

**Sam Sample**

**EXPERT**

# EXTENDED REPORT

**FIFTEEN FACTOR QUESTIONNAIRE PLUS**



POWERED BY

**PSYTECH**  
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# REPORT STRUCTURE

The Extended Report presents Sam Sample's profile results in the following sections:

## 1. Guide to Using This Report

- Introduction
- The Extended Report
- Supplementary Reports
- Reference Group (Norm) Used
- Understanding the Charts and Tables

## 2. Personality Assessment

- Response Style
- Interpersonal Style
- Thinking Style
- Coping Style

## 3. Derived Dimensions

- Team Roles
- Leadership Styles
- Subordinate Styles
- Influencing Styles
- Career-Theme Scales

## 4. Additional Comments

- Potential Strengths
- Potential Development Needs

## 5. 15FQ+ Profiles

- Classic Profile
- Big Five Profile
- Response Style Indicators
- Criterion Derived Scales
- Interpersonal Styles Profile
- Thinking Styles Profile
- Coping Styles Profile

## 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.



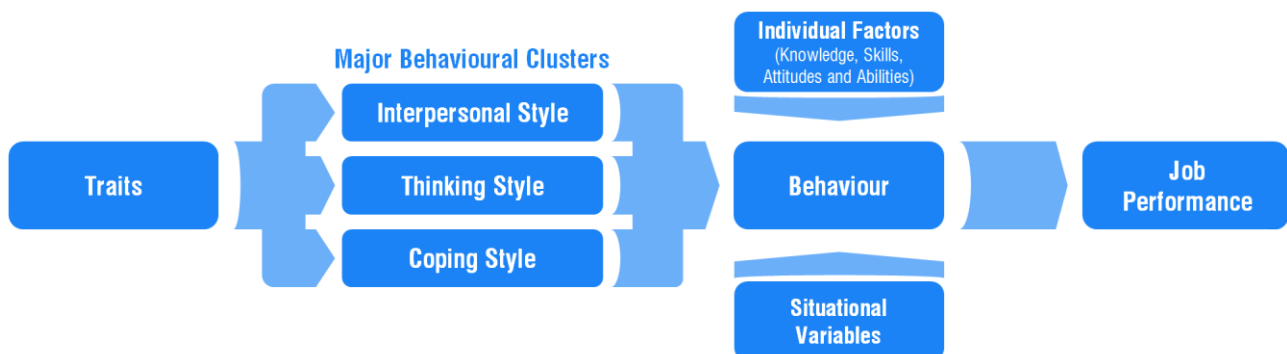
# GUIDE TO USING THIS REPORT

## INTRODUCTION

The Fifteen Factor Questionnaire Plus (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:

<b>O</b> <b>Openness</b> <ul style="list-style-type: none"> <li>Imaginative</li> <li>Radical</li> <li>Tender-minded</li> </ul>	<b>C</b> <b>Self-control</b> <ul style="list-style-type: none"> <li>Self-disciplined</li> <li>Restrained</li> <li>Conscientious</li> </ul>	<b>E</b> <b>Extraversion</b> <ul style="list-style-type: none"> <li>Warm</li> <li>Enthusiastic</li> <li>Socially Bold</li> <li>Group Oriented</li> </ul>	<b>A</b> <b>Agreeableness</b> <ul style="list-style-type: none"> <li>Intellectually Modest</li> <li>Accommodating</li> <li>Trusting</li> <li>Conforming</li> </ul>	<b>N</b> <b>Anxiety</b> <ul style="list-style-type: none"> <li>Affected by Feelings</li> <li>Self-doubting</li> <li>Suspicious</li> <li>Tense-driven</li> </ul>
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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 Fine Nine 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

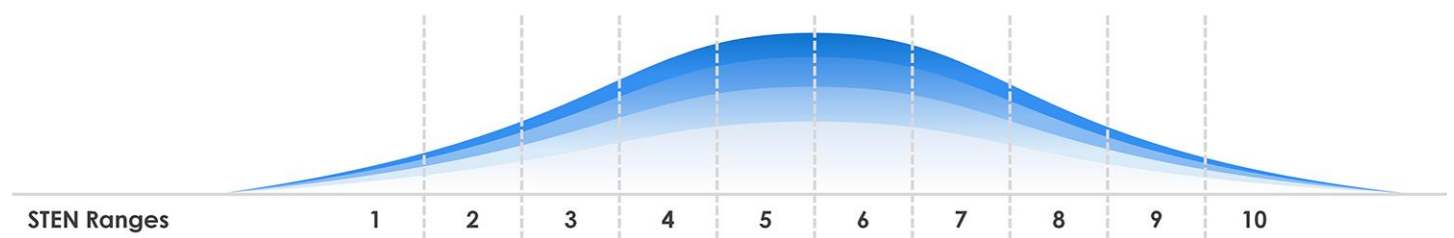
The Derailer Report describes respondents' results in terms of a series of dysfunctional behaviours that can present challenges for organisations in a variety of work settings. The report can be used to identify potential challenges which may impair an individual's performance, facilitate personal development 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+)	GCC & Expats	870



## 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. While the results suggest that Sam Sample may not have been particularly concerned about projecting a positive image of himself, his results further indicate that there may have been an element of randomness within how he answered the questionnaire. This indication may be the result of a conscious lack of commitment to the assessment process, a failure for him to buy into the process or simply a lack of willingness to portray his true self. Furthermore, he appears to have selected an unusually high number of middle or uncertain answers. This indication may be the result of his considered desire to reveal little of his true self, or may be a function of a genuinely moderate personality, perhaps reflective of someone who prefers not to readily express strong views on many issues. Consequently, the number of central answers combined with the degree of randomness represents a high risk of distortion to the profile.

## INTERPERSONAL STYLE

Sam Sample's interpersonal style is relatively introverted. That is, his attention and energies will be oriented towards things rather than people. His tendency to withdraw from social interaction may be interpreted as cool disinterest and a lack of interpersonal warmth. As a consequence he may be regarded as unsympathetic, distant and aloof. This is probably more of a reflection of him being in his element when working alone with relatively little personal contact. He simply derives his satisfaction from solitary activities rather than those activities that require a great deal of interpersonal contact. Tending not to let go in social settings, his reaction to situations will generally be fairly sober and serious. He may possibly come across as a little stiff and perhaps slightly lacking in spontaneity. Unexpected events, or rapidly changing situations, may put him off-balance and upset him. In the right setting however, he should be capable of a fair degree of enthusiasm. In a group situation, he has sufficient social boldness to relate to most people. While he is likely to be as confident as most in group situations, he may feel a little uncomfortable if he suddenly becomes the centre of attention at a large social gathering. This is likely to be particularly marked if the conversation turns to lofty, intellectual matters in which he is likely to lack confidence. He is a very self-sufficient and self-reliant person, who does not need group contact and participation. He has a strong preference for working on his own, free from group distractions. He is likely to view most group discussions and team work as a waste of time. He may be seen as very reclusive and out-of-touch with public opinion.

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. Sam Sample has a relatively cynical and questioning nature, tending to often suspect the underlying motives behind the things people say or do. Overtly inclined to be critical, he is however unlikely to be excessively rigid or opinionated. He may be rather obstinate from time to time. He may resent being given instructions and may often do just the opposite of what he is told. He may feel that if he drops his guard, people will take advantage of him. Consequently, he is not likely to be the most popular team member. In personal interactions he appears somewhat passive and mild mannered. Sam Sample may dislike confrontation and be inclined to avoid it or smooth it over. Relatively forthright, genuine and rather outspoken, when asked for an opinion, Sam Sample will on occasion, unintentionally (or otherwise) express himself in a direct and uncalculated manner.



## THINKING STYLE

Sam Sample is a somewhat tough-minded individual, who is inclined to adopt a no-nonsense approach to problems. Quite realistic in his orientation to life, he has a slight preference for evidence, being inclined to reject more speculative, intuitive approaches. In general, he will tend not to allow sentiment to control his behaviour. Somewhat unconventional in his attitudes and opinions, his views may tend to be at variance with those of most people. This may lead him to question older, established points of view and be reticent about accepting the status-quo. He is neither excessively hard-headed, tough and utilitarian nor highly soft-hearted and sentimental. Having an appreciation of aesthetic issues whilst keeping functional considerations in mind, he strikes a balance between the rational and the emotional in decision-making. He will be inclined to give his attention to practical matters and will be quite alert to external realities. Quite down to earth, he will tend to focus on the here and now. Alertness, caution and practical concern should contribute to a low frequency of accidents. Highly sceptical of abstract ideas that have little practical relevance, he will have little time for highly conceptual, theoretically-minded individuals.

Having low levels of self-control, Sam Sample's behaviour and attitudes are more likely to be determined by his own (possibly idiosyncratic) values and beliefs than a function of socially accepted norms. Very free-thinking and spontaneous, he expresses scant regard for authority. Lacking in self-discipline and self-control, he may not be particularly concerned about his social standing. Not placing much value on formality and protocol, he may prefer to relate to others in an informal and casual manner. He is likely to be unimpressed by status, position or authority, preferring to judge people on their merits. However, being diplomatic and aware of the impact he may have on others, these attitudes may not always be evident. He may not relate at all well to group undertakings which discourage individualism. Manifestly rather unconstrained to some degree, he has an inclination to circumvent rules especially when it is expedient to do so. Unmindful of obligation, he might be an extremely inconsistent or poor finisher, unless pressed. This may be more apparent on work that he does not consider to be of great significance. Sam Sample may prefer to have a number of ongoing commitments, but lacking a strong sense of personal obligation, is prone to put them down when they become tedious or repetitive. He is not prone to deliberation and procrastination. Tending to view things from a global perspective, he will prefer to avoid work that demands close attention to detail.

## COPING STYLE

Sam Sample is currently experiencing average levels of anxiety. Not unduly prone to mood swings, he should have sufficient energy to cope with life's demands. However, he may nonetheless experience some stress coping with particularly demanding situations or when placed under extreme emotional pressure. As resilient as most, he should be capable of remaining calm in a crisis. Being as secure and self-assured as most, he will not normally be unduly burdened by feelings of low self-esteem or insecurity. 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 others when things go wrong. As relaxed and composed as most, Sam Sample is not usually troubled by feelings of irritability and tension. Like most people, however, he may become a little restless or tense when under pressure but this should not cause him undue problems as he is likely to be able to relax without too much difficulty. Whilst minor irritations should not generally upset him, if his goals are repeatedly frustrated he may become impatient or annoyed.



## DERIVED DIMENSIONS

This section provides scores and brief descriptions for a variety of derived criterion scales. 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.

The derived dimensions measured include:

### Team Roles

Describe how Sam Sample is likely to interact with his colleagues in a team situation.

### Leadership Styles

Describe which of a range of leadership styles Sam Sample is most likely to adopt.

### Subordinate Styles

Describe which of a range of subordinate styles he is most likely to adopt.

### Influencing Styles

Describe which of a range of influencing styles he is most likely to adopt.

### Career-Themes

Provide a match between Sam Sample's personality profile and those of the broad occupational groups listed.





## 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

Role	Score	1	2	3	4	5	6	7	8	9	10
Coordinator	4				4						
Shaper-Driver	7.5							7.5			
Evaluator-Critic	5.6					5.6					
Implementer	3.4				3.4						
Team Builder	3.9				3.9						
Resource-Investigator	3.4				3.4						
Inspector-Completer	3.5				3.5						
Innovator	4.1				4.1						

### Team Role Combination – Evaluator-Critic/Shaper-Driver

Sam Sample is likely to be able to shrewdly spot a problem in an organisation and strike forcefully to make a change. He both recognises the need to think through issues and the importance of acting decisively, and as quickly as possible, as soon as key issues have been carefully considered. He is likely to be able to accurately evaluate the feasibility of other people's ideas and arguments, although this may mean that he is perceived as somewhat serious, reflective and hard-headed. Whilst he probably has the capacity to wield the hatchet if necessary, he will usually come across as quite affable in relaxed situations. Given the right circumstances, he is likely to make a valuable contribution in a role that involves the identification of problems within a team environment and the implementation of change.



## 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

Style	Score	1	2	3	4	5	6	7	8	9	10
Directive Leader	4.3				4.3						
Delegative Leader	5.3				5.3						
Participative Leader	3.7			3.7							
Consultative Leader	1	1									
Negotiative Leader	4			4							

#### Primary Leadership Style: Delegative Leader

As the name suggests, the style of Delegative leaders is characterised by delegating work to subordinates. Since their style is not strongly democratic, the process of delegation may not involve consultation. As a result, subordinates will generally be assigned work rather than have active input into how projects should be conducted. However, once the work has been assigned only little direction will be provided and subordinates will largely be expected to work with the minimum of supervision. Although such a leadership style may not be everybody's preference those who are naturally independent may enjoy the freedom allowed by such managers.

#### Secondary Leadership Style: Directive Leader

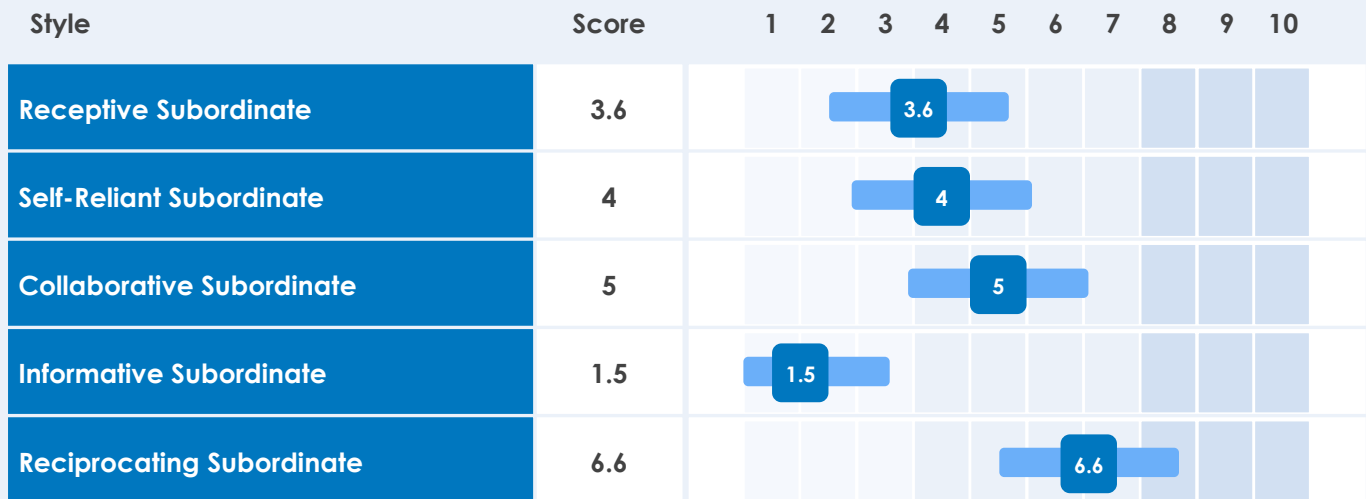
Directive leaders are characterised by having firm views about how and when things should be done. As such they leave little leeway for subordinates to display independence, believing that they should adhere to the methods and schedules as originally laid down. Having a high goal-orientation and being 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



#### Primary 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.

#### Secondary Subordinate Style: Collaborative Subordinate

Collaborative Subordinates believe that the problem-solving power of the team is more than that of the individual members included within that team: their primary concern is that the team as a whole achieves its objective. Collaborative Subordinates relish group discussions and will typically propose innovative ideas of their own, as well as being more than happy to discuss the ideas of others. As strong believers in constructive criticism, they show little reluctance when it comes to pointing out weaknesses in other peoples' ideas; similarly they are usually happy to accept the criticisms of others. Collaborative Subordinates are at their most effective when working under managers who share their views about group participation – i.e., those who encourage collaboration rather than those with a more directive style.



## 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

Style	Score	1	2	3	4	5	6	7	8	9	10
Confident Communicator	4.4				4.4						
Rapport Creator	1.6	1.6									
Culture Fitter	4.2				4.2						
Culture Breaker	6.1					6.1					
Enthusiast	4.5				4.5						
Perseverer	3.7				3.7						
Business Winner	6.1					6.1					
Technician	1.6	1.6									
Admin. Support	3.2				3.2						
Team Manager	3.2				3.2						

#### Primary Influencing Style: Culture Breaker

In contrast to many other approaches the Culture Breaker will generally take a radical stance, presenting ideas which are likely to be different from the culture of the client's organisation. Through presenting such radical ideas they will tend to create an image of knowledgeable integrity. The recipient is then likely to feel that they are receiving information based on a reasoned assessment of their needs. Obviously, the success of this approach is dependent upon the confidence and technical competence of the Culture Breaker.

#### Secondary Influencing Style: Business Winner

The Business Winner typically attracts new opportunities from previously unknown sources. This will often be achieved through a combination of persistence and the preparedness to try novel and unconventional approaches to influencing or selling. With a tendency to be highly competitive they usually work hard for their successes but their tendency to be unconventional may cause discomfort amongst their colleagues. The Business Winner will usually be a particular asset in those times when existing areas have become saturated or when there is a particular requirement to expand into new markets.



## 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

Theme	Score	1	2	3	4	5	6	7	8	9	10
Realistic Theme	7.6								7.6		
Investigative Theme	3.5			3.5							
Artistic Theme	4			4							
Social Theme	1.4	1.4									
Enterprising Theme	5				5						
Conventional Theme	4.3				4.3						

#### 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

- May be self-sufficient, without the need for group support.
- Will tend to feel unrestricted by protocol and established values.
- Will have a tendency to be effective in situations where he has a number of ongoing commitments, where he can concentrate on the global requirements of a task.
- It will be difficult to pull the wool over his eyes.
- Should be able to focus his efforts on the most important and/or rewarding projects without being deflected by remote prospects.

### POTENTIAL DEVELOPMENT NEEDS

- May tend to be something of a loner and not 'walk the talk' as much as might be necessary.
- May show insufficient concern for protocol and established values.
- May have difficulty adhering to highly structured work procedures and may overlook the detailed requirements of a task.
- Tending to be a little wary of people he does not know well, he may prefer to take his time when integrating into a new team.
- May be disinclined to persevere when confronted with tedious tasks.
- He may have been let down in the past and as a result may try to keep others at 'arms length'.

NOTE: Very high number of middle responses - validity of profile questionable - check test taking attitude.

NOTE: Very high number of infrequent responses - the respondent may not have been attentive in completing the questionnaire. Check test taking attitude.



## 15FQ+ PROFILES

## CLASSIC PROFILE

Scale	Raw	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description	%ile
fA	12	<b>Distant Aloof</b> Reserved, Distant, Detached, Impersonal.	2	<b>Empathic</b> Affable, Personable, Warm-hearted.	3
β	6	<b>Low Intellectance</b> Lacking confidence in own intellectual abilities.	1	<b>High Intellectance</b> Confident of own intellectual abilities.	1
fC	15	<b>Affected by Feelings</b> Emotional, Changeable, Labile, Moody.	5	<b>Emotionally Stable</b> Mature, Calm, Phlegmatic.	35
fE	15	<b>Accommodating</b> Passive, Mild, Humble, Deferential.	4	<b>Dominant</b> Assertive, Competitive, Aggressive, Forceful.	26
fF	11	<b>Sober Serious</b> Restrained, Taciturn, Cautious.	4	<b>Enthusiastic</b> Lively, Cheerful, Happy-go-Lucky, Carefree.	27
fG	11	<b>Expedient</b> Spontaneous, Disregarding of rules & obligations.	3	<b>Conscientious</b> Persevering, Dutiful, Detail conscious.	7
fH	19	<b>Retiring</b> Timid, Self-conscious, Hesitant in social settings.	6	<b>Socially-bold</b> Venturesome, Talkative, Socially confident.	64
fI	13	<b>Hard-headed</b> Utilitarian, Unsentimental, Lacks aesthetic sensitivity.	5	<b>Tender-minded</b> Sensitive, Aesthetically aware, Sentimental.	33
fL	15	<b>Trusting</b> Accepting, Unsuspecting, Credulous, Tolerant.	8	<b>Suspicious</b> Sceptical, Cynical, Doubting, Critical.	89
fM	8	<b>Concrete</b> Solution-focused, Realistic, Practical, Down-to-earth.	4	<b>Abstract</b> Imaginative, Absent-minded, Impractical.	20
fN	14	<b>Direct</b> Genuine, Artless, Open, Forthright, Straightforward.	3	<b>Restrained</b> Diplomatic, Socially astute, Socially aware, Discreet.	6
fO	14	<b>Confident</b> Secure, Self-assured, Unworried, Guilt-free.	6	<b>Self-doubting</b> Worrying, Insecure, Apprehensive.	57
fQ <sub>1</sub>	12	<b>Conventional</b> Traditional, Conservative, Conforming.	7	<b>Radical</b> Experimenting, Open to change, Unconventional.	72
fQ <sub>2</sub>	15	<b>Group-oriented</b> Sociable, Group dependent, a "Joiner".	9	<b>Self-sufficient</b> Solitary, Self-reliant, Individualistic.	95
fQ <sub>3</sub>	13	<b>Informal</b> Undisciplined, Uncontrolled, Lax, Follows own urges.	2	<b>Self-disciplined</b> Compulsive, Fastidious, Exacting willpower.	4
fQ <sub>4</sub>	9	<b>Composed</b> Relaxed, Placid, Patient.	6	<b>Tense-driven</b> Impatient, Low frustration tolerance, Irritable.	50



## BIG FIVE PROFILE

Scale	Score	Left Description	1 2 3 4 5 6 7 8 9 10	Right Description
E	3	<b>Introversion</b> Tends to feel uncomfortable in social situations.		<b>Extraversion</b> Strong predisposition to social interaction.
N	6	<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.
O	4	<b>Pragmaticism</b> Realistic, practical and conservative in attitudes.		<b>Openness</b> Enjoy innovation, interested in artistic expression.
A	6	<b>Independence</b> Alert, quick to respond to situations, challenging, self-assured.		<b>Agreeableness</b> People orientated, empathic, accommodating.
C	2	<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	9				4						
Fake Good	8					6					
Fake Bad	5						7				

## Risk Scale Scores

Scale	Raw	1	2	3	4	5	6	7	8	9	10
Central Tendency	56									10	
Infrequency	9								9		

## CRITERION DERIVED SCALES

Scale	Raw	1	2	3	4	5	6	7	8	9	10
Emotional Intelligence	13		2								
Positive Work Attitude	21			3							



## INTERPERSONAL STYLES PROFILE

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

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



## THINKING STYLES PROFILE

Scale	Left Description	1	2	3	4	5	6	7	8	9	10	Right Description
O	<b>Pragmaticism</b> Realistic, practical and conservative in attitudes.				4							<b>Openness</b> Enjoy innovation, interested in artistic expression.
fI	<b>Hard-headed</b> Utilitarian, Unsentimental, Lacks aesthetic sensitivity.				5							<b>Tender-minded</b> Sensitive, Aesthetically aware, Sentimental.
fM	<b>Concrete</b> Solution-focused, Realistic, Practical, Down-to-earth.				4							<b>Abstract</b> Imaginative, Absent-minded, Impractical.
fQ <sub>1</sub>	<b>Conventional</b> Traditional, Conservative, Conforming.						7					<b>Radical</b> Experimenting, Open to change, Unconventional.

Scale	Left Description	1	2	3	4	5	6	7	8	9	10	Right Description
C	<b>Low Self-Control</b> Free from constraints of social rules.		2									<b>High Self-Control</b> Conscious of group standards of behaviour.
fG	<b>Expedient</b> Spontaneous, Disregarding of rules & obligations.			3								<b>Conscientious</b> Persevering, Dutiful, Detail conscious.
fN	<b>Direct</b> Genuine, Artless, Open, Forthright, Straightforward.			3								<b>Restrained</b> Diplomatic, Socially astute, Socially aware, Discreet.
fQ <sub>3</sub>	<b>Informal</b> Undisciplined, Uncontrolled, Lax, Follows own urges.		2									<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
N	<b>Low Anxiety</b> Calm, composed and satisfied with life and ability to cope.						6					<b>High Anxiety</b> Problems in coping with day to day situations. Concerned about the future.
-fC	<b>Emotionally Stable</b> Mature, Calm, Phlegmatic.						6					<b>Affected by Feelings</b> Emotional, Changeable, Labile, Moody.
fO	<b>Confident</b> Secure, Self-assured, Unworried, Guilt-free.						6					<b>Self-doubting</b> Worrying, Insecure, Apprehensive.
fQ <sub>4</sub>	<b>Composed</b> Relaxed, Placid, Patient.						6					<b>Tense-driven</b> Impatient, Low frustration tolerance, Irritable.
fL	<b>Trusting</b> Accepting, Unsuspecting, Credulous, Tolerant.								8			<b>Suspicious</b> Sceptical, Cynical, Doubting, Critical.