



Adolescent Personality Questionnaire
Guidance Report

Tom Smith

July 7, 2016

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Introduction

Use of the Report

This report summarizes your responses to the questionnaire you completed. The questions you answered were chosen to help develop a picture of you, and your report will probably confirm some things you already know about yourself. The report may not give a perfect picture of you, but it is a good estimate based on the set of questions you answered. Rather than taking the whole report at face value, treat it as a chance to think about whether or not the information fits you. If you have questions, be sure to ask for help in understanding the feedback from your counselor or the person who gave you this report to read.

This report is intended to be used in conjunction with professional judgment. The information in this report is confidential and should be treated as hypothetical and validated against other sources of data in an overall assessment process.

Personality Feedback

The questionnaire you completed is called the *16PF[®] Adolescent Personality Questionnaire*, or the APQ. Below are your scores for four important personality characteristics from the questionnaire. Scores range from 1 to 10, and the average is 5 or 6. Unlike other tests you may have taken, higher scores are not better than lower scores. Your score is graphed on the scale with a diamond (◆). No test is perfect, and the shaded bar shows how far above or below the diamond your score might be on another occasion. If you took the questionnaire again, you would probably score inside the shaded band, but probably not exactly where you scored this time. Therefore, you should consider not just your score but also the possibility of a higher or lower score.

Extraversion



Extraversion is a measure of how interested you are in other persons, and how skilled you feel interacting with others. A person high on this characteristic (scores of 8, 9, or 10) will often be seen as friendly, enthusiastic, trusting, and/or group-oriented. A score below the average on this scale indicates a tendency towards **Introversion**. A person scoring in the Introversion direction is more comfortable with tasks or things than with people. Persons with low scores (1, 2, or 3) may be less warm, more suspicious, and tend to like their privacy.

You scored in the introverted direction on this scale. Your answers on the APQ show you probably prefer your privacy, you may be suspicious of others, or you like to make up your own mind about things and not ask others so much. Persons who score strongly in the introverted direction may be uncomfortable with others, may be less trusting, and like their privacy. Persons with low scores are sometimes more interested in things or ideas than they are in other people. They are able to concentrate well because they aren't distracted by other people. However, they may find it difficult to relate to others and lose out on the help others can give. In terms of jobs, artists, engineers, and technical workers tend to be introverted, with lower than average scores on this characteristic.

Independence



Independence indicates a preference to be in charge when in group activities and to seek activities which are "socially visible," like class government. Low scores (1, 2, or 3) on this characteristic indicate a preference for less visible activities, and indicate a preference for group membership rather than group leadership.

You scored in the middle on Independence. People can get scores in the middle by being mostly balanced on the scale, sometimes liking to be in charge and sometimes preferring to have others be in charge, or by being independent in some areas and cooperative in others. For example, you might prefer to organize a project but find it difficult to get people to do what you want. In terms of jobs, clerical, mechanical, and technical workers tend to be lower than average on this characteristic. In contrast, persons with jobs in sales and management tend to have higher than average scores. Your score is in the middle, so a great many jobs might feel comfortable for you in terms of Independence.

Tough-Mindedness



Tough-Mindedness indicates a no-nonsense approach to life. If you have a high score on this characteristic, you probably have interests in practical, non-emotional aspects of life (such as cars, sports, mechanical things, outdoor activities) rather than in artistic, emotional, or intellectual matters. A low score (1, 2, or 3) here indicates a preference for art, literature, and human relations -- what some call **Openness**.

You scored high on Tough-Mindedness. Your answers on the APQ probably show you like things that are down-to-earth, you don't like art very much, and you would rather do something than think about it for a long time. Not all of these statements will be true of everybody with scores like yours, but you will probably find that at least some of these statements are true of you. People who have high scores on Tough-Mindedness often like to work with things rather than people, and make decisions based on facts rather than on feelings. Sometimes people who are high on this scale may not understand the importance of feelings to others, or they miss out on aspects of life that are not based on hard facts. Among occupations with high scores on this scale are mechanical jobs and some occupations in business.

Self-Control



Self-Control indicates how you answered questions about conscientiousness or attention to detail, and how well-organized you are. At the low end, it is **Flexibility**. Self-Control is important in getting high grades. Students with higher scores often find it easier to get high grades than those students with low scores.

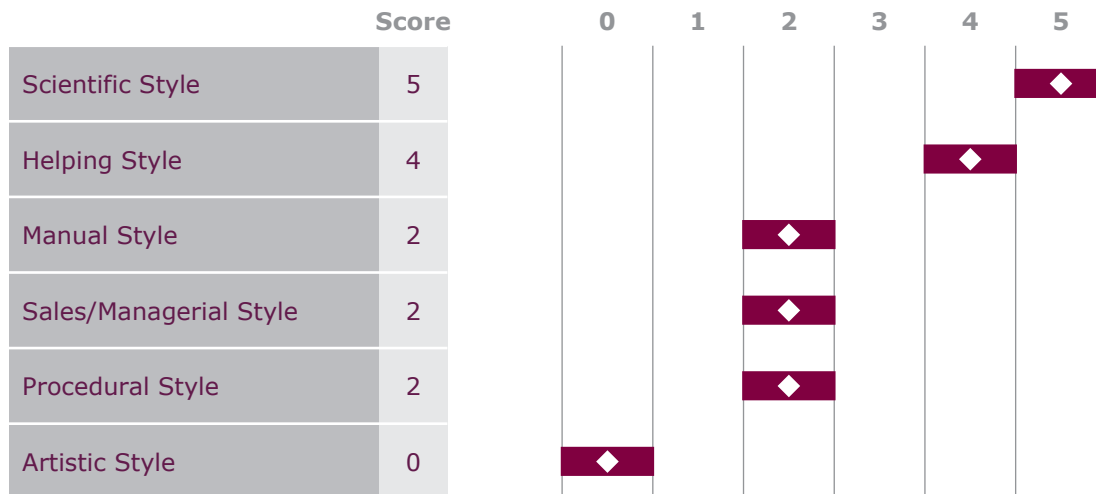
You scored on the high end of Self-Control. Your answers on the APQ show you probably have a great respect for rules, you get your work done on time, and you do what you set out to do. Not all of these statements will be true of everybody with scores like yours, but you will probably find that at least some of these statements are true of you. People who have high scores on Self-Control often are successful at what they do in school and are liked by their teachers for this. However, sometimes people who are high on this scale can get so wrapped up in rules and so interested in being perfect that they miss out on some really important things in life. In terms of jobs, persons with high scores are often found in clerical occupations and highly detail-oriented jobs like computer programmer or dentist.

You may want to talk to your counselor about these results and compare these pages with the interest results on the next page. Both may be important, along with your abilities and school progress, as you think about such things as college and future work.

Interest Feedback

When you completed the APQ, in addition to the personality questions, you answered some questions about the kinds of work activities you prefer. The graph below shows how you ranked the "work styles", from highest to lowest. Your top style or styles are presented below the graph.

Holland Type Themes



Scientific Style = 5

People who score high on this style often enjoy analyzing things and solving problems. They are curious and like to get to the bottom of things, and they often like to think about new ideas and new solutions to problems. They are often quiet and may prefer to work by themselves rather than with a group. You may enjoy working with theories and ideas, especially in areas of science. Would you enjoy doing research? Would you enjoy thinking through challenging problems?

Example jobs: Lab Technician, Computer Programmer, Physician, Physicist, Chemical Engineer, Biologist, and Electrical Engineer

Helping Style = 4

People who score high on this style usually like to be with other people and like to do something for them. They are sympathetic and friendly. They may enjoy working with children or older persons as well. Do you like to help others? Are you thinking of being a teacher, nurse, or counselor?

Example jobs: Social Worker, Counselor, History Teacher, Elementary School Teacher, and Nurse

You may want to talk to your counselor about these results and compare this page with the personality results on the previous pages. Differences between the kinds of activities that you like to do and the sort of job that you might find most comfortable (in terms of your personality) may be important, along with your abilities and school progress, as you think about such things as college and future work.

Personal Notes

Because of your personal style, you probably have some areas of your life that you can feel very good about, and some that you might want to work on. Based on what you said about yourself on the APQ, this section of the report tries to identify some of these areas. Not all of the comments and suggestions below will be right for you. You have to decide whether or not they are right in your case. If you have doubts about whether or not they fit for you, or what they mean, you may want to talk them over with your parents, a counselor, a teacher who knows you, or a trusted friend.

You are a practical person and make decisions based on logic. You probably don't let feelings get in the way when there is a job to be done. One of the benefits of being this way is that you can be tough in the face of difficulties, and you don't get your feelings hurt easily.

You express respect for doing things right and going by the rules. One of the benefits of this is that people can trust you to do what you say you'll do. You get your work in on time, and are well thought of by teachers.

You present yourself on the APQ as a person who is effective at what you do, thorough in preparing for a job and in carrying it out, and organized in school and everyday life. These are important qualities and will help you be successful in life and useful to others no matter what you choose to do.

You show a nice balance between being conservative and being very progressive. That is, you can be comfortable with change, and you may want things to change if they are not right, but you don't feel the need for change so strongly that it gets you in trouble.



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Professional's Summary Pages

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The score pages that follow are intended for qualified professionals only. They are NOT meant for sharing with the test taker. Users should consult the *16PF® Adolescent Personality Questionnaire Manual* or the *16PF® Fifth Edition Questionnaire Manual* for information about the scores presented here.

Response Style Indices

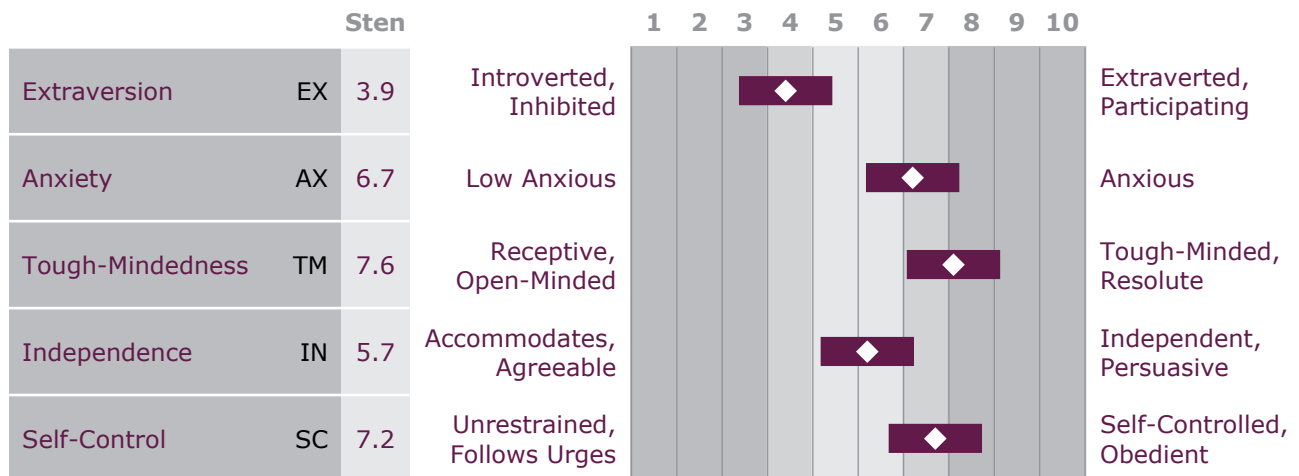
Raw Score Percentile

Impression Management	4	80%	Within expected range
Central Responses	4	---	Within expected range
Missing Responses	0	---	Within expected range

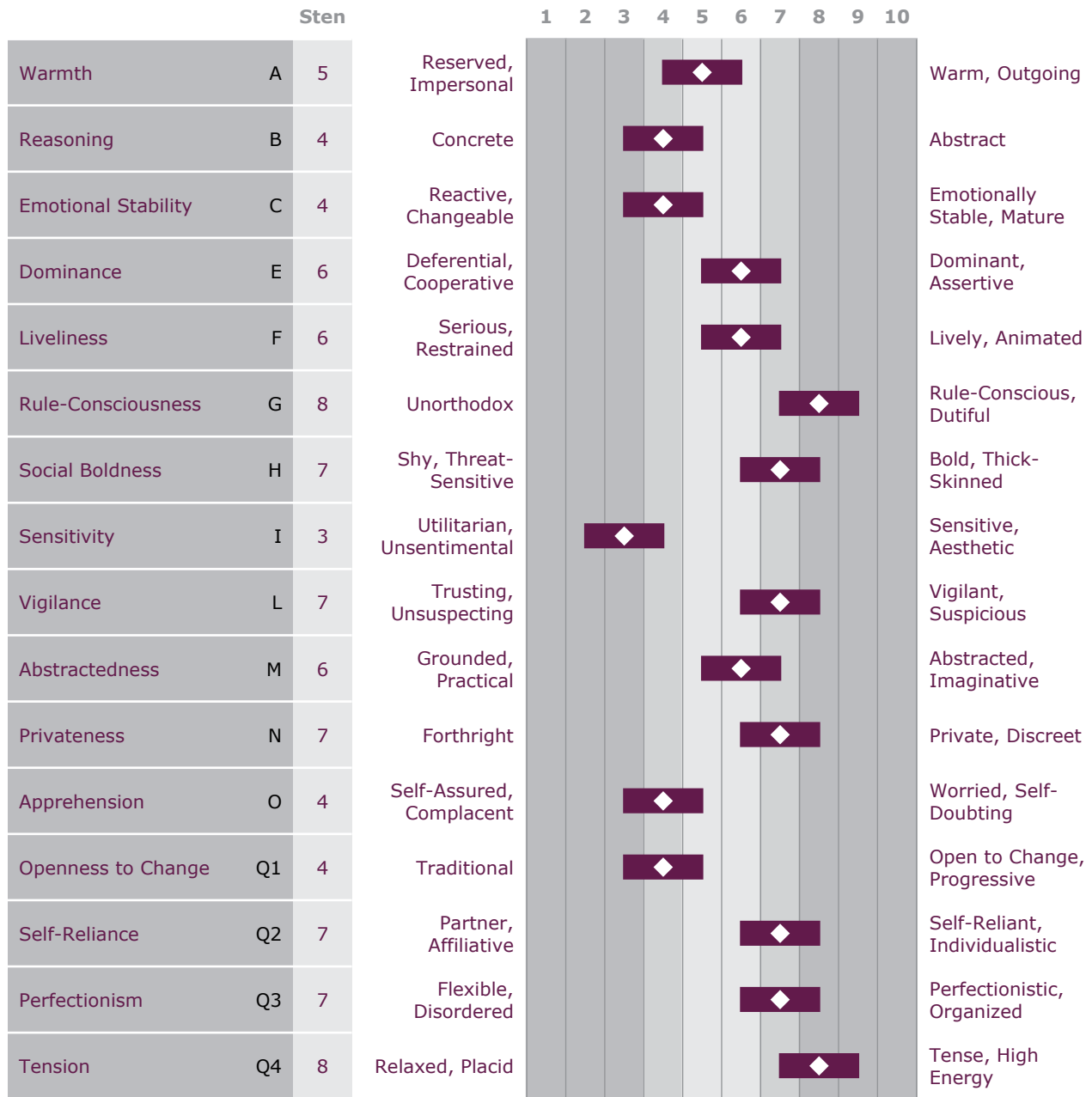
Personality Profile

The scores below are presented as "stens", which have a mean of 5.5 and a standard deviation of 2.0. Scores of 5 and 6 are average. A score of 7 is high average and 4 is low average. Scores of 8, 9, and 10 are high; scores of 1, 2, and 3 are low. Extreme scores (9, 10, 1, 2) may be considered a "statement" about self.

Global Factors



Primary Factors



Work Activity Preferences: Holland Type Themes

(5 is highest; 0 is lowest)

Manual **Scientific** **Artistic** **Helping** **Sales/Managerial** **Procedural**
 2 5 0 4 2 2

Inferences About Interacting with Mr. Smith

The prior pages of this report have presented results of the assessment descriptively. In contrast, this material is inferential, some of it highly so. Where possible, the degree of certainty has been indicated. The emphasis here is on the interactions between adolescent and counselor, adolescent and teacher, and perhaps adolescent and parent. **This material is not meant for distribution to Mr. Smith, but is for professional use only.**

Drive to Get Help and Comfort Level in Talking to a Helper

Based on Mr. Smith's degree of psychological discomfort, strength of motive for getting help should be medium because Anxiety is in the mid-range.

In terms of Mr. Smith's accessibility in counseling and similar social interactions:

- he is not likely to have trouble with general conversation because Warmth (Factor A) and Social Boldness (Factor H) are at least average.
- he is likely to feel relatively comfortable revealing personal matters because Privatness (Factor N) is in the average range.

Key Motive Patterns, Suggestions for Counselors, Teachers, Parents

In terms of primary motive pattern, Mr. Smith seems to be practical, focused on things rather than feelings or persons. A teacher may be able to appeal to Mr. Smith by using outcomes and procedures. It will probably help if he can see tangible applications or reasons for doing something or learning something. People like this often like tools and machinery and enjoy the outdoors. Sensitive emotions or needs may embarrass them, and they may find it hard to express their feelings, especially boys with this pattern.

In terms of secondary motive pattern, Mr. Smith seems to be dominant, and oriented to prominence and influence over others. Persons high on this motive like to be in charge and to have their own way. Such persons tend to think of a counselor or teacher as an expert who can help in the gaining of some goal or advancement. If Dominance (Factor E) is below 6, the dominance part of this pattern is less important and the prominence part becomes more important. In such cases, he likes the limelight and attention, not the dominance.

The primary and secondary motives are close in strength for Mr. Smith, so neither one should be emphasized at the expense of the other.

Inferences About Particular Areas of Concern for Mr. Smith

Unlike earlier pages of this report, the following material is inferential, some of it highly so. Where possible, the degree of certainty has been indicated. The emphasis here is on application areas: probable success in school and learning styles, career choice, and problems of adjustment. **This material is not meant for distribution to Mr. Smith, but is for professional use only.**

School Concerns: School Achievement

Based on appropriate personality and ability factors, Mr. Smith's predicted grade point average (GPA) is **3.0**, on a 4-point scale with A=4, B=3, and so on. If Mr. Smith is experiencing difficulty in school, the following points may be relevant:

The score on Reasoning (Factor B) is in a moderate range, and may be a contributing factor in any difficulty Mr. Smith might be experiencing. A score in this range, by itself, would not ordinarily be enough to account for very low grades except in a very competitive environment. This conclusion should be verified, if possible, by results from another standard measure of academic potential.

On Rule-Consciousness (Factor G), Mr. Smith has reported favorable attitudes and habits concerning ordinary rules of behavior. High scores on Factor G generally contribute to high grades in school. If, despite such a high score on this factor, he is still having difficulty with grades, some other cause must be sought. Even so, this high score denotes a significant strength for Mr. Smith that may be advantageous in making improvements in grades.

School Concerns: Learning Style

People learn in various ways, with favorite learning styles differing by cognitive preference and also by personality and interests. This section presents some ideas about what kind of learning environment will best suit Mr. Smith.

It is not clear that Mr. Smith has a predominant learning style in terms of personality or interest.

Career Concerns: Finding a Job that Fits

Sometimes a person is working, doing a good job, and is still not comfortable with the job or even the career. It is commonly found that workers are more comfortable when their personalities match the work to be done. The approach here is to present a few broad areas in which Mr. Smith is likely to share interests and personality characteristics with typical workers. Mr. Smith's highest two or three Holland-like variables are printed below. If he did not answer all the questions, a caution is presented to that effect. The younger the client, the more likely it is that these suggestions need to be presented tentatively.

Scientific Type. Mr. Smith is intellectual, interested in ideas, science and math, figuring things out, and causal explanations. Typical occupations would be scientist, computer analyst, or medical doctor. The results from Reasoning (Factor B) are below average and not particularly consistent with the Scientific Type. This conclusion should be verified with other measures of academic potential. If verified, these results suggest that Mr. Smith will need to work harder than the typical employee to be successful in a Scientific environment.

Helping Type. Mr. Smith is affiliative and nurturant, interested in helping others, and making sure the members of his group have their needs attended to. Typical occupations would be nurse, counselor, waiter or waitress, or teacher.

Career Concerns: Finding a Job Where I'll be Effective

Sometimes a client asks career questions that focus on doing a good job, rather than on feeling like a good fit. For these questions, a different approach works best. Below are some suggestions based on Mr. Smith's results on the normal personality section and on the results of the Reasoning section.

Mr. Smith's score on Reasoning (Factor B) is in the average range. It is likely that he has sufficient learning potential to perform adequately in most occupations. This conclusion should be verified, if possible, by results from another standard measure of academic potential.

Based on research with adults, Mr. Smith has above-average potential for work in a sales capacity.

Item Summary

This page of scores is intended for qualified professionals only. Data on this page should be treated with utmost confidentiality.

Item Responses

1	a	24	a	48	a	72	a	96	a	120	c	143	b
2	a	25	a	49	a	73	c	97	a	121	a	144	a
3	c	26	a	50	a	74	a	98	a	122	a	145	a
4	a	27	a	51	b	75	c	99	a	123	c	146	a
5	c	28	c	52	c	76	a	100	a	124	a	147	c
6	c	29	a	53	a	77	a	101	a	125	a	148	b
7	a	30	a	54	a	78	b	102	a	126	a	149	b
8	c	31	a	55	a	79	c	103	c	127	c	150	a
9	a	32	a	56	c	80	a	104	c	128	a	151	a
10	c	33	a	57	a	81	c	105	c	129	c	152	b
11	c	34	a	58	a	82	a	106	a	130	a	153	a
12	a	35	a	59	c	83	a	107	a	131	c	154	a
13	a	36	a	60	a	84	a	108	a	132	a	155	a
14	c	37	a	61	a	85	a	109	a	133	a	156	a
15	a	38	b	62	a	86	c	110	a	134	a	157	b
16	c	39	c	63	a	87	a	111	a	135	a	158	b
17	c	40	c	64	a	88	a	112	a			159	a
18	a	41	a	65	a	89	a	113	a	136	a	160	b
19	a	42	a	66	a	90	b	114	c	137	b	161	a
20	a	43	c	67	c	91	a	115	a	138	a	162	a
21	c	44	a	68	a	92	a	116	c	139	c		
22	a	45	a	69	c	93	a	117	a	140	c		
23	a	46	c	70	c	94	c	118	a	141	c		
		47	a	71	a	95	a	119	a	142	c		

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4	IM
Raw Scores	12	5	6	11	14	14	13	4	12	8	9	4	8	8	11	14	4
Missing Items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Factor	MN	SC	AR	HE	SM	PR
Raw Scores	2	5	0	4	2	2
Missing Items	0	0	0	0	0	0

This report was processed using 16PF Fifth Edition Questionnaire norms. OSP (3.0)



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