadership Styles, Subordinate Styles and Career Themes. The derived criterion scales are designed to add further useful insight into the candidate's character and most likely work place behaviour. Test users should consider these criterion scores to be hypotheses about the respondent's likely work based behaviour, which should be tested with reference to the 15FQ+ profile and other sources of information.

### TEAM ROLES

The Team Roles describe how Sam Sample is likely to interact with his colleagues in a team situation. The specific ways in which he will express his preferred team style may, however, vary according to the situation. In addition, this behavioural style takes no account of his intellectual approach to problems and the quality of his decisions. The scores below indicate Sam Sample's general propensity for a particular team role orientation. It must be noted that different styles may be adopted according to the demands of the situation and consequently a description of Sam Sample's predominant and secondary team styles is provided.

#### TEAM ROLE CHART

Scale	Score	1	2	3	4	5	6	7	8	9	10
Co-Ordinator	7.5										
Shaper-Driver	3.2										
Evaluator-Critic	7.7										
Implementer	9.5										
Team Builder	5										
Resource-Investigator	7.2										
Inspector-Completer	6.4										
Innovator	2.5										

#### Team Role Combination – Implementer/Evaluator-Critic

Sam Sample is likely to make his best contribution to an organisation as someone who thinks through a problem thoroughly and then makes things happen. He is likely to have the ability to think shrewdly and dispassionately about alternative courses of action and make a balanced judgement about the option that is the most practical and feasible. He can then translate this direction into a practical operational procedure and set up the systems to achieve results. He thus combines a shrewd analytical mind with a flair for organisation. At times, however, he may find it difficult to inspire and motivate others, and he may be less happy in a role requiring the continual generation of new ideas. Nonetheless, he is likely to provide a sound critical evaluation of ideas and plans for change that are proposed by others. The value of innovation will have to be proved to him on the basis of facts and supporting evidence. Given the right circumstances, he is likely to be particularly effective as a strategic thinker and systems designer.





## LEADERSHIP STYLES

Based on the work of the American Organisational Psychologist Bass, the Leadership Styles describe which of a range of styles Sam Sample is most likely to adopt. This may be of relevance to a variety of situations where there is a requirement to manage others. As with most personality characteristics, the profile only describes Sam Sample's most likely styles and not performance. Effective performance will depend on many factors including the organisational culture in which the individual is operating.

### LEADERSHIP STYLES CHART

Scale	Score	1	2	3	4	5	6	7	8	9	10
Directive Leader	7.7										
Delegative Leader	3.9										
Participative Leader	4.4										
Consultative Leader	5.8										
Negotiative Leader	8.8										

#### Primary Leadership Style: Negotiative Leader

Negotiative leaders motivate subordinates by encouraging them, through incentives etc., to work towards common objectives. Hence, through a process of negotiation attempts will be made to arrive at some mutually equitable arrangement with the other members of the team so as to motivate them to work in a particular way. Negotiative leaders tend to rely on their skills of persuasion to achieve their stated goals. Many Negotiative leaders have well developed image management skills and they typically utilise these to moderate their approach according to the circumstances in which they find themselves. This capability, coupled with a desire to achieve, can mean that sometimes they adopt unconventional methods to achieve their desired objectives.

#### Secondary Leadership Style: Directive Leader

Directive leaders are characterised by having firm views about how and when things should be done. As such they leave little leeway for subordinates to display independence, believing that they should adhere to the methods and schedules as originally laid down. Having a high goal-orientation and being particularly concerned with results the Directive leader will tend to closely monitor the behaviour and performance of others. This may lead them to be perceived as a little cool and detached. This impression may be reinforced by the fact that they will be led by their own opinions rather than inviting others to contribute their ideas. Being a particularly self-directed leader may lead to the ideas of others to be excluded from consideration at the expense of their own. However, this will only prove to be problematic should their own judgement and abilities be called into question.



## SUBORDINATE STYLES

Based on the work of the American Organisational Psychologist Bass, the Subordinate Styles describe which of a range of styles Sam Sample is most likely to adopt. This may be of relevance to a variety of situations where a particular management style is in place. As with most personality characteristics, the profile only describes the style of management to which Sam Sample is most likely to respond and not effectiveness. Effective performance will depend on many factors including the organisational culture in which the individual is operating.

### SUBORDINATE STYLES CHART

Scale	Score	1	2	3	4	5	6	7	8	9	10
Receptive Subordinate	7.3							7.3			
Self-Reliant Subordinate	6.5							6.5			
Collaborative Subordinate	3.7			3.7							
Informative Subordinate	5.4							5.4			
Reciprocating Subordinate	6.6							6.6			

#### Primary Subordinate Style: Receptive Subordinate

Receptive Subordinates are typically accommodating individuals who are eager to complete the work that is assigned to them in accordance with pre-specified procedures. In this mode, Sam Sample's colleagues will see a more traditional and conventional side to his nature. Quite possibly this means that he will leave the generation of innovative ideas to other members of their team. As a result, the Receptive Subordinate will take the stance that his role is to execute the ideas of others to the best of their ability.

#### Secondary Subordinate Style: Reciprocating Subordinate

Reciprocating Subordinates tend to be individuals with an emotionally mature outlook, who rarely become upset by criticism or setbacks. As such they generally feel comfortable about promoting their own ideas or engaging in negotiations with managers concerning the best approach to projects. Hence, they are likely to be most complementary to the Negotiative leader and, given that the Reciprocative Subordinates usually have strong views of their own, any exchanges between subordinate and manager will typically be productive.



## INFLUENCING STYLES

The Influencing Styles describe which of a range of styles Sam Sample is most likely to adopt. This may be of interest in relevance to a variety of situations where there is a requirement to influence others or sell a product, service or idea. As with most personality characteristics, the profile only describes Sam Sample's most likely styles and not performance. Effective performance will depend on many factors including the type of product, the customer, the specific situation and the organisational culture in which the individual is operating. Equally, different styles may be adopted according to the demands of the situation and consequently a description of Sam Sample's predominant and Secondary Influencing Style is provided.

### INFLUENCING STYLES CHART

Scale	Score	1	2	3	4	5	6	7	8	9	10
Confident Communicator	8.4								8.4		
Rapport Creator	7.7							7.7			
Culture Fitter	9.3								9.3		
Culture Breaker	5.2				5.2						
Enthusiast	4.9				4.9						
Perseverer	9.5								9.5		
Business Winner	4.5				4.5						
Technician	7.3							7.3			
Admin. Support	8.5								8.5		
Team Manager	8.2								8.2		

#### Primary Influencing Style: Perseverer

The Perseverer is often a resilient and determined individual who creates opportunities to influence or sell through making contacts and following up leads with determination and persistence. It is unusual for the Perseverer to take rejections personally or to see them as an obstacle. They believe that by continually expanding the number of contacts they make and following up on opportunities methodically, they will ultimately be rewarded with success.

#### Secondary Influencing Style: Culture Fitter

Culture Fitters generally adapt their approach to fit the prevailing culture of the client's organisation. Hence, they will not push their own ideas or opinions but will convey those beliefs they consider to be shared by their audience. Such an approach will normally minimise the possibility of disagreements or conflicts developing and will tend to promote feelings of confidence and comfort in the Culture Fitter on the part of the recipient.



## CAREER-THEME SCALES

Career-Themes are based on the work of Holland. These provide a match between Sam Sample's personality profile and those of the broad occupational groups listed. The scores take no account of other important factors such as interests, aptitudes, qualifications and work experience.

### CAREER-THEME CHART

Scale	Score	1	2	3	4	5	6	7	8	9	10
Realistic Theme	8.2								8.2		
Investigative Theme	4.3			4.3							
Artistic Theme	2.8		2.8								
Social Theme	6.1					6.1					
Enterprising Theme	6.7					6.7					
Conventional Theme	7.6							7.6			

#### Realistic Theme

Activities involving manipulation of mechanical devices and principles of mechanics and physics. High scorers are likely to be technically orientated, repairing mechanical devices, working on motor cars. They may also enjoy outdoor activities.

#### Investigative Theme

Activities involving the manipulation of ideas and scientific principles. High scorers will enjoy applying logical and/or scientific principles to the resolution of experimental problems. They may enjoy laboratory work.

#### Artistic Theme

Activities centred around the expression of artistic and creative ideas. High scorers are typically interested in the Arts in the broadest manifestation e.g. art, music, writing, composing, dance, design etc.

#### Social Theme

Activities centred on helping or caring for others. High scorers tend to express an interest in charitable work, involving caring for the elderly, children with special needs or counselling, teaching and generally assisting others to achieve their potential.

#### Enterprising Theme

Activities involving the attainment of objectives through people. High scorers generally express an interest in managing or leading others or taking charge of situations. As such they are attracted to business related situations where they are able to exercise leadership skills.

#### Conventional Theme

Activities involving organising, administration and well established work practices. High scorers enjoy developing and maintaining systems, operating business machines, doing paperwork, bookkeeping and accountancy.



## ADDITIONAL COMMENTS

The following section lists a number of points which can be inferred from Sam Sample's assessment report. The interviewer may wish to use these as the basis for further probing during the interview or counselling discussions.

### POTENTIAL STRENGTHS

- Will prefer to avoid making hasty decisions.
- Will be likely to adopt a rational and objective approach to decision-making.
- Will generally take the views of others into account.
- Will tend to maintain a disciplined control over the expression of his feelings and emotions, wishing to present himself positively.
- Will tend to be practical and realistic, with his feet firmly on the ground.
- Shows a concern for effective systems and procedures and is unlikely to experiment with the untried or untested.
- Tough-minded and pragmatic, he should not easily be taken in by abstract notions that have limited practical application.

### POTENTIAL DEVELOPMENT NEEDS

- May tend to deliberate a little too much at times, and avoid making some decisions.
- May focus on task issues at the expense of the human element.
- May seem rather too reliant on group acceptance and support.
- His behaviour may be influenced more by social values and the expectations of others than by his own needs and values.
- May tend to lack interest in conceptual issues and be inattentive to the global aspects of a task.
- His concern with systems and procedures may cause him to overlook new ideas.
- Tough-minded, he may dismiss abstract or conceptual pursuits as lacking substance.

NOTE: Above average social desirability score - validity of profile may be reduced.



# 15FQ+ PROFILES

## CLASSIC PROFILE

Scale	Raw	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description	%ile
fA	19	<b>Distant Aloof</b> Reserved, Distant, Detached, Impersonal.	1 2 3 4 5 <b>6</b> 7 8 9 10	<b>Empathic</b> Affable, Personable, Warm- hearted.	56
β	22	<b>Low Intellectance</b> Lacking confidence in own intellectual abilities.	1 2 3 4 5 6 7 <b>8</b> 9 10	<b>High Intellectance</b> Confident of own intellectual abilities.	76
fC	23	<b>Affected by Feelings</b> Emotional, Changeable, Labile, Moody.	1 2 3 4 5 6 7 8 9 <b>10</b>	<b>Emotionally Stable</b> Mature, Calm, Phlegmatic.	97
fE	16	<b>Accommodating</b> Passive, Mild, Humble, Deferential.	1 2 3 4 5 <b>6</b> 7 8 9 10	<b>Dominant</b> Assertive, Competitive, Aggressive, Forceful.	59
fF	8	<b>Sober Serious</b> Restrained, Taciturn, Cautious.	1 2 <b>3</b> 4 5 6 7 8 9 10	<b>Enthusiastic</b> Lively, Cheerful, Happy-go- Lucky, Carefree.	11
fG	22	<b>Expedient</b> Spontaneous, Disregarding of rules & obligations.	1 2 3 4 5 6 7 8 9 10	<b>Conscientious</b> Perservering, Dutiful, Detail conscious.	80
fH	22	<b>Retiring</b> Timid, Self-conscious, hesitant in social settings.	1 2 3 4 5 6 7 8 9 10	<b>Socially-bold</b> Venturesome, Talkative, Socially confident.	90
fI	9	<b>Hard-headed</b> Utilitarian, Unsentimental, Lacks aesthetic sensitivity.	1 2 3 4 5 6 7 8 9 10	<b>Tender-minded</b> Sensitive, Aesthetically aware, Sentimental.	11
fL	6	<b>Trusting</b> Accepting, Unsuspecting, Credulous, Tolerant.	1 2 3 4 5 6 7 8 9 10	<b>Suspicious</b> Sceptical, Cynical, Doubting, Critical.	37
fM	5	<b>Concrete</b> Solution-focused, Realistic, Practical, Down-to-earth.	1 2 3 4 5 6 7 8 9 10	<b>Abstract</b> Imaginative, Absent- minded, Impractical.	10
fN	24	<b>Direct</b> Genuine, Artless, Open, Forthright, Straightforward.	1 2 3 4 5 6 7 8 9 10	<b>Restrained</b> Diplomatic, Socially astute, Socially aware, Discreet.	93
fO	14	<b>Confident</b> Secure, Self-assured, Unworried, Guilt-free.	1 2 3 4 5 6 7 8 9 10	<b>Self-doubting</b> Worrying, Insecure, Apprehensive.	40
fQ <sub>1</sub>	4	<b>Conventional</b> Traditional, Conservative, Conforming.	1 2 3 4 5 6 7 8 9 10	<b>Radical</b> Experimenting, Open to change, Unconventional.	13
fQ <sub>2</sub>	2	<b>Group-oriented</b> Sociable, Group dependent, a "Joiner".	1 2 3 4 5 6 7 8 9 10	<b>Self-sufficient</b> Solitary, Self-reliant, Individualistic.	6
fQ <sub>3</sub>	22	<b>Informal</b> Undisciplined, Uncontrolled, Lax, Follows own urges.	1 2 3 4 5 6 7 8 9 10	<b>Self-disciplined</b> Compulsive, Fastidious, Exacting willpower.	83
fQ <sub>4</sub>	6	<b>Composed</b> Relaxed, Placid, Patient.	1 2 3 4 5 6 7 8 9 10	<b>Tense-driven</b> Impatient, Low frustration tolerance, Irritable.	15



**BIG FIVE PROFILE**

Scale	Score	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>E</b>	<b>6</b>	<b>Introversion</b> Tends to feel uncomfortable in social situations.		<b>Extraversion</b> Strong predisposition to social interaction.
<b>N</b>	<b>3</b>	<b>Low aNxiety</b> Calm, Composed and satisfied with life and ability to cope.		<b>High aNxiety</b> Problems in coping with day to day situations. Concerned about the future.
<b>O</b>	<b>3</b>	<b>Pragmaticism</b> Realistic, practical and conservative in attitudes.		<b>Openness</b> Enjoy innovation, interested in artistic expression.
<b>A</b>	<b>5</b>	<b>Independence</b> Alert, Quick to respond to situations, challenging, self-assured.		<b>Agreeableness</b> People orientated, empathic, accommodating.
<b>C</b>	<b>9</b>	<b>Low Self-Control</b> Free from constraints of social rules.		<b>High Self-Control</b> Conscious of group standards of behaviour.



## RESPONSE STYLE INDICATORS

### Distortion Scale Scores

Scale	Raw	1	2	3	4	5	6	7	8	9	10
Social Desirability	12								8		
Fake Good	10								8		
Fake Bad	2		2								

### Risk Scale Scores

Scale	Raw	1	2	3	4	5	6	7	8	9	10
Central Tendency	3	1									
Infrequency	0	1									

## CRITERION DERIVED SCALES

### Risk Scale Scores

Scale	Raw	1	2	3	4	5	6	7	8	9	10
Emotional Intelligence	26								8		
Positive Work Attitude	32										10





## INTERPERSONAL STYLES PROFILE

Scale	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>E</b>	<b>Introversion</b> Tends to feel uncomfortable in social situations.		<b>Extraversion</b> Strong predisposition to social interaction.
<b>fA</b>	<b>Distant Aloof</b> Reserved, Distant, Detached, Impersonal.		<b>Empathic</b> Affable, Personable, Warm-hearted.
<b>fF</b>	<b>Sober Serious</b> Restrained, Taciturn, Cautious.		<b>Enthusiastic</b> Lively, Cheerful, Happy-go-Lucky, Carefree.
<b>fH</b>	<b>Retiring</b> Timid, Self-conscious, hesitant in social settings.		<b>Socially-bold</b> Venturesome, Talkative, Socially confident.
<b>-fQ<sub>2</sub></b>	<b>Self-sufficient</b> Solitary, Self-reliant, Individualistic.		<b>Group-oriented</b> Sociable, Group dependent, a "Joiner".

Scale	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>A</b>	<b>Independence</b> Alert, Quick to respond to situations, challenging, self-assured.		<b>Agreeableness</b> People orientated, empathic, accommodating.
<b>-β</b>	<b>High Intellectance</b> Confident of own intellectual abilities.		<b>Low Intellectance</b> Lacking confidence in own intellectual abilities.
<b>-fE</b>	<b>Dominant</b> Assertive, Competitive, Aggressive, Forceful.		<b>Accommodating</b> Passive, Mild, Humble, Deferential.
<b>-fI</b>	<b>Suspicious</b> Sceptical, Cynical, Doubting, Critical.		<b>Trusting</b> Accepting, Unsuspecting, Credulous, Tolerant.
<b>fQ<sub>1</sub></b>	<b>Radical</b> Experimenting, Open to change, Unconventional.		<b>Conventional</b> Traditional, Conservative, Conforming.



## THINKING STYLES PROFILE

Scale	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>O</b>	<b>Pragmatism</b> Realistic, practical and conservative in attitudes.		<b>Openness</b> Enjoy innovation, interested in artistic expression.
<b>fI</b>	<b>Hard-headed</b> Utilitarian, Unsentimental, Lacks aesthetic sensitivity.		<b>Tender-minded</b> Sensitive, Aesthetically aware, Sentimental.
<b>fM</b>	<b>Concrete</b> Solution-focused, Realistic, Practical, Down-to-earth.		<b>Abstract</b> Imaginative, Absent-minded, Impractical.
<b>fQ<sub>1</sub></b>	<b>Conventional</b> Traditional, Conservative, Conforming.		<b>Radical</b> Experimenting, Open to change, Unconventional.
Scale	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>C</b>	<b>Low Self-Control</b> Free from constraints of social rules.		<b>High Self-Control</b> Conscious of group standards of behaviour.
<b>fG</b>	<b>Expedient</b> Spontaneous, Disregarding of rules & obligations.		<b>Conscientious</b> Perservering, Dutiful, Detail conscious.
<b>fN</b>	<b>Direct</b> Genuine, Artless, Open, Forthright, Straightforward.		<b>Restrained</b> Diplomatic, Socially astute, Socially aware, Discreet.
<b>fQ<sub>3</sub></b>	<b>Informal</b> Undisciplined, Uncontrolled, Lax, Follows own urges.		<b>Self-disciplined</b> Compulsive, Fastidious, Exacting willpower.



## COPING STYLES PROFILE

Scale	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
<b>N</b>	<b>Low Anxiety</b> Calm, Composed and satisfied with life and ability to cope.		<b>High Anxiety</b> Problems in coping with day to day situations. Concerned about the future.
<b>-fC</b>	<b>Emotionally Stable</b> Mature, Calm, Phlegmatic.		<b>Affected by Feelings</b> Emotional, Changeable, Labile, Moody.
<b>fO</b>	<b>Confident</b> Secure, Self-assured, Unworried, Guilt-free.		<b>Self-doubting</b> Worrying, Insecure, Apprehensive.
<b>fQ<sub>4</sub></b>	<b>Composed</b> Relaxed, Placid, Patient.		<b>Tense-driven</b> Impatient, Low frustration tolerance, Irritable.
<b>fL</b>	<b>Trusting</b> Accepting, Unsuspecting, Credulous, Tolerant.		<b>Suspicious</b> Sceptical, Cynical, Doubting, Critical.