

# APQ Guidance Report

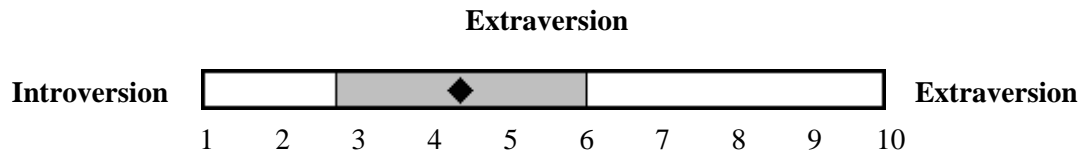
Name: John M. APQ  
ID: 4352  
Age: 14  
Date: November 24, 2004

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.

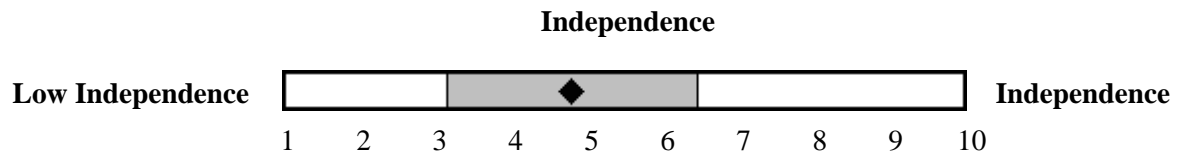
## PERSONALITY FEEDBACK

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** 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.

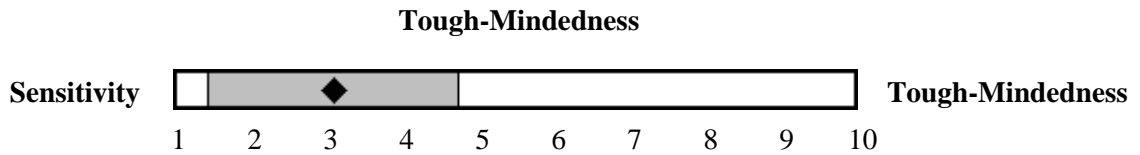
You scored in the middle on Extraversion. People can get scores in the middle by being mostly balanced on the scale, sometimes liking to be with others and sometimes preferring to be alone, or by being extraverted in some areas and introverted in others. For example, you might like people, but find it difficult to speak with strangers. In terms of jobs, artists, engineers, and technical workers tend to be introverted, with lower than average scores on this characteristic. In contrast, persons with jobs in sales, management, and some helping professions like counseling 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 Extraversion.



**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.

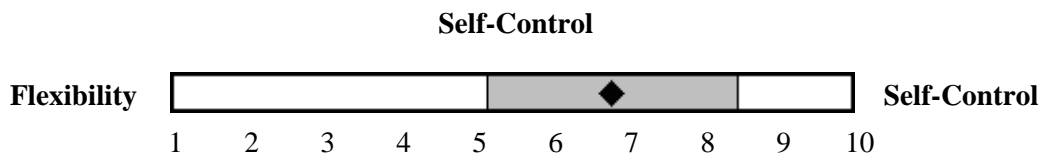
You scored in the middle on Independence. People can get scores in the middle by being mostly balanced on the scale, sometimes liking to be in charge and sometimes preferring to have others be in charge, or by being independent in some areas and cooperative in others. For example, you might prefer to 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** 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.



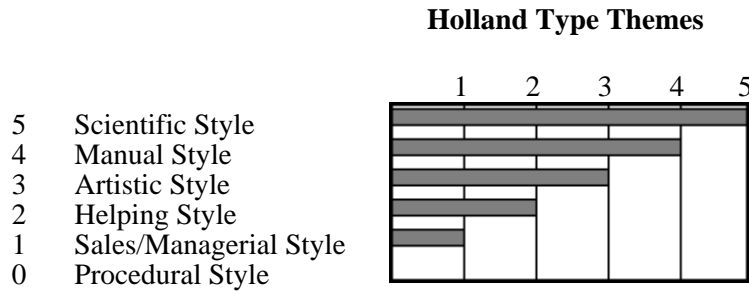
**Self-Control** indicates how you answered questions about conscientiousness or attention to detail, and how well-organized you are. At the low end, it is **Flexibility**. Self-Control is important in getting high grades. Students with higher scores often find it easier to get high grades than those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



### 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

### Manual Style = 4

People who score high on this style tend to like physical activity and working with tools and machinery. They may enjoy sports or outdoor work. They often don't like to talk as much as other people, and they may not like a lot of social activity. That is, they like action rather than talking. Many people with high scores in the Manual Style like working with electronic, mechanical, or automotive products. Would you like to work in a job that involved physical exertion, mechanical things, tools and possibly outdoor activities?

Example jobs: Carpenter, Plumber, Electrician, Draftsperson, Machine Operator, Farmer, Police Officer, Civil Engineer, Technician, Gardener, Coach, and Auto Mechanic

The first two styles are highly compatible, and jobs that involve both areas should be common.

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.

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.

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.

# APQ Guidance Report

## Professional's Summary Pages

Name: John M. APQ  
ID: 4352  
Age: 14  
Date: November 24, 2004

**The score pages that follow are intended for qualified professionals only.** Users should consult the *16PF® Adolescent Personality Questionnaire Manual* or the *16PF® Fifth Edition Administrator's Manual* for information about the scores presented here.

**The information in these pages is confidential and should be treated responsibly. It is not meant for distribution to Mr. APQ, but is for professional use only.**

| Testing Indices       |           |            |                       |
|-----------------------|-----------|------------|-----------------------|
| Index                 | Raw Score | Percentile |                       |
| Impression Management | 1         | 25%        | within expected range |
| Central Responses     | 10        | ---        | 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

| Sten | Global Factors       | Low Score Description           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | High Score Description     |
|------|----------------------|---------------------------------|---|---|---|---|---|---|---|---|---|----|----------------------------|
| 4.4  | EX: Extraversion     | Introverted, Socially Inhibited |   |   |   |   |   |   |   |   |   |    | Extraverted, Participating |
| 6.5  | AX: Anxiety          | Low Anxious                     |   |   |   |   |   |   |   |   |   |    | Anxious                    |
| 3.1  | TM: Tough-Mindedness | Receptive, Open-Minded          |   |   |   |   |   |   |   |   |   |    | Tough-Minded, Resolute     |
| 4.8  | IN: Independence     | Accommodating, Agreeable        |   |   |   |   |   |   |   |   |   |    | Independent, Persuasive    |
| 6.8  | SC: Self-Control     | Unrestrained, Follows Urges     |   |   |   |   |   |   |   |   |   |    | Self-Controlled, Obedient  |

average

#### PRIMARY FACTORS

| Sten | Primary Factors        | Low Score Description        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | High Score Description        |
|------|------------------------|------------------------------|---|---|---|---|---|---|---|---|---|----|-------------------------------|
| 5    | A: Warmth              | Reserved, Impersonal         |   |   |   |   |   |   |   |   |   |    | Warm, Outgoing                |
| 8    | B: Reasoning           | Concrete                     |   |   |   |   |   |   |   |   |   |    | Abstract                      |
| 7    | C: Emotional Stability | Reactive, Changeable         |   |   |   |   |   |   |   |   |   |    | Emotionally Stable, Mature    |
| 3    | E: Dominance           | Deferential, Cooperative     |   |   |   |   |   |   |   |   |   |    | Dominant, Assertive           |
| 3    | F: Liveliness          | Serious, Restrained          |   |   |   |   |   |   |   |   |   |    | Lively, Animated              |
| 7    | G: Rule-Consciousness  | Expedient, Nonconforming     |   |   |   |   |   |   |   |   |   |    | Rule-Conscious, Dutiful       |
| 8    | H: Social Boldness     | Shy, Threat-Sensitive        |   |   |   |   |   |   |   |   |   |    | Bold, Thick-Skinned           |
| 8    | I: Sensitivity         | Utilitarian, Unsentimental   |   |   |   |   |   |   |   |   |   |    | Sensitive, Aesthetic          |
| 4    | L: Vigilance           | Trusting, Unsuspecting       |   |   |   |   |   |   |   |   |   |    | Vigilant, Suspicious, Wary    |
| 7    | M: Abstractedness      | Grounded, Practical          |   |   |   |   |   |   |   |   |   |    | Abstracted, Imaginative       |
| 6    | N: Privatness          | Forthright                   |   |   |   |   |   |   |   |   |   |    | Private, Discreet             |
| 7    | O: Apprehension        | Self-Assured, Complacent     |   |   |   |   |   |   |   |   |   |    | Worried, Self-Doubting        |
| 4    | Q1: Openness to Change | Traditional                  |   |   |   |   |   |   |   |   |   |    | Open to Change, Progressive   |
| 6    | Q2: Self-Reliance      | Group-Oriented, Affiliative  |   |   |   |   |   |   |   |   |   |    | Self-Reliant, Individualistic |
| 8    | Q3: Perfectionism      | Flexible, Tolerates Disorder |   |   |   |   |   |   |   |   |   |    | Perfectionistic, Organized    |
| 9    | Q4: Tension            | Relaxed, Placid              |   |   |   |   |   |   |   |   |   |    | Tense, High Energy            |

average

#### WORK ACTIVITY PREFERENCES

| Holland Type Themes:        | Manual | Scientific | Artistic | Helping | Sales/Managerial | Procedural |
|-----------------------------|--------|------------|----------|---------|------------------|------------|
| (5 is highest; 0 is lowest) | 4      | 5          | 3        | 2       | 1                | 0          |

## **INFERENCES ABOUT INTERACTING WITH MR. APQ**

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. APQ, but is for professional use only.**

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

Based on Mr. APQ'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. APQ'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. APQ 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.

In terms of secondary motive pattern, Mr. APQ seems to be orderly, oriented to procedures and rules. Persons high on this motive like predictable tasks and value rules for their own sake. They may have trouble with abstractions or ambiguous situations, and prefer procedures and an organized approach. Such persons will tend to go along with the advice of an expert or authority figure, and they will expect that figure to act the part, in dress, in demeanor, and/or in authoritative stance.

These two motives may conflict, he may sometimes be pulled to creativity and sometimes to orderliness.

### **Other Considerations for Interaction with Mr. APQ:**

Because Reasoning (Factor B) is high, Mr. APQ 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.

## **INFERENCES ABOUT PARTICULAR AREAS OF CONCERN FOR MR. APQ**

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. APQ, but is for professional use only.**

### **School Concerns: School Achievement**

Based on appropriate personality and ability factors, Mr. APQ's predicted grade point average (GPA) is **3.6**, on a 4-point scale with A=4, B=3, and so on. If Mr. APQ 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.

Mr. APQ'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 he may be having in school.

On Perfectionism (Factor Q3), a measure of Mr. APQ's organization and attention to detail, he had a score of 8 on a 10-point scale. If he is having school problems, they are probably not related to any deficit in organizational skill or attitude.

### **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. APQ.

Mr. APQ's style is similar to those who prefer intellectual activities, problem-solving, and causal explanations; who can tolerate ambiguity and thrive on deciphering and solving puzzles. They are comfortable in school and like teachers who are intellectual and challenging.

### **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. APQ is likely to share interests and personality characteristics with typical workers. Mr. APQ'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. APQ 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 consistent with the Scientific Type.

**Manual Type.** Mr. APQ is practical, interested in things and tools. Typical occupations would be auto mechanic, some kinds of engineers, outdoor worker, machine operator, cook, or factory worker.

**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. APQ's results on the normal personality section and on the results of the Reasoning section.

Mr. APQ'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.

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

**Item Responses**

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

|               |    |    |    |   |   |    |    |    |   |   |   |    |    |    |    |    |    |
|---------------|----|----|----|---|---|----|----|----|---|---|---|----|----|----|----|----|----|
| Factor        | A  | B  | C  | E | F | G  | H  | I  | L | M | N | O  | Q1 | Q2 | Q3 | Q4 | IM |
| Raw Scores    | 11 | 11 | 12 | 6 | 6 | 12 | 15 | 13 | 5 | 9 | 7 | 10 | 10 | 5  | 14 | 16 | 1  |
| 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    | 4  | 5  | 3  | 2  | 1  | 0  |
| Missing Items | 0  | 0  | 0  | 0  | 0  | 0  |

OSV: 5.4