



Adolescent Personality Questionnaire
Psychological Report

Billy Sample

February 7, 2014

CONFIDENTIAL

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 on the low end of this scale. Your answers on the APQ show you probably prefer to have others be in charge, you are on the shy side, or you like to be agreeable and not put yourself forward. Persons who score very low on Independence may find it difficult to make their views known to others and have trouble letting people know when they are upset. Persons with low scores are often good workers in a group activity, not needing to be prominent. In terms of jobs, clerical, mechanical, and technical workers tend to be lower than average on this characteristic.

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 low on Tough-Mindedness, in the sensitive direction on this scale. Your answers on the APQ show you probably prefer artistic and imaginative activities rather than strictly practical activities like mechanics or athletics. Persons who score low on Tough-Mindedness may be very sensitive and sometimes can have their feelings hurt easily. However, persons with low scores also can provide an important sensitivity to the finer things of life and to the needs of others. Typical occupations with low scores are artistic in nature or are in the helping professions like nursing or counseling.

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.

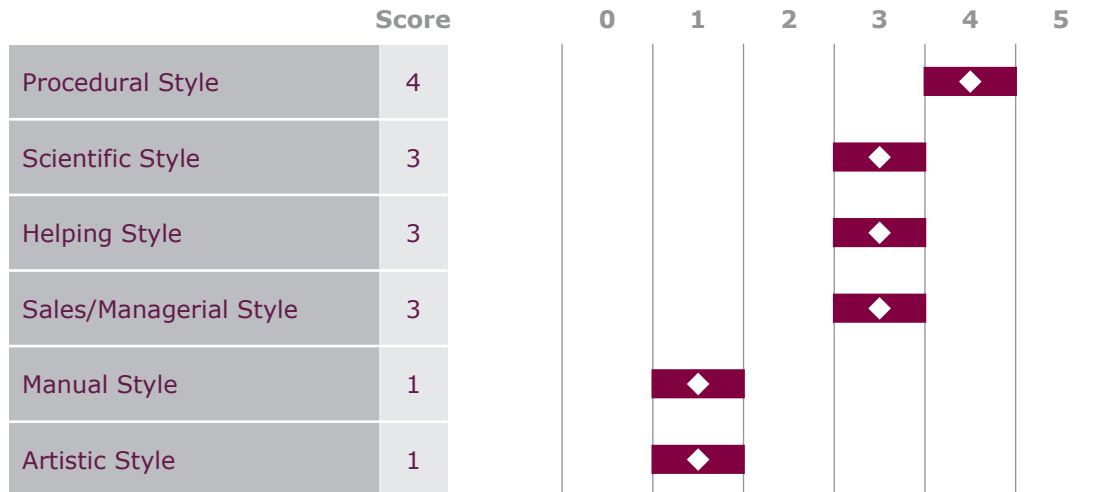
You scored in the middle on Self-Control. People can get scores in the middle by being mostly balanced on the scale, sometimes being very strict or perfectionistic and sometimes preferring to loosen up and be more flexible. For example, you might be a careful worker and are usually on time, but you might not always play exactly by the rules. Among occupations with high scores on this trait are clerical occupations and highly detail-oriented jobs like computer programmer or dentist. Jobs with low scores on this scale include artist and psychologist. Your score is in the middle, so a great many jobs might feel comfortable for you in terms of Self-Control.

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



Procedural Style = 4

People who score high on this style tend to be orderly and careful, they like to do things as they should be done, and they place high value on following correct procedures. They like to work where the rules are clear. They are practical and pay attention to details. Do you enjoy dealing with details? Do you like to keep things in order, to count and keep track of records, or statistics? Do you have clerical abilities or office skills?

Example jobs: Bank Teller, Office Worker, Accountant, Bookkeeper, Audit Clerk, Typist, and Administrative Assistant

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 seem to be able to be quiet and alone, to function and make decisions independently, and to remove yourself from social activity and concentrate on problem solving. You may have a special gift for artistic, scientific, and technical work. You may be able to work happily without distractions from other persons.

Because you prefer to be alone and are a shy and private person, you may find it hard to speak with others or be sensitive to their needs. You may want to consider ways of increasing your social skills. People who are introverted can learn to act extraverted if they keep at it. Sometimes people can learn to copy what others do by watching and imitating them. Another idea is to join a group at school - but pick one that you are interested in and where you will feel comfortable. If you get nervous in any social situation, sometimes it can help if you try to think of how to be helpful to the other persons. Family, friends and counselors can help you think of other things to try.

You reported that you are tense, and perhaps that you worry. The positive side of this is that you can be alert to real dangers, and can be strongly motivated to accomplish and do well. Your own feelings may help you to be sensitive to the troubles of others.

Your tension and worry may cause you to avoid activities that are useful or even necessary. If you feel generally unworthy or bad about yourself, you may want to consider speaking to someone about it - your parents, someone at your religious organization, or another professional such as a counselor, a psychologist, a social worker, or a psychiatrist. Just talking about it often helps, and taking action does too. If you are stressed by a specific problem, maybe you can solve the problem with someone's help. Many of life's problems decrease or go away if you work on them consistently.

People who are sensitive like you can understand the feelings and needs of others. Other benefits of being sensitive include artistic creativity, and the ability to enjoy music, art, and nature. Also, you may notice that you have an approach to problems that is different from that of many other students and that you use your imagination more.

Because you are sensitive, you may get your feelings hurt by others when they don't mean to hurt you. You may pay attention to feelings or artistic values so much that you lose sight of important facts in making decisions. Keeping interpersonal problems in a broad perspective can help you understand the other person and reduce the hurt feelings. It can also help when you are making an important decision.

From the way you responded on the APQ, you don't seem to be very interested in being in charge of other people. Because of this, you can be a considerate, tactful group member without envying people who are in positions of leadership. You may also have high sensitivity to the feelings of others and know how to get along without "rocking the boat."

In addition, because you don't seem to be very assertive, you may find it hard to make your own feelings, opinions, and needs known to others. You may even find that you get pushed around by others. Keep in mind that you have as much right to be heard as anyone. It may help to rehearse what you want to say before you go into a situation that you expect to be difficult. Your teacher or counselor may be able to help you find an "assertiveness" class.

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 have a pretty conservative outlook on life, preferring things the way they have been, and not liking change. You can get along well in a situation where the rules are well known and there is no great need for change. You have loyalty to existing ways of doing things, and people can count on you.

Because you are so conservative, you may resist change even when things really need to change. You may continue to try old methods when the times have changed and the old ways aren't going to work. Try to remember that while some others are like you and don't like change, other people really prefer change. It isn't that you are right and they are wrong, or that they are right and you are wrong. It's just that people differ from one another. In some situations you will be comfortable, and in other situations the progressive people will be comfortable.



Adolescent Personality Questionnaire
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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

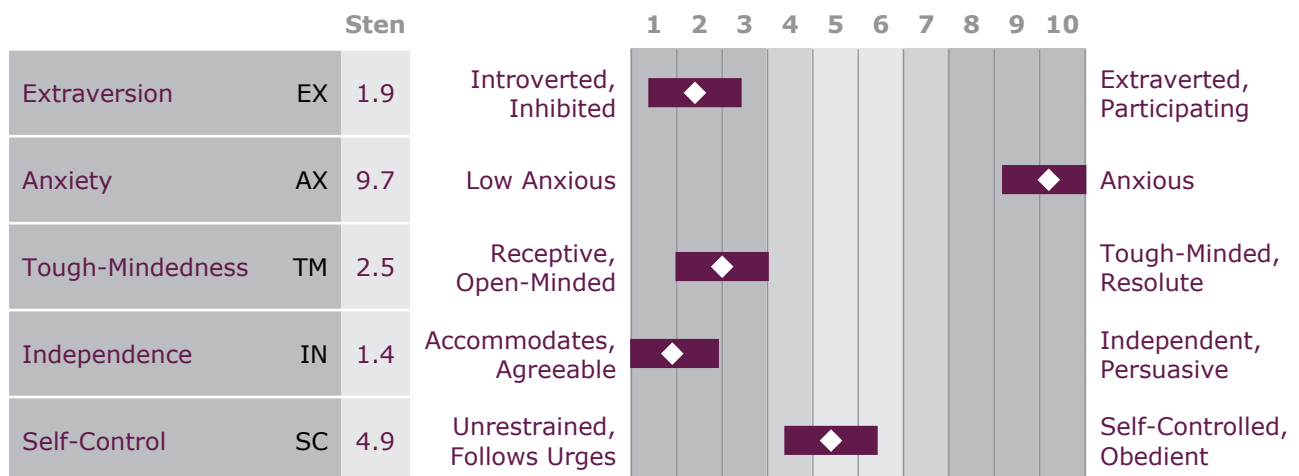
Raw Score Percentile

Impression Management	2	45%	Within expected range
Central Responses	15	---	Within expected range
Missing Responses	1	---	Within expected range

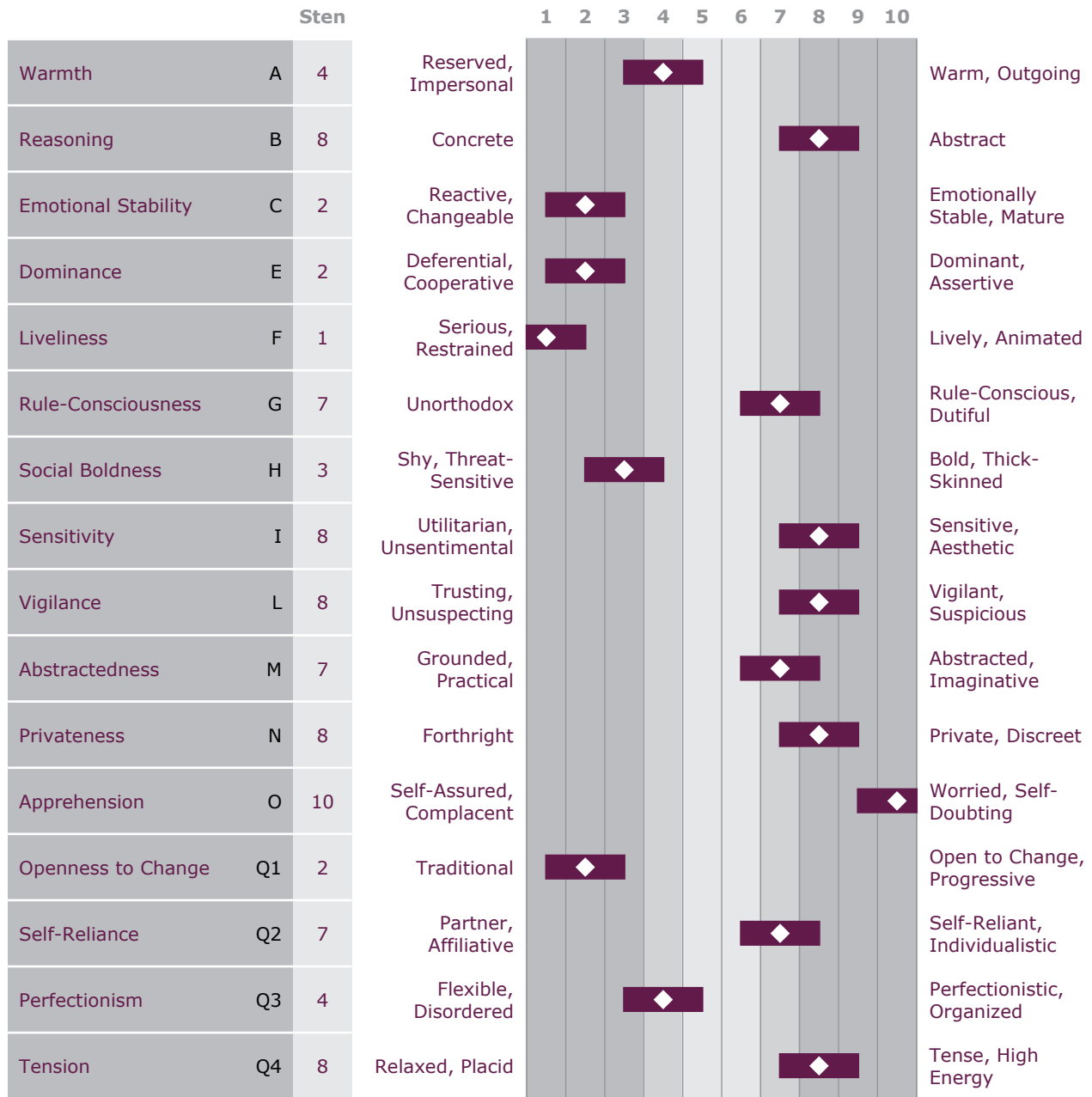
Personality Profile

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)



Life's Difficulties

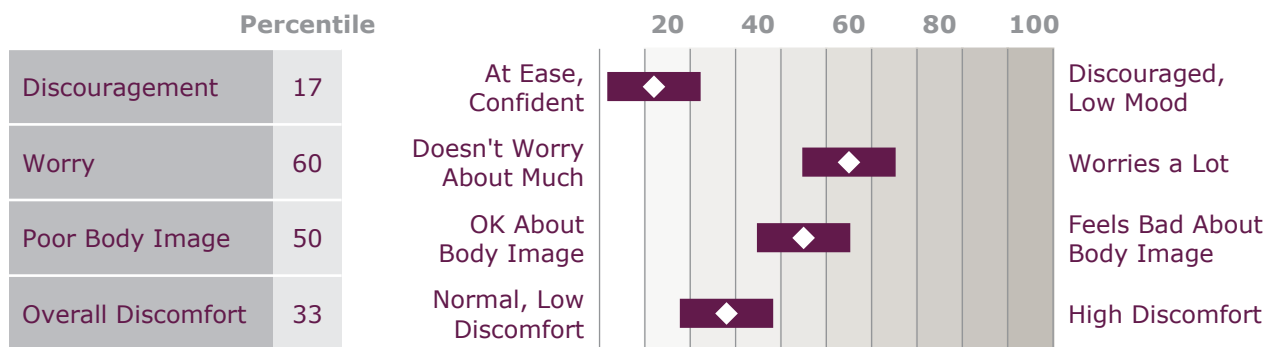
The scores below are percentiles, the percentage of adolescents in the norm group who got scores below Ms. Sample's score. The norm group consists of adolescents who were not from a clinical setting.

Response Style Indices

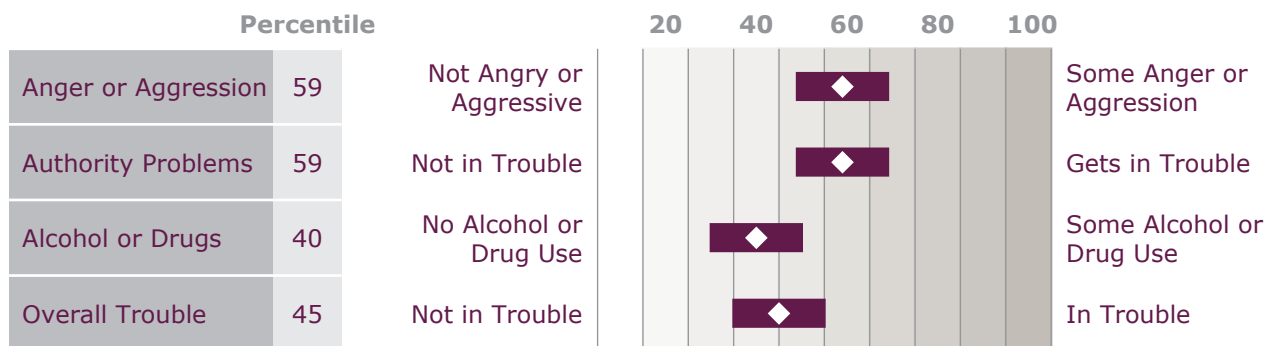
Raw Score Percentile

Infrequency	0	63%	Within expected range
Central Responses	0	---	Within expected range
Missing Responses	0	---	Within expected range

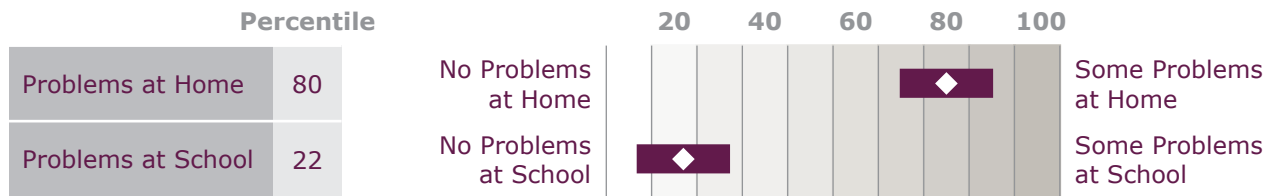
Personal Discomfort



Getting in Trouble



Context of Difficulties



Specific Problems at Home or School

(Responses of Ms. Sample to questions about her living situation.)

My friends or family sometimes worry about my eating habits.
I find myself arguing and fighting a lot at home.

Client Response

True
True

Specific Areas of Stress

(Responses of Ms. Sample to questions about her living situation.)

I have had a lot of stress lately at home.
I have had a lot of stress lately at school.
I have had a lot of stress lately with my friends.

Client Response

False
False
False

Managing Difficulty (Coping Skills)

The **Coping** scale is made up of items tapping social networking, task competence, and the various coping strategies listed below. Most adolescents get very high scores on **Coping**. Scores below the 30th percentile warrant attention. Lower percentiles may be interpreted (with caution) as signals of distress.



Specific Client Coping Styles

(Ms. Sample's responses to questions about classic coping strategies.)

	Client Response
Most problems can be solved by thought and persistent effort. (Coping by problem solving.)	True
In hard times I always have family or friends to help me out. (Coping through social network.)	True
No matter how hard life gets I have solid values to guide me. (Coping aided by personal beliefs.)	True
When things go wrong I can usually see a bright side. (Coping through attitude change.)	True

Client Responses to Life's Difficulties Items

In this section, Ms. Sample's actual responses are presented, organized according to standard categories.

Personal Discomfort

The items in this section are those that contribute to one of the "Personal Discomfort" scales.

Client Response

Worry

I have very strong fears of particular places or things.
I have had a terrible experience that still bothers me.

True
True

Poor Body Image

My friends or family sometimes worry about my eating habits.

True

Getting in Trouble

In this section are items that contribute to one of the "Getting in Trouble" scales.

Client Response

Anger or Aggression

I am known to have a terrible temper.

True

Problems with Authority

I find myself arguing and fighting a lot at home.

True

Inferences About Interacting with Ms. Sample

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 Ms. Sample, but is for professional use only.**

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

Based on Ms. Sample's degree of psychological discomfort, strength of motive for getting help should be high because Anxiety is in the high range.

In terms of Ms. Sample's accessibility in counseling and similar social interactions:

- she is a private person and may find it hard to discuss personal matters because Privateness (Factor N) is high.

Key Motive Patterns, Suggestions for Counselors, Teachers, Parents

In terms of primary motive pattern, Ms. Sample seems to be artistic, oriented to beauty and creativity. Persons with this motive can tolerate ambiguity, are imaginative, and do not care about practical issues or rules and orderliness. If they are in the visual arts, such persons occasionally have trouble understanding verbal or quantitative thinking. They may think in images, and if so, it will take extra effort to understand them.

Ms. Sample does not seem to have a salient secondary motive.

Other Considerations for Interaction with Ms. Sample:

Because Reasoning (Factor B) is high, Ms. Sample will learn quickly and is likely to be able to apply reasoning to solve problems in life. Such persons may prefer principles to procedures, and they like appeals to their powers of reasoning.

Because Openness to Change (Factor Q1), is low, Ms. Sample is likely to be conservative, resistant to change and not happy taking risks.

Miscellaneous Other Considerations:

Emotionality (low Factor C) combined with low scores on Social Boldness (H) or Q3 (ineffectuality) can show itself as failure to take appropriate action. Anything that will help Ms. Sample build a sense of self-efficacy is advised -- musical skill, hobbies, pets, and particularly athletics and other physical activities. A behavioral self-management plan can be helpful; also helpful is training in breaking tasks down into achievable steps.

Inferences About Particular Areas of Concern for Ms. Sample

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 Ms. Sample, but is for professional use only.**

School Concerns: School Achievement

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

General ability is not likely to be the source of problems, because the Reasoning (Factor B) score is 8 on a 10-point scale. This conclusion should be verified, if possible, by results from another standard measure of academic potential.

Ms. Sample's score on Rule-Consciousness (Factor G), a personal characteristic that is known to be related to school success, was in the middle range. It is not likely that this characteristic is contributing to problems she may be having in school.

The score on Anxiety is high enough that it could contribute to difficulty in school.

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 Ms. Sample.

Ms. Sample is artistic in nature and is likely to feel constrained and uncomfortable with a teacher who is very structured and insists on making all students become structured as well. People like this respond well to the drama of the classroom and to teaching that is flexible, creative, respectful of different learning styles, and that puts mundane skills in a bigger context. By the same token, such persons are sometimes careless with assignments.

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 Ms. Sample is likely to share interests and personality characteristics with typical workers. Ms. Sample's highest two or three Holland-like variables are printed below. If she 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.

Procedural Type. Ms. Sample is interested in order, likes to make sure things are done properly, and maybe likes to count things. She may be altogether uninterested in being in charge and in influencing others. Typical occupations would be secretary, clerk, accounting clerk, computer operator, or bank teller. The results from the normal personality section have some inconsistency with the Procedural Type.

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 Ms. Sample's results on the normal personality section and on the results of the Reasoning section.

Ms. Sample's score on Reasoning (Factor B) is high enough so that most occupations, even those requiring additional formal education, should be within reach. This conclusion should be verified, if possible, by results from another standard measure of academic potential.

Based on research with adults, Ms. Sample has below-average potential for work as a manager, probably because of scores on Extraversion and/or Independence that are below what is usually found in managers. Many managers learn to compensate for these incongruencies if the motive to manage is strong.

Based on research with adults, Ms. Sample has above-average potential for work in a technical, hands-on, or production environment.

Based on research with adults, Ms. Sample has below-average potential for work in a sales capacity. However, as in many other situations, a strong motive to succeed in sales can be more important than personality characteristics. Once in a sales position, a motivated person can often learn how to compensate in a variety of ways.

Adjustment Problems

Detailed information about this topic is presented on the summary page for the Life's Difficulties items, and on the page of client responses to Life's Difficulties items. Here the information contained in these items and in other sections of the APQ is focused on a few specific adjustment issues.

This young person has expressed significant cynicism and/or alienation.

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

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4	IM
Raw Scores	9	11	1	2	1	12	2	13	13	10	12	16	3	9	5	13	2
Missing Items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0

Factor	MN	SC	AR	HE	SM	PR	DS	WO	PB	OD	AA	LS	AD	OT	PH	PS
Raw Scores	1	3	1	3	3	4	0	4	2	6	2	4	0	4	2	0
Missing Items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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