PSYTECH
INTERNATIONAL

# Psychometric Assessment Reports

**Understanding the types and components of Psytech's reports for psychometric tests and inventories**

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## INTRODUCTION

Ability testing, personality profiling, and other types of psychometric assessment are now a common part of organisational selection, employee development, and a variety of other activities. For instance, verbal critical reasoning assessments might be used to evaluate whether a candidate will be able to perform some of the key tasks of a role. Another example could be an emotional intelligence assessment employed to provide a new manager with greater self-awareness of strengths and development areas in regards to their 'soft skills'. These assessments typically involve having a respondent or candidate answer a number of items or questions which are then scored in some way. The questions found within ability and performance assessments usually have correct and incorrect responses and a respondent's scores are typically based upon the quantity of items they've answered correctly. Personality and preference measures usually require the respondent to rate their level of agreement or disagreement with the various items, and respondent's scores are typically based upon the sum or mean of a group or subset of the items.

However, calculating these 'raw' scores is only the first step to interpreting and understanding a person's assessment results. For the assessments to prove truly useful to the individuals and organisations interested in the results, the information derived from the assessment needs to be interpreted and communicated in an informative, consistent manner that the user can easily understand. This is illustrated by Example 1:

**Example 1 - Using Reports to Aid Interpretation of Results**

> Imagine that, as part of their application for a job, a candidate completes a test of spatial reasoning ability. They receive a raw score of 45/50 – which isn't particularly informative. Comparing this result against a norm or comparison group we find that this score is much higher than the vast majority of respondents – which is interesting, but doesn't tell us much about the respondent's likely capabilities. Luckily, our assessment system includes a report-generation feature which creates for us a report that explains what the candidate's score suggests in terms of their likely behaviours and capabilities.

## THE WAYS IN WHICH RESULTS ARE MEANINGFUL

This sort of interpretation outlined in Example 1 (above) helps to ensure that the assessment results are valuable and meaningful in a number of ways. The usefulness or meaningfulness of the information provided by a given psychometric assessment can perhaps best be considered in terms of four dimensions; the outcomes to the business' functioning and performance, the reduction or management of some risk to which the business is exposed, facilitating developmental outcomes for the respondent(s), and the quality of the psychological construct upon which the assessment is based. These are discussed below:

### Improving business outcomes

From a business perspective, psychometric assessment results are truly meaningful when the organisation is able to use these to help achieve and sustain high levels of performance, or to avoid performance decrements and barriers. Common examples would entail the use of psychometric test results to identify the best candidates for vacancies, using preference measures to highlight and discuss areas of potential cohesion and friction amongst team members, or identifying where to focus training interventions and coaching efforts. Regardless of the specific use, an assessment needs to provide information that can be used to identify individual or team strengths that can be leveraged or enhanced, or to diagnose limitations or problems that can be avoided or mitigated. The assessment doesn't need to be a 'magic bullet' however it can only be considered meaningful to the business if the information it provides can be used to improve the performance or potential of an individual or group. Example 2 demonstrates this idea:

**Example 2 – Improving Team Functioning by Using Psychometric Assessment Data**

A local council, comprised predominantly of recently elected officials, is finding that their meetings often devolve into unconstructive disagreements which delay decision-making so that otherwise-simple issues are often left unresolved. To help address this, a consultant has the council members each complete a personality profile. The consultant debriefs each council member on their profile results, and then facilitates group discussions around the different traits and styles. As part of these sessions the council members consider how their particular traits may align or clash with those held by other members, and consider ways in which to use the disagreement constructively instead of getting caught up in minor disagreements. As a result, the council members are better able to understand one-another's viewpoints and begin to make decisions in a timely, effective manner.

## Reducing the risk to the business

When making selection decisions, the information provided by psychometric assessments can allow the organisation to mitigate the risks inherent in appointing or promoting staff. Assessment results can suggest which candidates won't be able to satisfactorily perform certain activities, cope with certain demands, work well in particular situations or with certain people, or be trusted with certain responsibilities. In the absence of assessment data, the organisation will often be left to 'gamble' on prospective employees, and these inabilities and/or mismatches may not be apparent until after the organization has invested considerable resources into the new employee's on boarding and personal development. In addition to simply using assessment information to exclude candidates who would likely fail to perform adequately or safely in the role, assessment results can also guide other parts of the selection process (e.g., interviews) or be used to inform on-boarding processes, meaning that potential risks are managed or mitigated.

| Distortion Scales | |
|---|---|
| Social Desirability | This score suggests the extent to which a respondent has presented themselves in an overly favourable light, representing a deliberate attempt at distortion. Alternatively, it may suggest a highly over-idealised (and possibly unrealistic) self-image and/or that the respondent may have strict moral ideas. |
| Fake Good | The extent to which the respondent has denied undesirable behaviours which routinely apply to others. If the social desirability score is high, this can suggest the extent to which the respondent is attempting to positively distort their responses, however it is not a guarantee that distortion has occurred. |
| Fake Bad | The extent to which the respondent has admitted undesirable behaviours that don't routinely apply to others. A high score can suggest that the respondent is anxious or self-critical, while a low score might suggest that they are attempting to obscure 'negative' aspects of themselves. |

| Risk Scale | |
|---|---|
| Central Tendency | How open and decisive the respondent has been in responding to items. Higher scores suggest indecisiveness or an unwillingness to be open in their responses. |
| Infrequency | This score suggests the diligence or care with which the respondent has answered questions. Higher scores suggest inattentive or random responding. |

## Criterion Derived Scales

The Emotional Intelligence (EI) scale is based upon Goleman's (1996) model of EI and provides a single scale over-view of the candidate's likely emotional intelligence. The scale is criterion-referenced, being based upon a subset of the assessment's items. An emotional intelligence report is available which expands upon this score by providing estimates of the respondent's awareness of their own and others emotions, and their belief in their ability to proactively influence or manage these, along with descriptive narrative and an introduction to emotional intelligence. The Work Attitude scale is based upon the work of Ones, Viswesvaran and Schmidt (1993) and suggests the respondent's attitude to work, primarily in terms of integrity, conscientiousness, and dutifulness – however it is not intended as a derived integrity measure for selection purposes. The scale is criterion-referenced with a subset of the inventory's items contributing to the score.

| | Low Scores | High Scores |
|---|---|---|
| Emotional Intelligence | Suggests that the respondent is temperamental, insensitive, emotionally vulnerable, and prone to social blunders and missteps. | Suggests that the respondent is likely to be caring and empathic, perceptive, emotionally mature and composed. |
| Positive Work Attitude | Suggests that the respondent will be radical and questioning, creative and innovative, independent, and unstructured. | Suggests that the respondent will persevere, be conscientious and dutiful, approach things in a conservative, systematic and conventional way, and be principled and honest. |

A wide range of reporting options are available, which include derived and criterion-referenced components. The assessment is intended for selection, individual and team development, coaching and guidance however particular reports are better suited or limited to particular contexts.

## 15FQ+ STANDARD REPORT

The 'standard' report is the primary 15FQ+ report, and includes sten ratings and comprehensive narrative descriptions of the respondent's normative scores on the 15FQ+'s 16 primary dimensions. The report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the 16 factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for 15FQ+ assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

This is followed by narrative descriptions which examine the candidate's profile relative to that of the 'average' person within the normative comparison group, and suggest likely behaviours. In addition, potential strengths and development areas are suggested within the narrative, and in a dedicated bullet-pointed section. The respondent's personality profile is presented in three tabular formats; the 'Classic Profile' presents all 16 primary traits in terms of raw and normed (percentile and sten) scores, with sten scores also presented graphically, and brief descriptions of each trait's poles. The 'Big Five Profile' presents the respondent's second-order factor scores (sten) numerically and graphically, with brief description of each trait's poles. All five response style indicators, distortion and risk scales, are presented in a subsequent set of charts which provide raw and transformed (sten – presented graphically) scores. This is followed by the two criterion-referenced scales which suggest the respondent's Emotional Intelligence and Work Attitude. Lastly, a set of profile charts shows the primary traits, grouped alongside the big five trait(s) to which they correspond.

Sample report: http://downloads.genesysonline.net/SampleReportsEN/P%2015FQP%20Standard.pdf

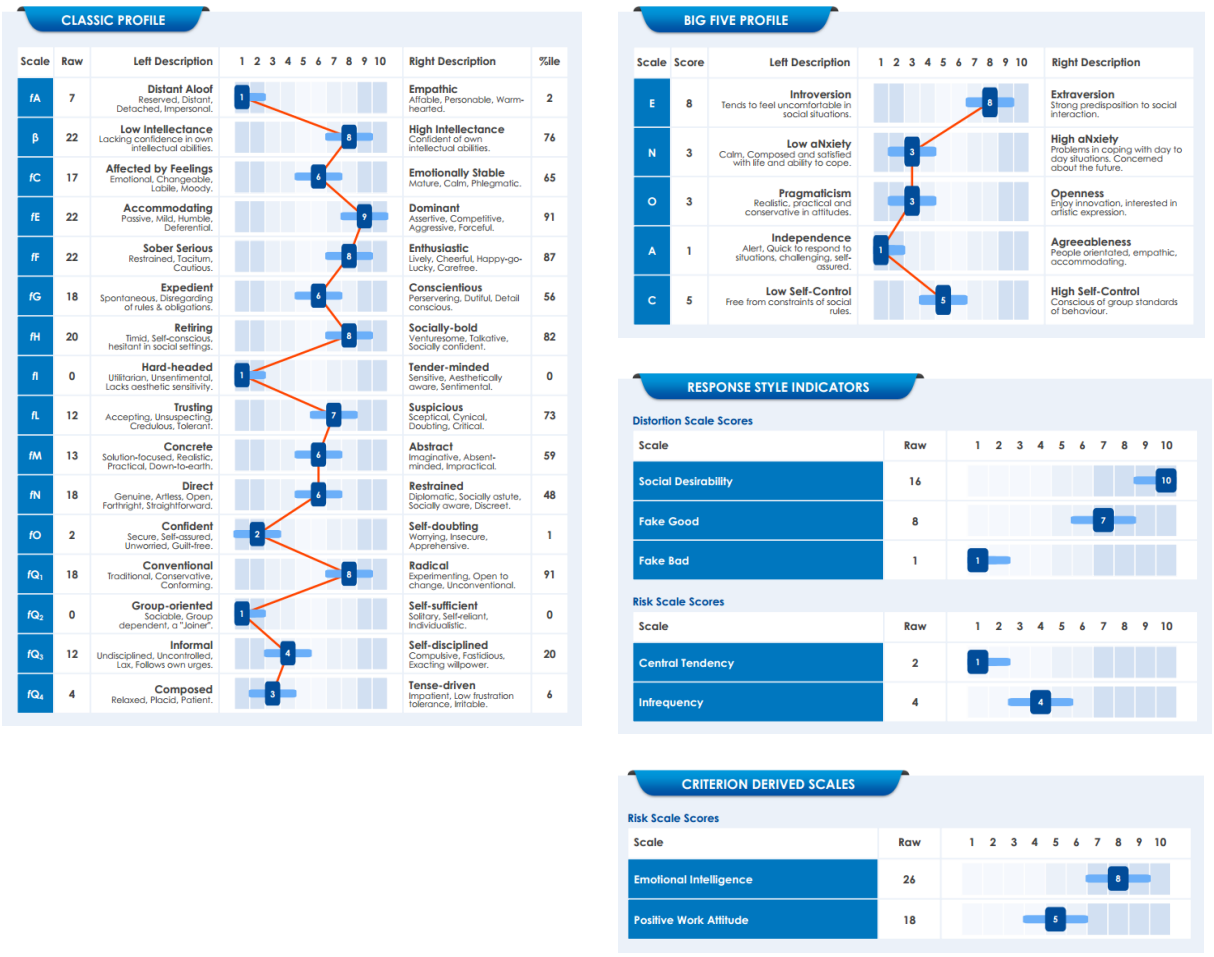



**Figure 16 -15FQ+ Profile Charts**

## 15FQ+ FEEDBACK REPORT

This report is intended for sharing directly with respondents for the benefit of their personal insight. It includes narrative interpretation of their scores on the 16 primary traits, along with developmental suggestions based on the respondent's personality profile. The report is divided into three sections; interpersonal, thinking, and coping styles; and the narrative is similar to that used in the 15FQ+ Standardreport, albeit worded so as to be talking to the respondent about themselves (i.e., using "you" in place of "he" or "she", etc). Developmental suggestions are based on extreme trait scores and can serve to inform self-development and coaching discussions.

While the report does not include trait scores or profile charts it is intended to accompany a feedback session provided by a trained test user, and should not be sent to respondents without the opportunity for the respondent to ask questions or check their understanding. In addition, dedicated development reports are also available within the Psytech suite which may of more relevance for personal and team developmental activities.

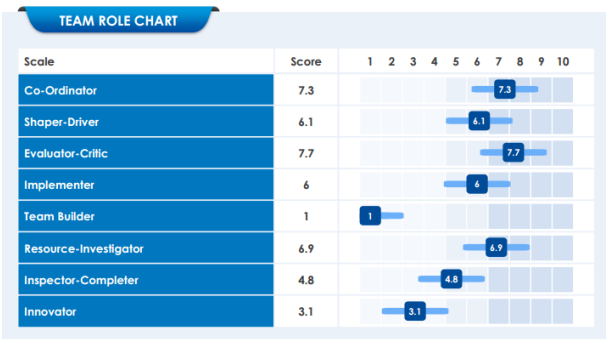
Sample report: http://downloads.genesysonline.net/SampleReportsEN/P%2015FQP%20Feedback.pdf

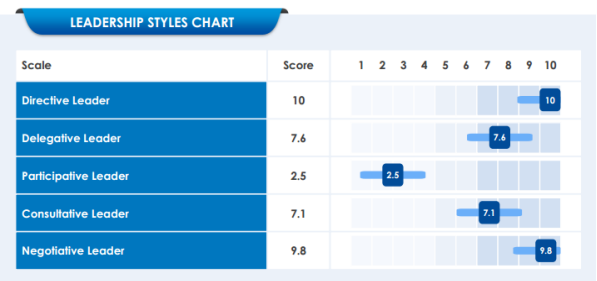
## 15FQ+ DERIVED DIMENSIONS REPORT

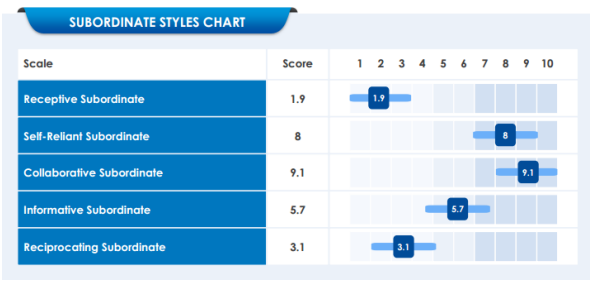
This report features five subsections which interpret the respondent's 15FQ+ results in terms of a number of different frameworks. Much like the Standardreport, this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the 16 factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for 15FQ+ assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

The five sections and their respective frameworks are discussed below. The relationship between 15FQ+ primary traits and each of the frameworks were initially derived from theory, but have since been thoroughly validated.

Sample report:
http://downloads.genesysonline.net/SampleReportsEN/P%2015FQP%20Derived%20Dimensions.pdf



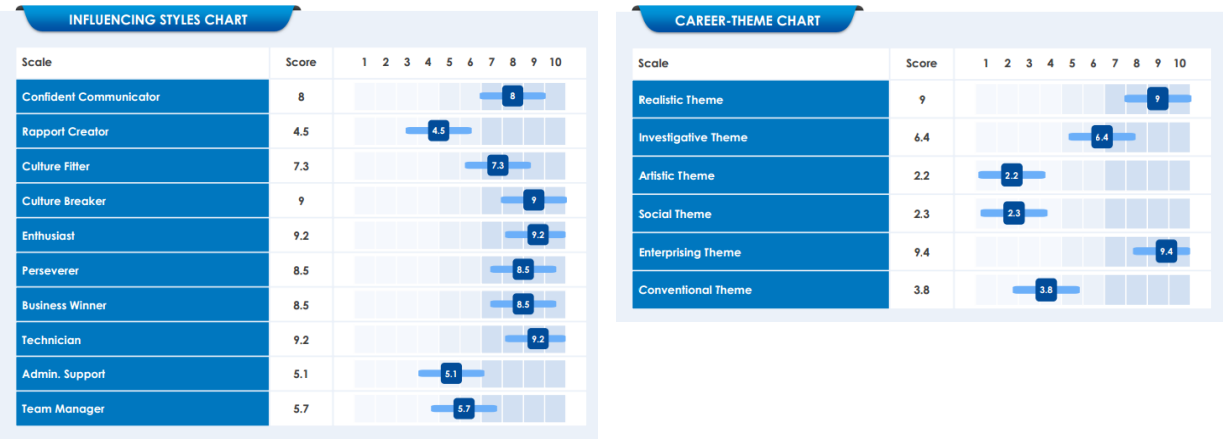



**Figure 17 -15FQ+ Derived Dimensions Profile Charts**

## Team Roles

Dr Meredith Belbin (2003) concluded that people contribute to the success of the group via their functional and team roles, as defined below:

| | |
|---|---|
| **Functional Role** | What they formally contribute by drawing on their technical skills, academic ability or experience (i.e. lawyers, accountants, engineers). |
| **Team Role** | What they contribute informally by drawing on their unique skills and abilities that are independent of any academic study (i.e. skills of co-ordination, creativity, attention to detail). |

Belbin identified eight team roles which each have their own strengths and allowable weaknesses. An allowable weakness is one that is a natural consequence of particular strengths and is balanced out by other members of the team. People have preferred team roles which they are likely to adopt, however the specific ways in which the person will express their preferred team style(s) may vary according to the situation. In addition, this behavioural style takes no account of their intellectual approach to problems and the quality of their decisions. It must be noted that different styles may be adopted according to the demands of the situation.

**Co-Ordinator:** Mature; confident; good chairperson; clarifies goals; promotes decision making; delegates well; recognises where team's strengths and weaknesses lie; sets criteria, but does not dominate.

**Shaper-Driver:** Challenging; dynamic; thrives on pressure, drive and courage to overcome obstacles; shapes way in which team effort is applied; seeks to impose some shape or pattern on group discussion and on outcome of group activities.

**Evaluator-Critic:** Serious; strategic; sees all options; judges accurately; analyses problems and evaluates ideas and suggestions, so team is better placed to make balanced decisions; assimilates well.

**Implementer:** Turns concepts and ideas into practical working procedures; carries out agreed plans systematically and efficiently.

**Team Builder:** Good listener; supports others; builds on suggestions; encourages others; improves communication between members, and generally fosters team spirit.

**Resource-Investigator:** Extravert; enthusiastic; communicative; explores opportunities; develops contacts; explores and reports on ideas; creates external contacts that may be useful to team; conducts negotiations.

**Inspector-Completer:** Ensures team is protected as far as possible from mistakes; actively searches for

**Innovator:** Creative; imaginative; unorthodox; solves difficult problems; redefines problems;

| | |
|---|---|
| aspects of work that need a more than usual degree of attention; maintains a sense of urgency within team. | advances new ideas and strategies; ideas person. |

The team role section of the report briefly introduces the concept of team roles, and provides an estimate of the likelihood that a respondent will adopt each of the eight styles when in a team situation. Team role likelihood scores are derived from 15FQ+ primary trait scores, based upon criterion-keying. These estimates are denoted numerically on a scale of 1-10, and graphically. Following this, a brief description of the respondent's predominant style or combination of two styles is provided. This includes a discussion of their likely strengths and allowable weaknesses.

## Leadership and Subordinate Styles

Based on the work of Bass (1985), the Leadership and Subordinate style sections describe the likelihood with which a respondent will adopt particular approaches to leading and following others (respectively). As with most behaviours these styles are situationally dependent, and performance as a leader/subordinate will depend on many factors including the organizational culture in which the individual is operating. Leadership styles concern the respondent's approach to planning, decision-making, and day-to-day management of others in formal and informal leadership roles. Subordinate styles describe the style of management to which the individual is most likely to respond and not their effectiveness as a subordinate. The styles are further defined below:

| Leadership Styles | Subordinate Styles |
|---|---|
| **Directive Leader:** Results-focused; has firm ideas about how to do things; monitors subordinates closely; assertive & direct in communications. | **Receptive Subordinate:** Highly accommodating of requests; prefers direct instructions and clearly defined objectives; see themselves as needing to execute others' ideas rather than make decisions or create own ideas. |
| **Delegative Leader:** Assigns responsibility and decisions without consultation; not concerned with how things are done; provides minimum supervision and follow-up; allows high-degree of autonomy. | **Self-Reliant Subordinate:** Desires freedom and autonomy to work in their own way; wishes to express themselves through their work; does not appreciate rigid direct instructions nor rigid adherence to processes and decisions. |
| **Participative Leader:** Sees self as overseer; makes decisions via consensus and doesn't push own views; places the team above individual; expects equal/balanced contributions from all team members. | **Collaborative Subordinate:** Places the team above individual; will seek and accept criticism, possibly taking it to heart, whilst also willing to provide criticism; preferred working approach is collaboration & participation. |
| **Consultative Leader:** Values individual contributions; seeks balanced input from team but makes final decision; leadership is a mixture of democratic and directive. | **Informative Subordinate:** Regularly offers sound ideas and opinions; quick to provide critical analysis of ideas and plans; is innovative and practical; sees self as advisor. |
| **Negotiative Leader:** Focuses on mutually beneficial outcomes & common objectives; utilises a persuading or selling approach rather than imposing decisions; high desire to achieve and may resort to unconventional methods. | **Reciprocating Subordinate:** Sells others on their ideas by thinking about what interests them; prefers to negotiate for mutually acceptable solutions; will not take criticism personally. |

Particular combinations of leadership styles work best with particular subordinate styles, and vice versa. This is demonstrated in Figure below:

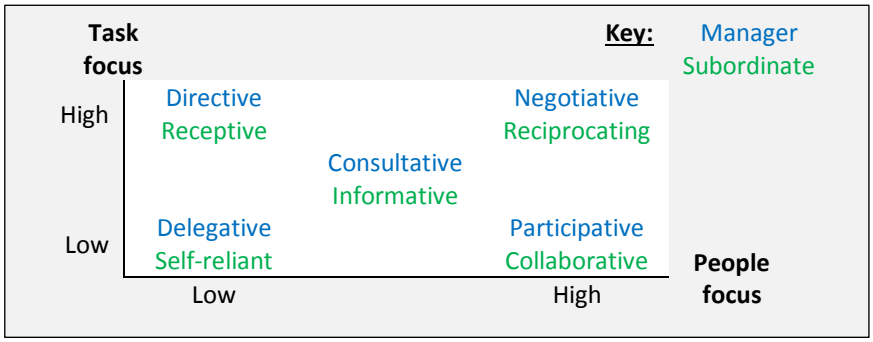



**Figure 18 - Manager and Subordinate Style Pairings**

These two sections of the report each briefly introduce the concept of leadership or subordinate styles, and provide an estimate of the likelihood that a respondent will adopt each of the five styles when working with others. Leadership and subordinate style scores are derived from 15FQ+ primary trait scores, based upon criterion-keying. These estimates are denoted numerically on a scale of 1-10, and graphically. Following this, a brief description of the respondent's most likely (primary) and, if applicable, second-most likely (secondary) influencing styles is provided.

## Influencing Styles

Influencing Styles relate 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 a person's most likely styles and not their performance. Radically different personality profiles and influencing behaviours could be successful in different circumstances. However 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.

The model proposes that influencing behaviours tend to occur from one of three bases:

| | |
|---|---|
| **Relationships** | Very concerned with the person they're influencing and able to build up a good relationship, having the necessary social skills to do so. Very understanding of their client's needs, and will sell on interpersonal goodwill and trust. |
| **Energy** | Emphasises action, energy and competitiveness, excelling at pressured, high volume influencing and selling. Although may oversell and be insensitive to the needs of others. Has strong need to win, and enjoys the trappings of success. |
| **Thinking** | Approaching selling from an analytical point of view, they will have a strong understanding of the pros and cons of the idea or product, and will be very objective about the needs of the others. They may also be highly structured in their approach to selling, enjoying the planning and strategy of sales campaigns. |

The Influencing Styles model presupposes that these three bases manifest in terms of 10 styles:

| Relationships | | | | Energy | | | Thinking | | |
|---|---|---|---|---|---|---|---|---|---|
| Confident Communicator | Rapport Creator | Culture Fitter | Team Manager | Culture Breaker | Enthusiastic | Perseverer | Business Winner | Technician | Administrative Support |

| | |
|---|---|
| **Confident Communicator:** Confidence with low anxiety in social selling situations; performs well in formal selling situations or where presentations are required; will appear poised and in control; oral communication is firm and clear; comfortable selling into more senior positions within the client organisation. | **Rapport Creator:** Builds warm, friendly relationships with clients and sells on goodwill and trust; thinks about others attitudes and motivation and provides appropriate reinforcement; approachable, reasonable, and concerned about understanding a client's personal needs; tends to be confident in social interaction. |
| **Culture Fitter:** Identifies client organisation's culture and modifies the behaviour to fit; less risk of personal censure; increased trust and confidence through an apparent sharing of opinions, values, etc.; won't push their own attitudes and opinions of their own. | **Culture Breaker:** Positions self at odds with the prevailing culture, creating image of independent view and radical thinking; achieves success with organisations that favour new thinking; needs to be perceived as technically knowledgeable and of high integrity; need confidence to maintain their position. |
| **Enthusiast:** High energy and infections enthusiasm: needs success and is competitive in achieving it; competitiveness balanced with optimistic and cheerful disposition; able to carry clients along without a deep knowledge of his/her product. | **Perseverer:** Determined persistence to close a sale; doggedly pursues all leads and opportunities; disregards put-offs and not a sensitive person; often in the 'right place at the right time'. |
| **Business Winner:** Likely to facilitate the acquisition of new business, possibly from an incumbent competitor; competitive, energetic, and socially confident; prepared to take risks and bend rules; perpetually seeking opportunities; quick to make decisions that could develop or close a sale. | **Technician:** Enjoys analysing others' needs and considering alternative situations; favours more complex or high-tech solutions; usually bright, easy to train, and have a good vocabulary and numeracy; may appear over-intellectual or seem to talk down to others; potential to see less obvious selling opportunities. |
| **Administrative Supporter:** Focused on support critical to client retention; may undertake selling with detail-focused or sales-averse clients; plans ahead and ensures that admin tasks are properly completed; attends to details of all aspects of client communication; ensures dates are met and prompts others on things they should be doing. | **Team Manager:** Co-ordinates and manages resources; understands who is right for what role; influences team members to behave in ways perceived to be effective for a particular situation. personal record of sales success, and can be the organisation's 'sales champion'. |

This section of the report briefly introduces the concept of influencing styles, and provides an estimate of the likelihood that a respondent will adopt each of the 10 styles when working with others. Influencing style scores are derived from 15FQ+ primary trait scores, based upon criterion-keying. These estimates are denoted numerically on a scale of 1-10, and graphically. Following this, a brief description of the respondent's most likely (primary) and, if applicable, second-most likely (secondary) influencing styles is provided.

## Career Styles

Holland (1985) career typology, sometimes referred to as the "RIASEC" model (an acronym of the career styles), posits that a person's personality traits and disposition generally influences their career choices and direction. The work styles included in Holland's RIASEC model are presented below:

**Realistic Theme**: Work involving manipulation of mechanical devices, 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**: Work 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**: Work 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**: Work 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**: Work 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**: Work activities involving organising, administration and well established work practices. High scorers enjoy developing and maintaining systems, operating business machines, doing paperwork, bookkeeping and accountancy.

The career styles section of the report briefly introduces Holland's model and provides an estimate of the likelihood that a respondent will enjoy particular types of work and thrive in particular working environments. Estimates are denoted numerically on a scale of 1-10, and descriptions are provided for all six styles. Scores are derived from the respondent's scores on the 16 primary traits. This information can be used for career coaching, although a dedicated assessment (Occupational Interests Profile or OIP+) and solutions report (Career Motivation Analysis Profile or CMAP) is also available within the Psytech suite.

### 15FQ+ EXTENDED REPORT

This report features all of the content found in the 15FQ+ Standard report including:

- Normed scores and narrative descriptions of all 16 primary traits
- Normed scores for the big-five secondary traits
- The impression management (distortion and risk) scales
- The criterion-referenced emotional intelligence and work attitude scales

In addition, the report also features the content of the 15FQ+ Derived report, including criterion-referenced scores and accompanying descriptive narrative of the respondent's likely:

- Team roles (Belbin, 2003)
- Leadership and Subordinate styles (Bass, 1985)
- Career Themes based on Holland's (1985) RIASEC model
- Influencing styles.

Sample report: http://www.psytech.com/Content/SampleReports/EN/P-15FQP-Extended.pdf

### 15FQ+ PROFILES REPORT

This short-form report includes the normative sten ratings for the 16 primary traits, along with global factors (i.e., big five), the two criterion-referenced scales (emotional intelligence and work attitude) and response style indicators. The report features the standard introductory text, however it contains no narrative descriptions of results and is consequently only intended to be used by those with significant experience and strong understanding in the 15FQ+ model, such as volume recruiters or those for whom the interpretation of psychometric test results is a major part of their role.

Sample report: http://downloads.genesysonline.net/SampleReportsEN/P%2015FQP%20Profile.pdf

### 15FQ+ QUESTION PROMPTS REPORT

The Question Prompts report provides a number of brief questions which can be used to inform interview and referee/reference check sessions. Questions are provided for all 16 primary traits, and are tailored to the particular respondent's trait scores. Much like most other 15FQ+ reports this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the 16 factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for 15FQ+ assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

The next section of the report features brief, one-sentence description of the candidate's score on a particular trait, followed by one or more question prompts in relation to that rating. Following this the respondent's personality profile is presented in table form with a set of profile charts showing the sixteen primary traits, grouped alongside the big five trait(s) to which they correspond.

Sample report: http://www.psytech.com/Content/SampleReports/EN/P-15FQP-Question-Prompts.pdf

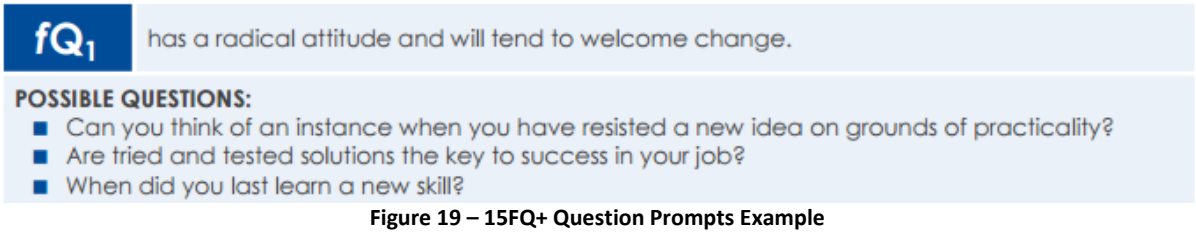



**Figure 19 – 15FQ+ Question Prompts Example**

## 15FQ+ IDEAL PROFILE REPORT

This report evaluates a respondent's profile to be evaluated against an 'ideal' profile for purposes of employee selection, providing a visual, descriptive, and mathematical comparison between the candidate's and ideal profiles. Ideal profiles can be configured within GeneSys Online by the end user, and can be manually configured or based upon the profiles of one or more other respondents. In addition, a variant of the 15FQ+ (called 15FQ+J) is available which allows hiring managers or subject matter experts to construct an ideal profile by rating the importance of 72 behaviours using a 5-point Likert scale. Regardless of how the ideal profile is input, it is important that it be based upon a robust understanding of which traits or preferences are predictive of high job performance. As such, it is strongly recommended that the ideal be based upon a job analysis or validity study is strongly recommended before an ideal profile is created.

Much like most other 15FQ+ reports this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the report's content. Next, the report features a profile chart which overlays the candidate's profile with that of the ideal, for all 16 traits. In addition, a numerical measure of the candidate's overall fit is provided in the form of a Barret Shaped Distance coefficient (instructions for interpreting are provided in the report). The next section of the report provides short, one-sentence descriptions of the candidate's score and the ideal profile's score on each of the 16 traits. Each trait is also followed by one or more brief questions which can be used to inform interview and referee/reference check sessions. Questions are provided for all 16 primary traits, and are tailored to the particular respondent's trait scores, relative to the ideal profile.

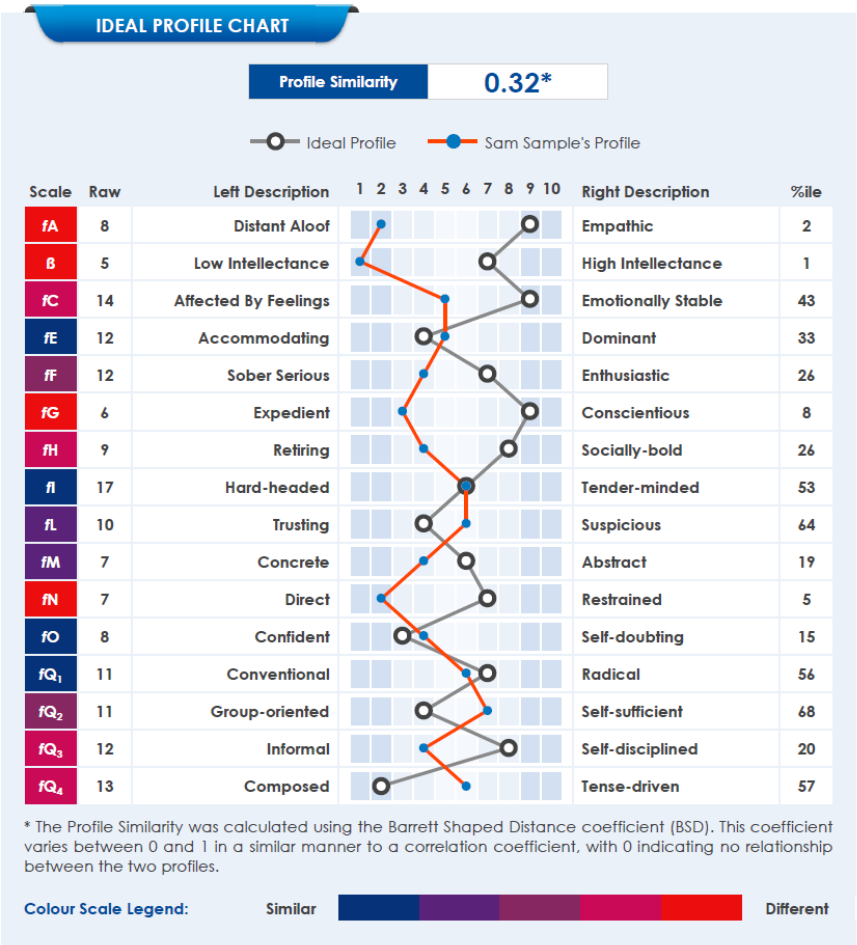



**Figure 20 - 15FQ+ Ideal Profile Chart**

Sample report: http://www.psytech.com/Content/SampleReports/EN/15FQPlusIdealProfile.pdf

## 15FQ+ EMOTIONAL INTELLIGENCE REPORT

Emotional Intelligence (EI) has been consistently found to contribute to interpersonal effectiveness and leadership capability. The Emotional Intelligence Report is a criterion-referenced report based upon Goleman's (1996) Emotional Intelligence (EI) framework and is intended for both selection and developmental purposes. Goleman's model defines EI as a set of personal and inter-personal competencies that can be refined and developed through mentoring, coaching and training:

| Personal Competencies | Interpersonal Competencies |
|---|---|
| **Self-awareness :** This includes emotional self-awareness, self-confidence and accurate self-assessment. These competencies enable a person to: accurately understand themselves, their emotions, motives and goals; trust their own judgement and take confident decisions; express their views with confidence and self-assurance; realistically appraise their skills, aptitudes and abilities and be able to use feedback to improve their performance. | **Social Awareness:** This includes empathy, interpersonal openness, organisational awareness (political savvy) and service orientation. These competencies enable a person to: understand others' motives, emotions and behaviour; be open to others' points of view and perspectives; be sensitive to interpersonal and organisational dynamics.. |
| **Self-management:** This includes emotional self-control, optimism, achievement orientation, forward planning, conscientiousness, adaptability and trustworthiness. These competencies enable a person to: effectively manage their emotions and have the drive, energy and optimism to succeed; produce work of a high standard, plan for the future and diligently attend to detail; be adaptable and open to change; maintain high levels of personal integrity. | **Relationship Management:** This includes persuasiveness, conflict management, inspirational leadership, change catalyst, team working and open communication. These competencies enable a person to: communicate effectively; relate to others with diplomacy and tact; network; negotiate successfully; work collaboratively; openly share information; actively participate in team projects; motivate others; actively promote change and develop colleagues' potential through coaching, mentoring and teaching. |

This report provides an estimate of the candidates emotional intelligence across these four dimensions, calculated based upon their scores on the 15FQ+'s sixteen primary factors. This report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of emotional intelligence and Goleman's framework, along with suggestions of how to use the information contained within. As with many other reports, a short explanation of the relationship between the comparison (norm) group is included, alongside a diagram and text explaining the relationship between STEN scores and a normal distribution. The next section includes a profile chart, presenting the respondent's EI scores, including overall scores for the personality and interpersonal domains, followed by a bullet pointed list of likely strengths and development areas.

The next section provides narrative descriptions which examine the candidate's EI profile relative to that of the 'average' person within the normative comparison group. These suggest likely behaviours, strengths, and challenges. In relation to the various competencies listed above. Finally, a development planning section provides some questions and note space to guide the respondent in reflecting on their results and planning developmental actions, activites, and goals.

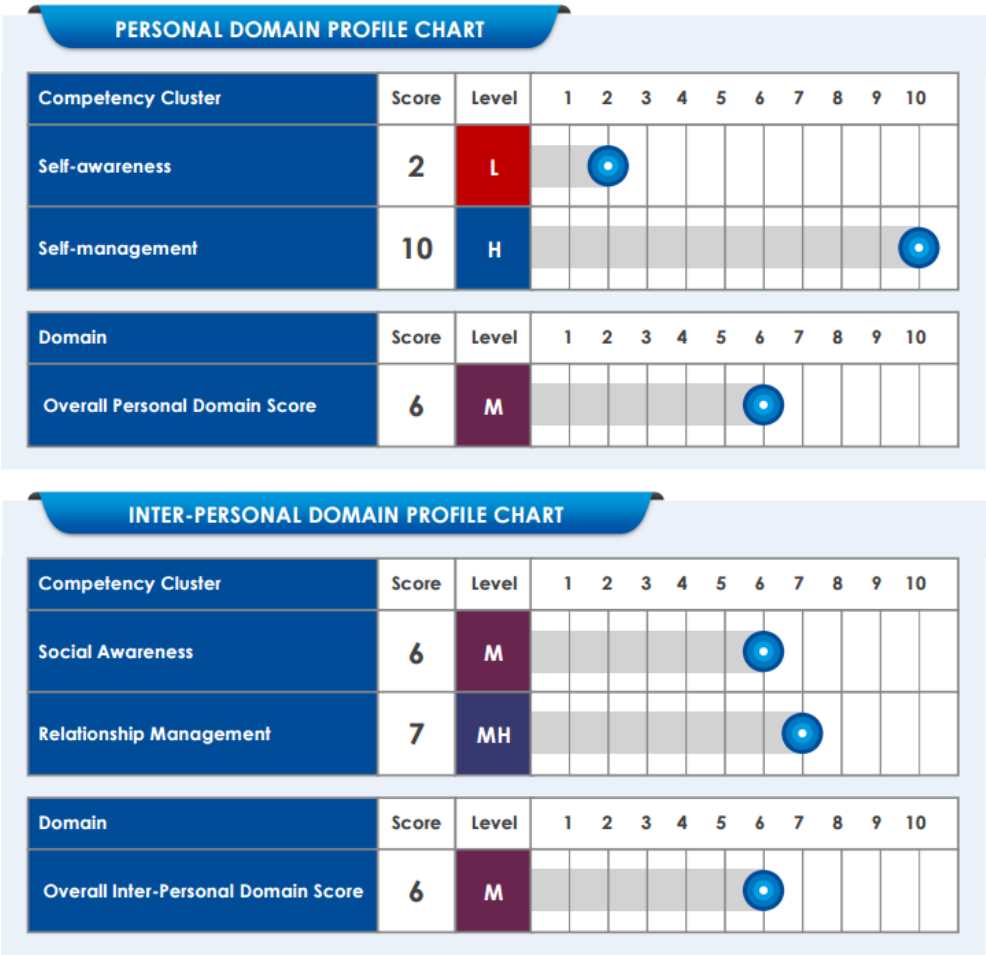



**Figure 21 - 15FQ+ Emotional Intelligence Profile Charts**

Sample report: http://www.psytech.com/Content/SampleReports/EN/P-15FQP-EI.pdf

## 15FQ+ DERAILERS REPORT (IDENTIFICATION OF MANAGEMENT DERAILERS)

The Derailers Report describes respondents' Fifteen Factor Questionnaire Plus (15FQ+) assessment results in terms of a set of dysfunctional behaviours that can present challenges for organisations in a variety of work settings. The dysfunctional behaviours assessed in this report have been developed from the American Psychiatric Association and the World Health Organisation's systems for classifying personality disorders (i.e., The Diagnostic and Statistical Manual of Mental Disorders) and from the seminal work of Theodore Millon on dysfunctional personality types. Despite the clinical origin of these behaviours it should be noted, however, that the report does not assess clinical problems, but rather personality types that can be problematic in work settings. This report can be used for selection, development and coaching purposes. However, it is not a tool for diagnosis in clinical or forensic contexts.

The dysfunctional behavioural categories considered by the assessment are:

**Eccentric – Absent-minded**
- Little concern for practical matters
- Inattentive to pragmatic everyday matters
- Forgetful and drifts off onto flights of fantasy

**Appeasing – Acquiescent**
- Lack assertion and worry about what others think
- Prone to saying things they believe will please others
- Place others' personal needs over their own

**Suspicious – Mistrustful**
- Suspicious and prone to doubt others' motives
- Cynical view of human nature, believe people are out to further their own ends
- Little tolerance for others and likely to show their irritation and frustration with them

**Volatile – Explosive**
- Tense-driven and lacking in composure
- Difficulty controlling their emotions
- Likely to vent their frustrations without giving consideration to the impact of their outbursts

**Undisciplined – Nonconformist**
- Spontaneous and flexible in their attitude and approach towards work
- Not bound by rules, regulations and procedures
- Inattentive to detail and prone to carelessness
- Rejects tried and tested methods and breaks with the past simply for the sake of rejecting custom and practice

**Detached – Disengaged**
- Little interest in other people
- Cut-off, distant and reclusive
- Dislikes teamwork, preferring to work on their own away from the distractions of other people.

**Rigid – Perfectionistic**
- Perfectionistic and obsessive
- Become so focused on details as to lose sight of the bigger picture
- Inflexible and ridged in their approach to problems

**Confrontational – Challenging**
- Direct and pointed in their dealings with others
- Unlikely to be diplomatic and tactful, will speak their mind even if this might upset others
- Forceful and pushy, confrontational if challenged

**Manipulative – Machiavellian**
- Cynical about human nature, reluctant to deal with others in an open and upfront manner
- Approaches working relationships in political way, responding to events in a 'politically expedient' manner
- Say things which they believe others want to hear

**Avoidant – Passive**
- Lack confidence and feel anxious in social settings
- Reluctant to express their views and opinions
- Prone to self-doubt and may avoid tasking on tasks for fear of making errors or mistakes

**Arrogant – Self-centred**
- Confident in social settings and very sure of their own views and opinions
- Others may consider them arrogant or opinionated
- Little interest in other people
- Insensitive to others people's needs

**Moody – Sullen**
- Prone to mood swings
- Changeable and unpredictable in how they react to events and situations
- Lower levels of energy and drive than most people
- Have difficulty dealing with setbacks and failures
- Inclined to give up when faced with adversity

This report begins with a brief disclaimer around the use and dissemination of assessment results. This is followed by an introduction to the derailer framework and its origins, including discussion of how derailers can

manifest and impact on the workplace. This section also talks about how the report can be used, its limitations, and follow-up activities to explore issues the report may have identified. This is followed by a brief introduction to each of the 12 dysfunctional behaviours examined by the model, a diagram and text explaining the relationship between STEN scores and a normal distribution. Next, a brief introduction to the 15FQ+'s response style measures is provided, along with descriptive narrative interpreting the respondent's scores in terms of the accuracy of their responses.

The next section contains a profile chart denoting the respondent's scores on all 12 dysfunctional behaviours. Following this, a page is dedicated to each of the behaviours, with the candidate's score on each the behaviour being presented alongside a brief description risk suggested by such a score. The score is interpreted in terms of potential risks, and a number of probing questions are suggested for use in interview and coaching contexts.

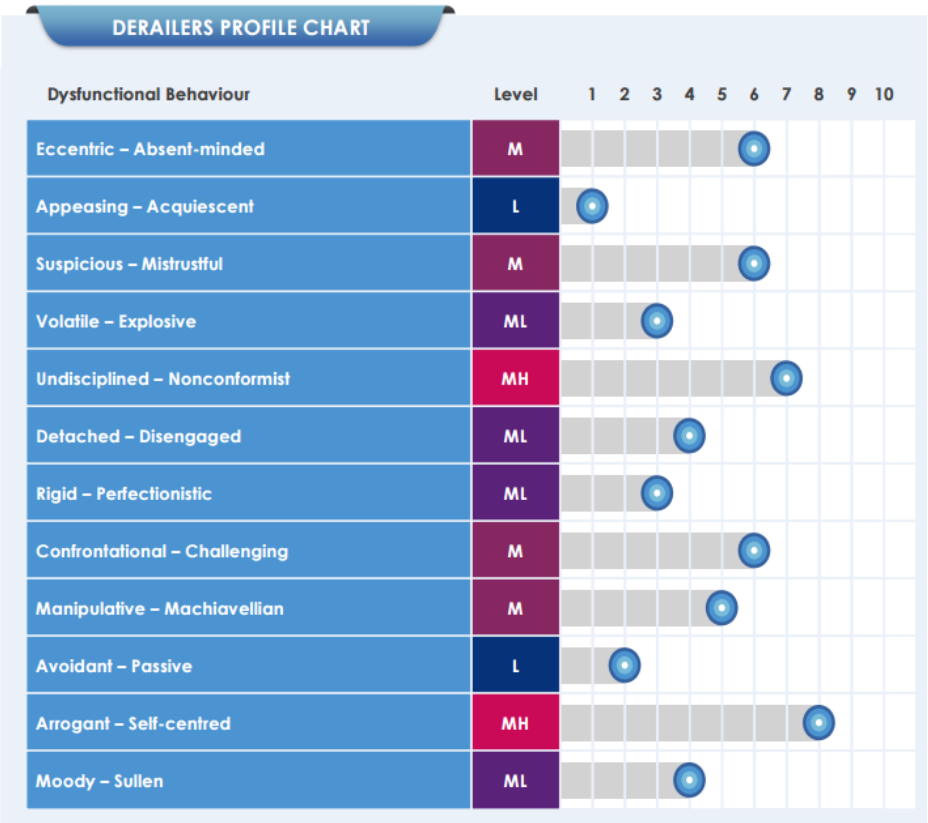



**Figure 22 - 15FQ+ Derailer Report Profile Chart**

Sample report: [http://www.psytech.com/Content/SampleReports/EN/Sol%20Derailers%20Selection.pdf](http://www.psytech.com/Content/SampleReports/EN/Sol%20Derailers%20Selection.pdf)

## 15FQ+ COMPETENCIES: DEVELOPMENT REPORT

This report uses Psytech's Universal (Fine Nine) Competency Framework to predict a respondent's typical behaviour in each of the model's competency domains. A competency is defined as the specific set of skills, knowledge and behaviour that is required to complete particular work tasks effectively. Unlike aptitudes or personality traits, which are relatively enduring and stable over time, competencies can be acquired and refined through appropriate mentoring, coaching and training. The report is intended as a tool to facilitate personal development. It can be used as a starting point to (1) Explore possible development needs and produce a development strategy; (2) Consider reasons for any possible discrepancies between predicted behaviour and actual performance as assessed by peer ratings, performance appraisals, etc.

### The 'Fine Nine' Competency model

The 'Fine Nine' is a universal competency framework assembled by Psytech International in response to perceived limitations of other popular generic competency models. Competency scores are derived from the 15FQ+ personality profile's sixteen primary traits. The nine competency groups and a description of someone who appears high on each competency is as follows:

**Creativity**
- x Preference for seeking new solutions to problems
- x Intuition and motivation to generate many ideas
- x Preference for considering strategic, 'bigger picture' issues
- x Adaptability and change-orientation

**Energy and Drive**
- xAbility to cope with setbacks
- xExcitement and enthusiasm
- xResults orientation

**Integrity**
- x Commitment to following organisational rules
- x Desire to conform to established principles of right and wrong
- x Ownership and responsibility for own mistakes or errors
- x Ability to work without close supervision

**Interpersonal Skills**
- xInterest in establishing rapport with colleagues and clients
- xCollaboration with others
- xTact and diplomacy
- xInterest in developing trusting relationships with colleagues

**Logical and Analytical**
- x Interest in solving problems and contributing to intellectual debates
- x Preference for approaching problems in a rational and analytical manner
- x Preference for balancing practical and theoretical approaches to problem solving

**Persuasiveness**
- x Social presence
- x Empathy and support
- x Balanced negotiation style

**Planning and Organising**
- x Desire to be organised and create plans
- x Effective time management
- x Delegation of tasks and responsibilities

**Quality Orientation**
- xCommitment to producing work of a high standard
- xDetail orientation
- xCommitment to finishing tasks

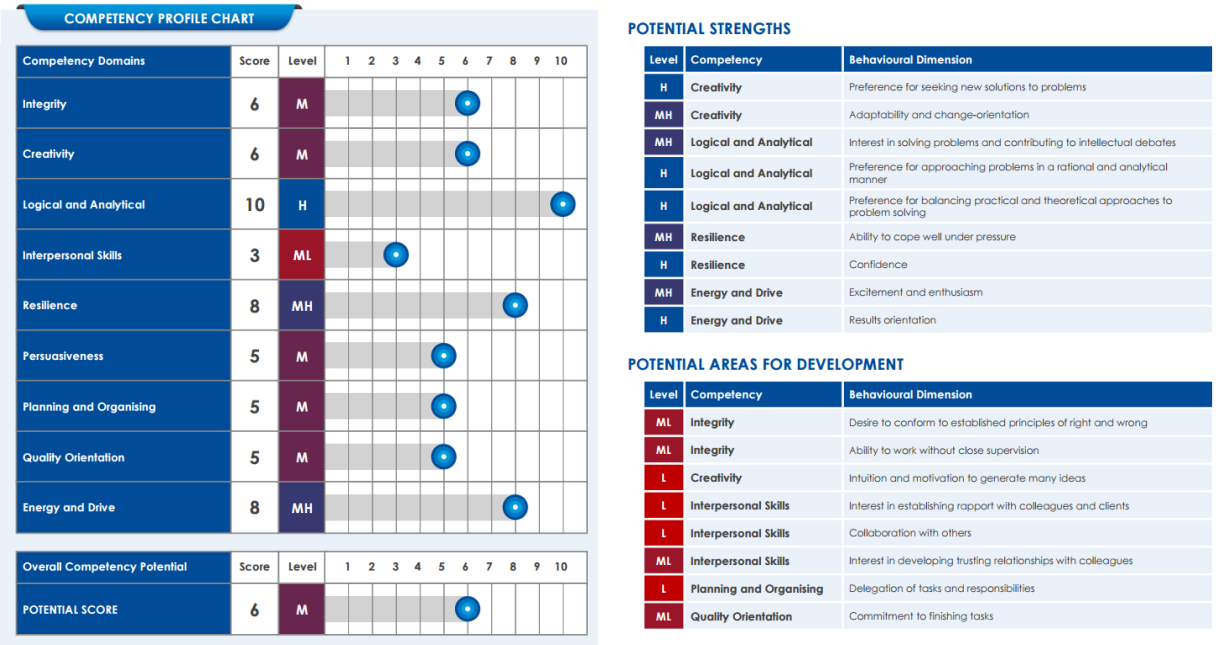
**Resilience**
- x Emotional stability
- x Ability to cope well under pressure
- x Confidence

The report begins with a brief disclaimer around the use and dissemination of assessment results. This is followed by an introduction section which briefly explains the use of competency frameworks in an

organisational setting, and provides an overview of other reports which are available for 15FQ+ assessment results. There is a short explanation of how the information within the report can be used, and a table which provides an introduction to the fine-nine model and its origins. As with most other 15FQ+ reports, this also features a diagram and text explaining the relationship between STEN scores and a normal distribution. Accompanied by a short explanation of the 15FQ+'s response style measures, along with descriptive narrative interpreting the respondent's scores in terms of the accuracy of their responses.

The next section contains a profile chart denoting the respondent's scores on all nine competencies, followed by a table of the respondents likely strengths and weaknesses based upon these scores. Subsequent pages of the report consider this information in more depth, with each competency being broken down into behavioural dimensions (namely desires, abilities, and specific tendencies). For each behavioural dimension the candidate is assigned a level rating (e.g., Low, Medium-High, etc), and a description of likely behaviours is provided, followed by some general developmental recommendations relating to the particular dimension.

The final section of the report is intended to help with using the report for individual development. Space is provided to record the respondent's reaction and critical reflections on the profile. A list of behavioural dimensions most in need of development is automatically generated, followed by a guide to constructing a development plan.



COMPETENCY PROFILE CHART

| Competency Domains | Score | Level |
|---|---|---|
| Integrity | 6 | M |
| Creativity | 6 | M |
| Logical and Analytical | 10 | H |
| Interpersonal Skills | 3 | ML |
| Resilience | 8 | MH |
| Persuasiveness | 5 | M |
| Planning and Organising | 5 | M |
| Quality Orientation | 5 | M |
| Energy and Drive | 8 | MH |

| Overall Competency Potential | Score | Level |
|---|---|---|
| POTENTIAL SCORE | 6 | M |

POTENTIAL STRENGTHS

| Level | Competency | Behavioural Dimension |
|---|---|---|
| H | Creativity | Preference for seeking new solutions to problems |
| MH | Creativity | Adaptability and change-orientation |
| MH | Logical and Analytical | Interest in solving problems and contributing to intellectual debates |
| H | Logical and Analytical | Preference for approaching problems in a rational and analytical manner |
| H | Logical and Analytical | Preference for balancing practical and theoretical approaches to problem solving |
| MH | Resilience | Ability to cope well under pressure |
| H | Resilience | Confidence |
| MH | Energy and Drive | Excitement and enthusiasm |
| H | Energy and Drive | Results orientation |

POTENTIAL AREAS FOR DEVELOPMENT

| Level | Competency | Behavioural Dimension |
|---|---|---|
| ML | Integrity | Desire to conform to established principles of right and wrong |
| ML | Integrity | Ability to work without close supervision |
| L | Creativity | Intuition and motivation to generate many ideas |
| L | Interpersonal Skills | Interest in establishing rapport with colleagues and clients |
| L | Interpersonal Skills | Collaboration with others |
| ML | Interpersonal Skills | Interest in developing trusting relationships with colleagues |
| L | Planning and Organising | Delegation of tasks and responsibilities |
| ML | Quality Orientation | Commitment to finishing tasks |

**Figure 19 - 15FQ+ Competency Report Profile Chart and Summary Table**

Sample report: [http://www.psytech.com/Content/SampleReports/EN/P-15FQP-Comp-Development.pdf](http://www.psytech.com/Content/SampleReports/EN/P-15FQP-Comp-Development.pdf)

## 15FQ+ EXTENDED GROUP REPORT

This report contains very similar information as the 15FQ+ Extended report, however it is concerned with the results of two or more respondents. The report is particularly useful for group-based development and summary reporting and includes the:

- 16 primary and five secondary (big five) traits
- Impression management (distortion and risk) scales
- Criterion-referenced emotional intelligence and work attitude scales
- Derived Team roles (Belbin, 2003)
- Derived Leadership and Subordinate styles (Bass, 1985)
- Derived Career Themes based on Holland's (1985) RIASEC model
- Derived Influencing styles

The report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the 16 factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for 15FQ+ assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution. It also provides a list of all respondents whose data is included in the report.

The next section of the report contains graphical charts depicting the means and standard deviation of the groups' scores on the primary and secondary traits, the response style (impression management) indicators, and the criterion-referenced EI and work attitude scales. While the scales are all labelled and the primary trait labels are accompanied by brief keyword descriptions, there is no narrative description of the respondents' scores.

The remaining five sections are concerned with each of the derived report components (discussed in more detail above). For each model, a frequency distribution table shows the proportion of respondents having a particular primary or secondary style or theme, and the number of people attaining particular STEN scores for each style/theme. Short explanations are also provided for the elements of each model (e.g., the Belbin section contains material on the eight team roles). These tables and explanations are followed by bar and donut charts which visually denote the number of respondents having a particular primary or secondary styles.

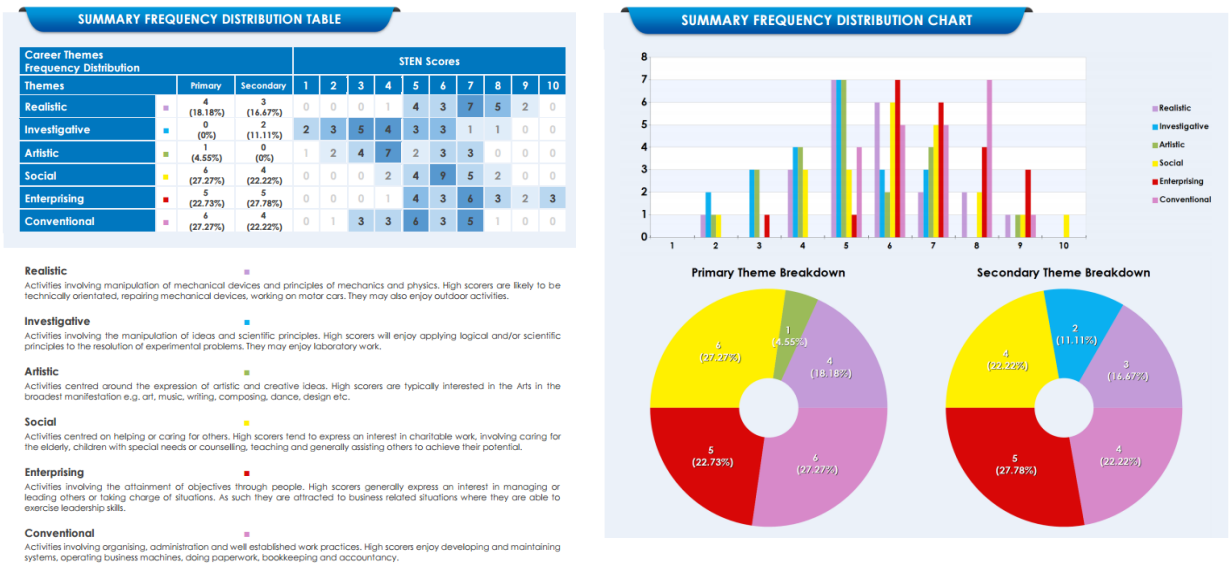



**Figure 20 – Sample of 15FQ+ Extended Group Results**

Sample report: http://www.psytech.com/Content/SampleReports/EN/15FQPlusGroupReport.pdf

## 15FQ+ RESULTS SPREADSHEET

This spreadsheet-based report contains STEN scores for all of the scales included in the 15FQ+ Extended and Extended Group reports, along with raw and percentiles scores for the primary traits. The report is intended to provide a convenient source of test data for import into third-party systems, to facilitate data analysis and validation of test scores, and to provide a tabular overview of the results from a group of respondents.

Each model or type of score (e.g., raw primary traits, Team roles) is presented as a separate worksheet, with the first row being dedicated to column headings, and each respondent being presented on a new row. In addition to assessment scores, the report also includes age and gender data for each respondent, along with the respondent's email address and any data entered into the "reference" field by the respondent or administrator. The email and reference information can be used to facilitate the unique identification of respondents against other data, such as that gathered at the point of application for a role, or enrolment in a development programme.

| No. | Name | Reference No. | Email | Age | Sex | Directive | Delegative | Participative | Consultative | Negotiative | Primary Style | Secondary Style |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Respondent 1 | Role: 2090A5B | person1@email.com | 45 | F | 6.83 | 4.79 | 5.62 | 5.44 | 6.87 | Negotiative | Directive |
| 2 | Respondent 2 | Role: 252A32D | person2@email.com | 38 | F | 4.88 | 5.74 | 4.69 | 7.07 | 8.81 | Negotiative | Consultative |
| 3 | Respondent 3 | Role: 19C30E8 | person3@email.com | 31 | M | 7.11 | 4.32 | 3.44 | 5.03 | 7.84 | Negotiative | Directive |
| 4 | Respondent 4 | Role: 216D0D5 | person4@email.com | 40 | F | 5.72 | 2.91 | 4.37 | 3.4 | 3.48 | Directive | Participative |
| 5 | Respondent 5 | Role: 20D5FF6 | person5@email.com | 40 | M | 7.67 | 4.32 | 2.81 | 4.21 | 5.42 | Directive | None |
| 6 | Respondent 6 | Role: 5CCECC1 | person6@email.com | 29 | F | 9.06 | 1.97 | 1.57 | 6.25 | 9.29 | Negotiative | Directive |
| 7 | Respondent 7 | Role: D7E086 | person7@email.com | 35 | F | 8.5 | 3.85 | 3.44 | 5.85 | 5.9 | Directive | None |
| 8 | Respondent 8 | Role: 4A37D29 | person8@email.com | 39 | F | 5.72 | 3.85 | 4.69 | 7.48 | 8.32 | Negotiative | Consultative |
| 9 | Respondent 9 | Role: 951125 | person9@email.com | 40 | F | 4.88 | 7.15 | 6.56 | 5.85 | 6.39 | Delegative | Participative |

STEN Scores | Raw Scores | Percentile Scores | Big Five Factors | Team Roles | Leadership Styles | Subordinate Styles | Influencing Styles | Career Themes

**Figure 21 - 15FQ+ Results Spreadsheet (Group Report)**

Sample report: http://www.psytech.com/Content/SampleReports/EN/15FQPlusResultsSpreadsheet.xlsx

## OPPRO – OCCUPATIONAL PERSONALITY PROFILE

Technical Manual: http://www.psytech.com/Content/TechnicalManuals/EN/OPProMan.pdf

The Occupational Personality Profile (OPPro) is a normative, self-report personality assessment which examines nine personality traits of central importance in customer facing roles. Developed from extensive research with major UK organisations, the questionnaire is written in a straight forward and direct style that is accessible to people of a wide range of abilities. In addition to the nine primary traits, the assessment also features five second-order or 'global factor scores based upon the Big Five personality traits (Costa & McCrae, 1987; Goldberg, 1990; Tupes & Crystal, 1961).

Scores are calculated by a factor-derived approach and each of the nine primary and five secondary factors are measured in terms of bipolar traits, whereby proximity to a trait pole indicates the strength of a preference or tendency. In addition, the assessment features a number of response style measures which evaluate the quality of the respondent's rating and the likelihood of rating distortion. Details of the various scores are provided below:

### Primary Traits

The nine primary traits are grouped into 'styles' according to whether they relate to the respondent's interpersonal, thinking, or coping behaviours.

| Style | Left Pole | Right Pole |
|---|---|---|
| Interpersonal | **Genuine** – honest & open; bases behaviour on own feelings and beliefs; may be blunt. | **Persuasive** - perceptive & diplomatic; bases behaviour on situation; may be effective influencer. |
| | **Reserved** – introspective & may hold back; prefer working alone; few relationships of depth. | **Gregarious** – outgoing & sociable; likes working with others; warm & participative; keen relationship builder. |
| | **Accommodating** – empathic & people-oriented; sensitive to others' feelings; uncomfortable with confrontation. | **Assertive** – task-oriented; comfortable with confrontation; forceful & dominating; unconcerned with others' feelings. |
| Thinking | **Detail-Conscious** – deliberate & controlled; rigid and conscientious; has high standards and sees things through to completion. | **Flexible** - spontaneous; project starter & big picture thinker; flexible in approach; dislikes details and lacks self-control. |
| | **Cynical** - suspicious & inclined to question others motives; sceptical and cynical; cautious about trusting others. | **Trusting** – takes others at face value; open & straightforward; tolerant of differences & shortcomings; has faith in others' honesty. |
| | **Abstract** – theoretical orientation; imaginative, creative & artistic; aesthetically sensitive; intellectual. | **Pragmatic** - practical, realistic orientation; .concerned with getting things done; uninterested in artistic/abstract matters. |
| Coping | **Emotional** – open about feelings; prone to worry; anxious and self-doubting; sensitive to offence; prone to mood swings. | **Phlegmatic** – self-assured; emotionally stable and secure; resilient. |
| | **Composed** – calm and tolerant; can distance self from work pressures; keeps work and home separate and can relax & unwind. | **Contesting** – ambitious & competitive; has difficulty relaxing; impatient and prone to stress; works long hours and takes a lot on. |
| | **Optimistic** – achieving & striving; positive approach to setbacks; believes they're in control of outcomes & their own destiny. | **Pessimistic** – accepting & feels unable to change things; believes in forces outside of their control; inclined towards pessimism. |

## Big Five Profile

Based upon weighted combinations of the primary traits, these second-order factors provide a brief overview of the respondent's preferences and tendencies.

| Left Pole | Right Pole |
|---|---|
| **Introversion** - Tends to feel uncomfortable in social situations. | **Extraversion -** Strong predisposition to social interaction. |
| **Independence** - Alert, Quick to respond to situations, challenging, self-assured. | **Agreeableness** - People orientated, empathic, accommodating. |
| **Pragmaticism** - Realistic, practical and conservative in attitudes. | **Openness** - Enjoy innovation, interested in artistic expression. |
| **Low Self-Control** - Free from constraints of social rules. | **High Self-Control** - Conscious of group standards of behaviour. |
| **Low Anxiety** - Calm, Composed and satisfied with life and ability to cope. | **High Anxiety** - Problems in coping with day to day situations. Concerned about the future. |

## Response Style Scales

Intended to evaluate the quality and veracity of a respondent's responses, the distortion scale is calculated from a dedicated set of items, while the 'central tendency' score is based on the entire set of items, and.

| | |
|---|---|
| **Low vs High Distortion** | This score suggests the extent to which a respondent has presented themselves in an overly favourable light, representing a deliberate attempt at distortion. Alternatively, it may suggest a highly over-idealised (and possibly unrealistic) self-image and/or that the respondent may have strict moral ideas. |
| **Extreme Responses vs Central Tendency** | How open and decisive the respondent has been in responding to items. Higher scores suggest indecisiveness or an unwillingness to be open in their responses. |

## OPPRO STANDARD REPORT

The 'standard' report includes sten ratings and comprehensive narrative descriptions of the respondent's normative scores on the nine primary dimensions. The report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a very brief overview of the nine factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for OPPro assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

This is followed by narrative descriptions which examine the candidate's profile relative to that of the 'average' person within the normative comparison group, and suggest likely behaviours. In addition, potential strengths and development areas are suggested within the narrative, and in a dedicated bullet-pointed section. The respondent's personality profile is presented in two tables; the first concerns the nine primary factors, with raw and normed (percentile and sten) scores, with sten scores also presented graphically, and brief descriptions of each trait's poles. The 'Big Five Profile' presents the respondent's second-order factor scores (sten) numerically and graphically, with brief description of each trait's poles. The two response styles are presented alongside the nine primary traits.

Sample report: http://downloads.genesysonline.net/SampleReportsEN/P%20OPP%20Standard.pdf

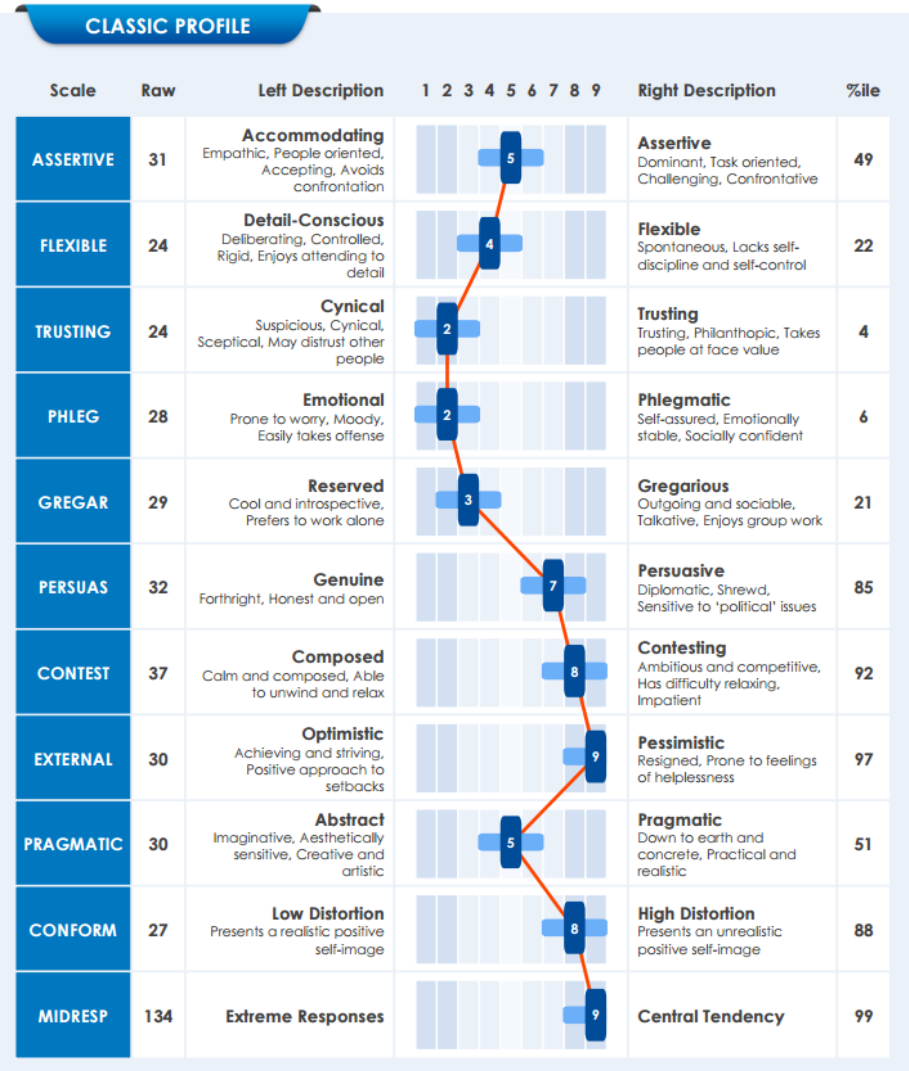



**Figure 22 - OPPro Classic Profile**

## OPPRO FEEDBACK REPORT

This report is intended for sharing directly with respondents for the benefit of their personal insight. It includes narrative interpretation of their scores on the nine primary traits. The narrative is similar to that used in the OPPro Standardreport, albeit worded so as to be talking to the respondent about themselves (i.e., using “you” in place of “he” or “she”, etc.)

While the report does not include trait scores or profile charts it is intended to accompany a feedback session provided by a trained test user, and should not be sent to respondents without the opportunity for the respondent to ask questions or check their understanding. In addition, dedicated development reports are also available within the Psytech suite which may of more relevance for personal and team developmental activities.

Sample report: http://www.psytech.com/Content/SampleReports/EN/OPP%20Feedback%20Report.pdf

## OPPRO DERIVED DIMENSIONS REPORT

This report features four subsections which interpret the respondent's OPPro results in terms of a number of different frameworks. Much like the Standardreport, this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a very brief overview of the nine factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for OPPro assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

The four sections are listed below, but more in-depth information on the various models is provided in the section of this document which deals with the 15FQ+ Derived Dimensions Report(wherein any mention of 15FQ+ or the 16-factor model can be replaced with the OPPro and it's nine-factor model, respectively). The relationship between OPPro primary traits and each of the frameworks were initially derived from theory, but have since been thoroughly validated. The four derived report sections are:

1. Team Roles (Belbin, 2003)
2. Leadership Styles (Bass, 1985)
3. Subordinate Styles (Bass, 1985)
4. Selling Style

Sample report:
http://downloads.genesysonline.net/SampleReportsEN/P%20OPP%20Derived%20Dimensions.pdf

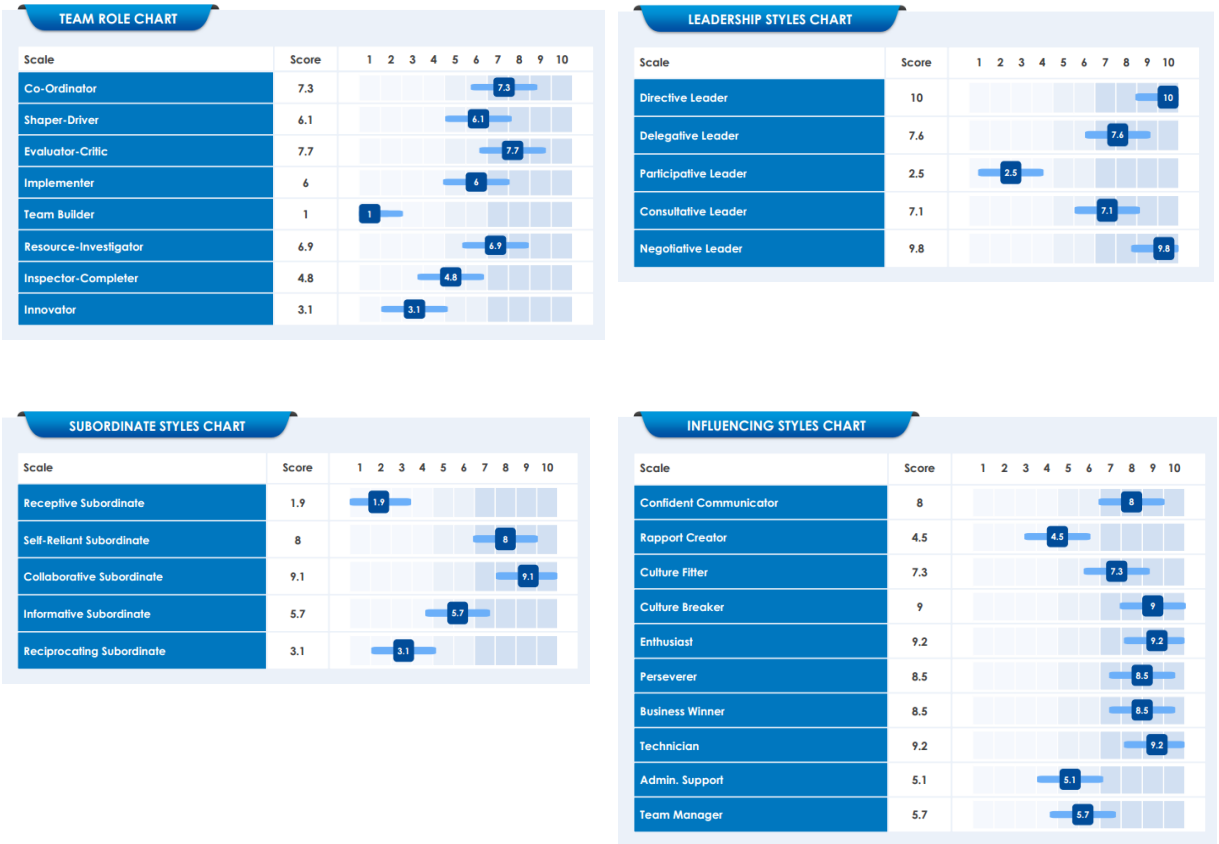



**Figure 23 - OPPro Derived Dimensions Profile Charts**

## OPPRO EXTENDED REPORT

This report features all of the content found in the OPPro Standard report including:

- Normed scores and narrative descriptions of all nine primary traits
- Normed scores for the big-five secondary traits
- The response style indicators (distortion and central tendency)

In addition, the report also features the content of the OPPro Derived report, including criterion-referenced scores and accompanying descriptive narrative of the respondent's likely:

- Team roles (Belbin, 2003)
- Leadership and Subordinate styles (Bass, 1985)
- Influencing styles.

Sample report: http://www.psytech.com/Content/SampleReports/EN/OPP%20Extended%20Report.pdf

## OPPRO PROFILES REPORT

This short-form report includes the normative sten ratings for the nine primary traits, along with global factors (i.e., big five), and the two response style indicators (distortion and central tendency). The report features the standard introductory text, however it contains no narrative descriptions of results and is consequently only intended to be used by those with significant experience and strong understanding in the OPPro model, such as volume recruiters or those for whom the interpretation of psychometric test results is a major part of their role.

Sample report: http://downloads.genesysonline.net/SampleReportsEN/P%20OPP%20Profile.pdf

## OPPRO QUESTION PROMPTS REPORT

The Question Prompts report provides a number of brief questions which can be used to inform interview and referee/reference check sessions. Questions are provided for all nine primary traits, and are tailored to the particular respondent's trait scores. Much like most other OPPro reports this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the nine factor model of personality, its relationship with the big five model, and the link between personality traits and job performance. This is followed by an overview of other personality reports that are available for OPPro assessment results, and a diagram and text explaining the relationship between STEN scores and a normal distribution.

The next section of the report features brief, one-sentence description of the candidate's score on a particular trait, followed by one or more question prompts in relation to that rating. Following this the respondent's personality profile for the nine primary, and five secondary traits is presented in table form, identical to that found in the OPPro Standard and Extended reports.

Sample report: http://www.psytech.com/Content/SampleReports/EN/OPP%20Question%20Prompts.pdf

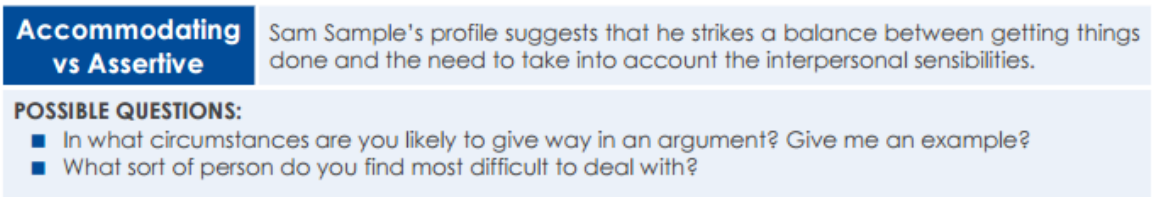



**Figure 24 - OPPro Question Prompts Example**

## OPPRO IDEAL PROFILE REPORT

This report evaluates a respondent's profile to be evaluated against an 'ideal' profile for purposes of employee selection, providing a visual, descriptive, and mathematical comparison between the candidate's and ideal profiles. Ideal profiles can be configured within GeneSys Online by the end user, and can be manually configured or based upon the profiles of one or more other respondents. Regardless of how the ideal profile is input, it is important that it be based upon a robust understanding of which traits or preferences are predictive of high job performance. As such, it is strongly recommended that the ideal be based upon a job analysis or validity study is strongly recommended before an ideal profile is created.

Much like most other OPPro reports this report begins with a brief disclaimer around the use and dissemination of assessment results. The introduction section provides a brief overview of the report's content. Next, the report features a profile chart which overlays the candidate's profile with that of the ideal, for all nine traits. In addition, a numerical measure of the candidate's overall fit is provided in the form of a Barret Shaped Distance coefficient (instructions for interpreting are provided in the report). The next section of the report provides short, one-sentence descriptions of the candidate's score and the ideal profile's score on each of the nine traits. Each trait is also followed by one or more brief questions which can be used to inform interview and referee/reference check sessions. Questions are provided for all nine primary traits, and are tailored to the particular respondent's trait scores, relative to the ideal profile.

Sample report: http://www.psytech.com/Content/SampleReports/EN/OPP%20Ideal%20Profile.pdf

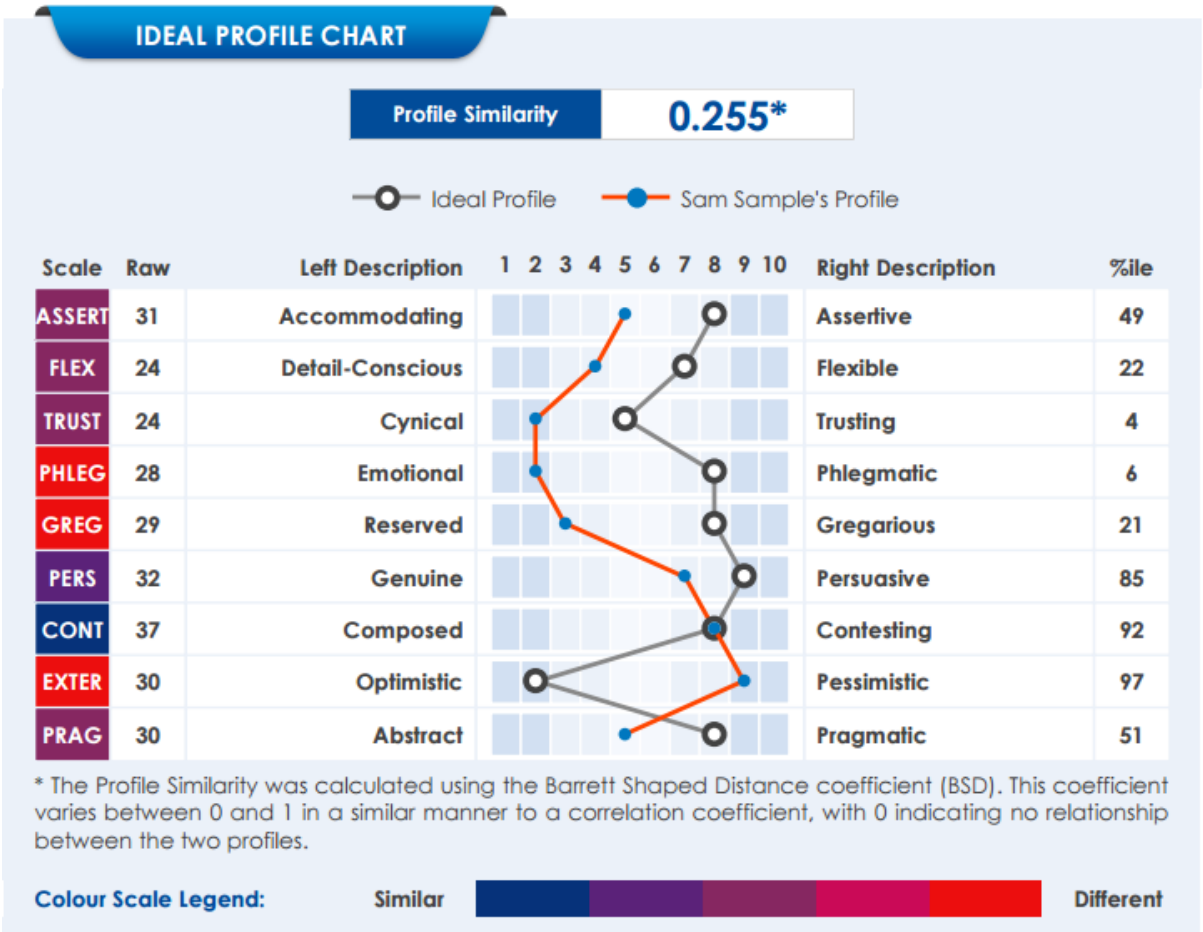



**Figure 25 - OPPro Ideal Profile Chart and Similarity Coefficient**

## OPPRO RESULTS SPREADSHEET

This spreadsheet-based report contains STEN scores for all of the scales included in the OPPro Extended report, along with raw and percentiles scores for the primary traits. The report is intended to provide a convenient source of test data for import into third-party systems, to facilitate data analysis and validation of test scores, and to provide a tabular overview of the results from a group of respondents.

Each model or type of score (e.g., raw primary traits, Team roles) is presented as a separate worksheet, with the first row being dedicated to column headings, and each respondent being presented on a new row. In addition to assessment scores, the report also includes age and gender data for each respondent, along with the respondent's email address and any data entered into the "reference" field by the respondent or administrator. The email and reference information can be used to facilitate the unique identification of respondents against other data, such as that gathered at the point of application for a role, or enrolment in a development programme.

Sample report: http://www.psytech.com/Content/SampleReports/EN/OPP%20Results%20Spreadsheet.xlsx

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | No. | Name | Reference No. | Email | Age | Sex | ASSERTIVE | FLEXIBLE | TRUSTING | PHLEGMATIC | GREGARIOUS | PERSUASIVE | CONTESTING | PESSIMISTIC | PRAGMATIC | CONFORMING |
| 2 | 1 | Respondent 1 | Role: 1AC7E9D5 | person1@email. | 45 | F | 6 | 6 | 6 | 5 | 5 | 8 | 8 | 4 | 4 | 2 |
| 3 | 2 | Respondent 2 | Role: B7F3657 | person2@email. | 38 | F | 7 | 6 | 7 | 7 | 6 | 6 | 9 | 9 | 7 | 6 |
| 4 | 3 | Respondent 3 | Role: 921DB92 | person3@email. | 31 | M | 5 | 6 | 9 | 5 | 5 | 9 | 8 | 6 | 7 | 6 |
| 5 | 4 | Respondent 4 | Role: 17C99A9E | person4@email. | 40 | F | 5 | 3 | 5 | 5 | 4 | 6 | 8 | 5 | 7 | 3 |
| 6 | 5 | Respondent 5 | Role: C4665AC | person5@email. | 40 | M | 3 | 6 | 8 | 6 | 4 | 6 | 6 | 2 | 7 | 4 |
| 7 | 6 | Respondent 6 | Role: 241D24B8 | person6@email. | 29 | F | 5 | 6 | 6 | 8 | 5 | 9 | 8 | 5 | 9 | 5 |
| 8 | 7 | Respondent 7 | Role: BC0034A | person7@email. | 35 | F | 5 | 6 | 7 | 7 | 5 | 9 | 6 | 5 | 6 | 4 |
| 9 | 8 | Respondent 8 | Role: 10E4AC6B | person8@email. | 39 | F | 7 | 7 | 6 | 7 | 6 | 5 | 7 | 5 | 9 | 4 |
| 10 | 9 | Respondent 9 | Role: 31215B25 | person9@email. | 40 | F | 6 | 7 | 7 | 5 | 5 | 6 | 7 | 7 | 3 | 5 |
| 11 | 10 | Respondent 10 | Role: 105FC303 | person10@emai | 61 | F | 5 | 6 | 7 | 5 | 4 | 7 | 7 | 5 | 3 | 5 |
| 12 | * This data was generated using the following norm: 4422 Adult Males & Females. | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | |

STANINE Scores | Raw Scores | Big Five Factors | Team Roles | Leadership Styles | Subordinate Styles | Selling Styles

**Figure 30 - OPPro Results Spreadsheet Example**

## JTI: JUNG TYPE INVENTORY

Developed as a modern alternative to the Byers-Briggs Type Indicator, this test assesses personality within the framework of Jung's type theory of personality. Swiss Psychologist Carl Jung identified how our preferences influence how we relate to the world and others around us. The assessment considers how a person's preferences might impact on behaviours in terms of thinking styles, interpersonal styles, and approaches to problem solving. This is a criterion-referenced test which provides a readily accepted and non-threatening framework for addressing work, interpersonal, management and teamwork issues. It is ideal for individual assessment and development, career counselling, team-building and organisation development.

Jung's model of psychological types identifies preferences across four dimensions. While the traditional 'type' approach implies a discrete, dichotomous framework, the JTI was developed with the understanding that preferences are continuous. As a consequence, respondents can sometimes profile with two or more likely styles. The four continuous dimensions of the JTI are as follows:

| | Left Pole | Right Pole |
|---|---|---|
| **E-I** | **Extraversion** – oriented towards the external, outer world; prefers to spend time interacting with others and activities. | **Introversion** – oriented towards the inner, subjective world; prefers to spend time in quiet contemplation and reflection. |
| **S-N** | **Sensing** – directly receives information through their senses; focuses on the facts and hard data. | **Intuiting** – goes beyond sensory information to discover possibilities which might be immediately obvious. |
| **T-F** | **Thinking** – logical analysis of information; rational & analytic; focuses on cause & effect. | **Feeling** – identifies emotional value attached to objects and events. |
| **J-P** | **Judging** – concerned with organising and processing information; orderly and regulated. | **Perceiving** – received information without evaluating; acts on information in unstructured, flexible manner. |

Technical Manual: http://www.psytech.com/Content/TechnicalManuals/EN/JTIMan.pdf

### JTI STANDARD REPORT

The standard report is intended to be used by respondents, coaches, team-mates, etc., and includes ratings and comprehensive descriptions of the respondents' scores on the JTI's four dimensions. The report begins with a brief disclaimer around the use and dissemination of assessment results. This is followed by an introduction section which provides a broad outline of the Jung model and JTI report, suggests uses for the report, and describes other assessments which can be used to provide a more comprehensive view of the respondent.

The next section presents the respondent's scores on a profile chart, and identifies the respondent's most likely Jung type, alongside a diagram displaying the 16 possible Jung types. Where a respondent has no clear preference on one dimension, the report will identify the two most likely Jung types. This is followed by narrative interpretation of the respondent's likely preferences, and a discussion of how these may manifest in the workplace with regard to working relationships, management and thinking styles, decisions and actions, and their dependability. The final section provides a short summary of special strengths the respondent may exhibit as a result of their preferences, along with possible self-development areas.

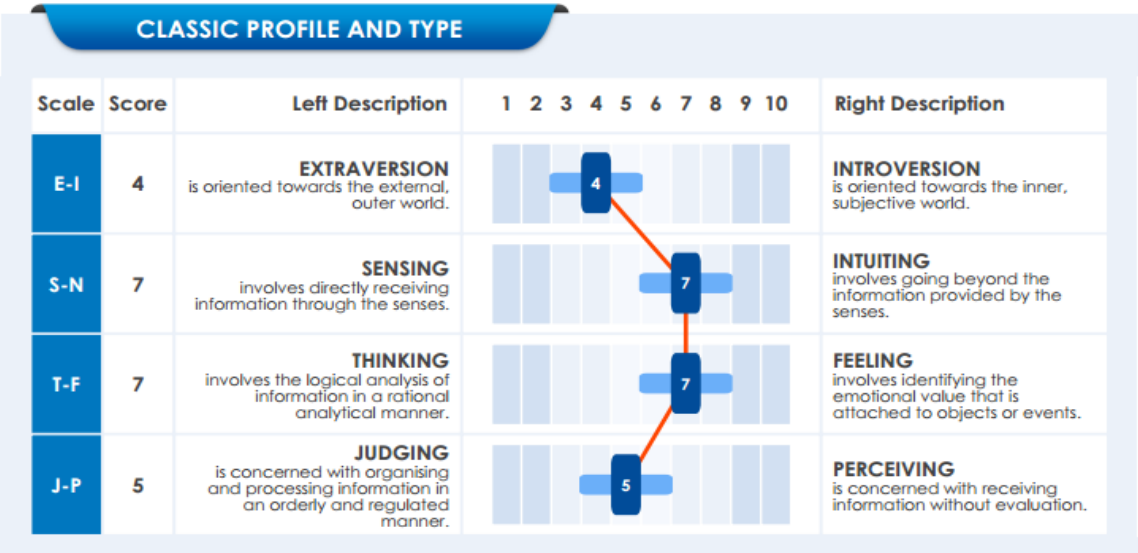
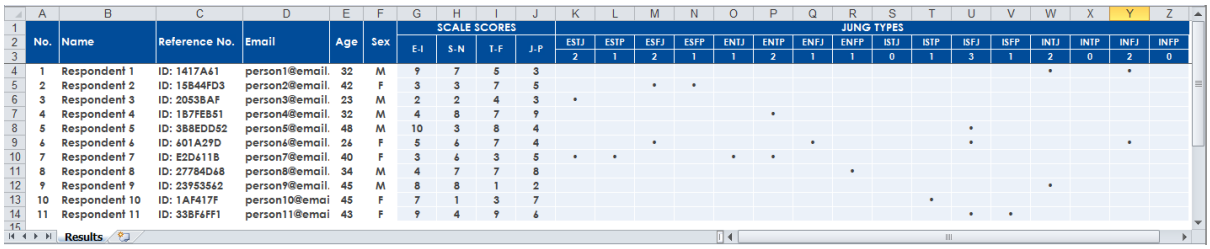



**Figure 31 - JTI Profile Chart**

Sample report: http://www.psytech.com/Content/SampleReports/EN/P-JTI-Standard.pdf

## JTI RESULTS (GROUP REPORT)

This report lists the results of a group of JTI respondents and is presented as a spreadsheet. The report includes the respondent's score on each of the four scales, and identifies which of the 16 types the respondent is likely to possess. The report also includes the respondent's full name, their age, gender, and email address (if known) and anything entered into the "reference" field by the respondent or administrator. With results being presented in tabular form, each respondent's data is on a new row. The report does not contain any introductory or explanatory text



| No. | Name | Reference No. | Email | Age | Sex | SCALE SCORES | | | | JUNG TYPES | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | E-I | S-N | T-F | J-P | ESTJ | ESTP | ESFJ | ESFP | ENTJ | ENTP | ENFJ | ENFP | ISTJ | ISTP | ISFJ | ISFP | INTJ | INTP | INFJ | INFP |
| | | | | | | | | | | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 3 | 1 | 2 | 0 | 2 | 0 |
| 1 | Respondent 1 | ID: 1417A61 | person1@email. | 32 | M | 9 | 7 | 5 | 3 | | | | | | | | | | | | | • | | • | |
| 2 | Respondent 2 | ID: 15B44FD3 | person2@email. | 42 | F | 3 | 3 | 7 | 5 | | | • | • | | | | | | | | | | | | |
| 3 | Respondent 3 | ID: 2053BAF | person3@email. | 23 | M | 2 | 2 | 4 | 3 | • | | | | | | | | | | | | | | | |
| 4 | Respondent 4 | ID: 1B7FEB51 | person4@email. | 32 | M | 4 | 8 | 7 | 9 | | | | | | • | | | | | | | | | | |
| 5 | Respondent 5 | ID: 3B8EDD52 | person5@email. | 48 | M | 10 | 3 | 8 | 4 | | | | | | | | | | | • | | | | | |
| 6 | Respondent 6 | ID: 601A29D | person6@email. | 26 | F | 5 | 6 | 7 | 4 | | | • | | | | • | | | | • | | | | • | |
| 7 | Respondent 7 | ID: E2D611B | person7@email. | 40 | F | 3 | 6 | 3 | 5 | • | • | | | • | • | | | | | | | | | | |
| 8 | Respondent 8 | ID: 27784D68 | person8@email. | 34 | M | 4 | 7 | 7 | 8 | | | | | | | | • | | | | | | | | |
| 9 | Respondent 9 | ID: 23953562 | person9@email. | 45 | M | 8 | 8 | 1 | 2 | | | | | | | | | | | | | • | | | |
| 10 | Respondent 10 | ID: 1AF417F | person10@emai | 45 | F | 7 | 1 | 3 | 7 | | | | | | | | | | • | | | | | | |
| 11 | Respondent 11 | ID: 33BF6FF1 | person11@emai | 43 | F | 9 | 4 | 9 | 6 | | | | | | | | | | | • | • | | | | |

**Figure 32 - JTI Results Spreadsheet (Group Report)**

Sample report: http://www.psytech.com/Content/SampleReports/EN/JTI%20Results%20Spreadsheet.xlsx

## SOLUTIONS - INDIVIDUAL AND TEAM DEVELOPMENT REPORT

The JTI assessment is also available to Psytech Solutions users, under the name "Individual and Team Development". The content of the report is very similar to the JTI standard report, albeit with a slightly different visual style, as with other Solutions reports. The JTI Results Spreadsheet (group report) is also available to Solutions users.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Jung%20Types.pdf

# Other Measures

## OIP+ - OCCUPATIONAL INTEREST PROFILE

This is a normative self-report questionnaire which examines which work areas or vocations a respondent is likely to enjoy, along with their personal needs within their chosen area of work. This information is intended for self-development and career guidance contexts with the results providing information to facilitate career coaching discussions. The test is appropriate for all persons over the age of 15.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/OIPplusMan.pdf

### OIP+ EXTENDED REPORT

Reporting is factor based and examines the person's preferences for eight vocational interests and eight work needs, using these results to suggest potential vocations of interest, utilizing O*Net Online's job database :

- Vocational Interests (Work Areas)
    1. Artistic - Activities involving creative/artistic skills
    2. Practical/Mechanical - Activities involving engineering, machine tools, the use of machinery
    3. Scientific- Activities involving the understanding of natural and physical sciences
    4. Administrative - Activities involving administration and well established procedures
    5. Nurturing - Activities centred on helping and caring for others
    6. Logical - Activities involving problem solving and analytical skills
    7. Persuasive - Activities involving persuasive skills and interaction with customers
    8. Managerial - Activities involving management and the control of others
- Work Needs (Personal Qualities)
    1. Extraverted –Interactions with others, high-energy, reactive or impulsive
    2. Stability – Resilient to stress and strain, low vulnerability
    3. Openness – Curious, creative or inventive, likes regular change or novelty
    4. Agreeableness – Cooperation, compassion and support, engendering trust
    5. Conscientiousness – Organisation and efficiency, duty and discipline, planning
    6. Financial – Valuing economic success and material rewards
    7. Optimism – Anticipate success, resilience to mistakes, persist despite setbacks
    8. Excitement – Novelty and flexibility rather than systems, meticulous procedures, and repetition.

In addition, as career choices are likely to be the results of not only interests and needs, but also the respondent's abilities and skills, OIP+ results can be combined with GRT1 or GRT2 aptitude measures to provide a more comprehensive career assessment for graduates/managerial workers and school leavers, respectively.

Sample report: http://www.psytech.com/wp-content/uploads/2013/04/PR-OIPP-Extended.pdf

## LSI – LEARNING STYLE INVENTORY

Ipsative self-report questionnaire which identifies the individual's most and least preferred learning style. This is intended for self-development and can be used to assist an individual in maximizing their learning potential by tailoring their approach to learning to match their strengths and avoid their weaknesses (with the clear premise that all styles have strengths and weaknesses).

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/LSIMan.pdf

### LSI STANDARD REPORT

Reporting is factor based and examines six learning styles grouped into three opposing pairs:

1. Learning from an abstract, theoretical perspective
   Versus
   Learning from practical examples and by focusing on concrete real world issues.
2. Focusing on the big picture and gaining an overall grasp of the subject-matter before Learning the fine detail
   Versus
   Focusing on the core elements of the subject-matter and building an understanding of how these elements are related 'from the bottom up'.
3. Learning via quiet contemplation and self-reflection
   Versus
   Learning actively by discussion, experimentation and hands-on activity

Sample report: http://downloads.genesysonline.net/SampleReportsEN/PR%20LSI%20Standard.pdf

### LSI FEEDBACK REPORT

This report provides similar information as the LSI Extended report, however wording is adjusted so as to be suitable for provision to the respondent. To avoid misinterpretation or misunderstanding no profile charts are included. Practical developmental suggestions are offered, tailored to reflect the respondent's ratings such as "At the end of a discussion make brief notes on the views and opinions expressed by each of your co-students" (in response to a highly concrete, detail-oriented, active approach).

Sample report: http://downloads.genesysonline.net/SampleReportsEN/PR%20LSI%20Feedback.pdf

## VMI – VALUES AND MOTIVES INVENTORY

Normative self-report questionnaire which profiles a person's motivating forces to determine the amount of energy or effort they are likely to expend in particular activities. It is intended for use in selection decision-making, coaching and personal development, career-guidance, and team-building.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/VMIMan.pdf

### VMI EXTENDED REPORT

Reporting is factor-based, utilizing 12 primary scales and three secondary scales:

1. Interpersonal - values which influence an individual's approach to relationships with others.
    a. Altruism – helping others, empathy and caring, sensitive and generous to others in less-fortunate positions
    b. Affiliation – self-reliance versus sociability
    c. Affection – emotional distance versus a need for warmth and sharing of feelings
2. Extrinsic - values which influence behaviour in the workplace.
    a. Achievement – desire for success and admiration, sacrifices to excel
    b. Financial Success – importance placed on wealth and material goods as measure of status
    c. Security – adventure and variety versus caution, routine and predictability
    d. Aesthetics – value placed on art, culture, and abstract/intellectual ideas versus concrete matters
3. Intrinsic - values relating to personal beliefs and attitudes which guide an individual's approach to everyday problems.
    a. Morals – upholding principles and integrity versus moral flexibility and relativity
    b. Tradition – conservative and respecting of authority versus challenging authority and seeing the 'big picture'
    c. Independence - Following own lead and views versus going with the group
    d. Ethics – Placing importance on faith and higher-order, versus adopting a strictly rational and scientific approach

Sample report: http://downloads-eu.genesysonline.net/SampleReportsEN/vmistandard.pdf

# General Solutions

## COMPETENCY FOCUSED PERSONALITY ASSESSMENT

Based on the 15FQ+ fine nine competency reports.

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Competencies%20Selection.pdf

### DEVELOPMENT REPORT

Very similar to 'selection' report except this makes developmental recommendations rather than offering interview questions.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Competencies%20Development.pdf

### FEEDBACK REPORT

Very similar to the Development report but does not include scores nor graphical depictions of results.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Competencies%20Guidance.pdf

### GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Competency%20Results%20Spreadsheet.xlsx

## SUPPORTING EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Based on the 15FQ+ Emotional Intelligence report.

### DEVELOPMENT REPORT

Makes developmental recommendations and provides development planning guides.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Jung%20Types.pdf

### GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Jung%20Types%20Spreadsheet.xlsx

## INDIVIDUAL AND TEAM DEVELOPMENT

Based on the Jung Type Indicator (JTI).

## GUIDANCE REPORT

Summarises Jung type, work themes as well as strengths and development areas.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Jung%20Types.pdf

## GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Jung%20Types%20Spreadsheet.xlsx

# Role Specific Solutions

## SERVICE ROLES

Derived from 15FQ+ personality assessment results and based on a competency model which considers the personality and motivational characteristics which contribute to effective customer service, this examines service dimensions and work environment dimensions .

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page; also includes culture fit and reasoning ability components.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Service%20Selection.pdf

### DEVELOPMENT REPORT

Includes culture fit and reasoning ability components (as for 'selection' report). Makes developmental recommendations and provides development guides.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Service%20Development.pdf

## SALES ROLES

Derived from 15FQ+ personality assessment results and based on a competency model which considers the personality and motivational characteristics which contribute to effective performance in a sales role, this examines service dimensions and work environment dimensions

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page; also includes culture fit components.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Sales%20Selection.pdf

### DEVELOPMENT REPORT

Makes developmental recommendations and provides development guides.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Sales%20Development.pdf

# Screening Solutions

## IDENTIFICATION OF MANAGEMENT DERAILERS

Based on the 15FQ+ Derailer reports.

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20Derailers%20Selection.pdf

### GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Derailers%20Results%20Spreadsheet.xlsx

## WORK ATTITUDE SCREENING

Based on the Work Attitude Inventory (WAI). The WAI is a measure of an individual's personal integrity and ethics in a work context. It uses an innovative format to minimise response bias. It is designed to help reduce counter productive work behaviours that can result in shrinkage, etc.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/WAI%20Manual.rar

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page.

Sample report: http://www.psytech.com/Content/SampleReports/EN/WA%20Screening%20Report.pdf

### GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/WA%20Screening%20Results%20Spreadsheet.xlsx

# Industry Specific Solutions

## HEALTH AND SAFETY

The assessment comprises a combination of targeted personality and ability measures which allows for the identification of health and safety risk factors.

It covers an individual's capacity to listen, comprehend and adhere to health and safety rules, their ability to perceive workplace hazards within their environments and their ability to respond to hazards based on their health and safety understanding.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/HSIMan.pdf

### SELECTION REPORT

Includes interview questions, note space, rating charts, and a summary scoring page

Sample report: http://www.psytech.com/Content/SampleReports/EN/HS%20Selection%20Report.pdf

### DEVELOPMENT REPORT

Very similar to 'selection' report except this makes developmental recommendations rather than offering interview questions.

Sample report: http://www.psytech.com/Content/SampleReports/EN/HS%20Development%20Report.pdf

### FEEDBACK REPORT

Very similar to the Development report but does not include scores nor graphical depictions of results.

Sample report: http://www.psytech.com/Content/SampleReports/EN/HS%20Feedback%20Report.pdf

### GROUP REPORT

Provides the scores found in the selection and development reports without descriptive narrative.

Sample report: http://www.psytech.com/Content/SampleReports/EN/HS%20Results%20Spreadsheet.xlsx

# Career Guidance Solutions

## CAREER MOTIVATION ANALYSIS PROFILE (CMAP)

Intended for career guidance. Based upon the occupational interest profile (OIP+), this examines interest areas, personal work needs, and strengths.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/OIPplusMan.pdf

### CMAP

Reporting is factor based and examines the person's preferences for eight vocational interests and eight work needs, using these results to suggest potential vocations of interest, utilizing O*Net Online's job database.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20CMAP.pdf

### CMAP+ (CMAP PLUS)

If a respondent also completed the IRT3 assessment battery then their aptitudes and capabilities can be used to improve suggestions of particular roles, etc.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20CMAPPlus.pdf

# Survey Solutions

## EMPLOYEE WELLBEING SURVEY

The Employee Wellbeing Questionnaire (EWQ) was developed in a programme of research on occupational stress, and has general relevance to psychological health at work, job satisfaction and job demands, or workload.

Technical manual: http://www.psytech.com/Content/TechnicalManuals/EN/EWQ%20Technical%20Manual.pdf

The main scales and facets are:

- **Psychological Health:** Includes the following facets: Resilience, Positive Outlook and Physical Health.
- **Job Satisfaction:** Includes the following facets: Supervision, Supportive Colleagues and Engagement.
- **Workload**

When used at a group or organizational level, the EWQ can:

- Provide an audit of occupational stress and adjustment in employees.
- Identify specific jobs, departments and teams where there may be problems to do with workload, job satisfaction or psychological health.
- Measure the impact of organisational change programmes and stress management programmes.
- Evaluate employee counselling and Employee Assistance Programmes.
- Provide data to allow benchmarking of individuals or teams relative to organisation or industry norms.
- Provide longitudinal assessment of employee wellbeing through the use of annual surveys.
- Over time, measure the effect of programmes designed to improve employee wellbeing and job satisfaction.

Within the EWQ, two occupation-related variables of job satisfaction and psychological health are assessed. The former is largely determined by the job and working context, whereas psychological distress is affected by many factors apart from an individual's work, including their personal life, genetic predisposition and previous work experiences. Working conditions affect job satisfaction and psychological health, and in turn these factors affect an individual's behaviour in relation to work. People with low job satisfaction and low engagement give less of themselves at work and are more likely to contemplate leaving to find alternative employment than people with high job satisfaction.

There are many theories of occupational stress that try to link these and similar outcome measures to specific causes: all the theories have their strengths and weaknesses though only offer partial explanations that don't fit all people or circumstances and indeed, it is unlikely that any single theory or model could, because of the complexities involved in understanding the relationship between working conditions and human health.

The EWQ is unique among occupational stress questionnaires, because it measures the core dimensions that are essential for occupational use, with very little risk that the three core measures are overlapping or confounded with each other.

### INDIVIDUAL REPORT

Presents the survey results of an individual.

Sample report:
http://www.psytech.com/Content/SampleReports/EN/Sol%20Wellbeing%20Individual%20Survey.pdf

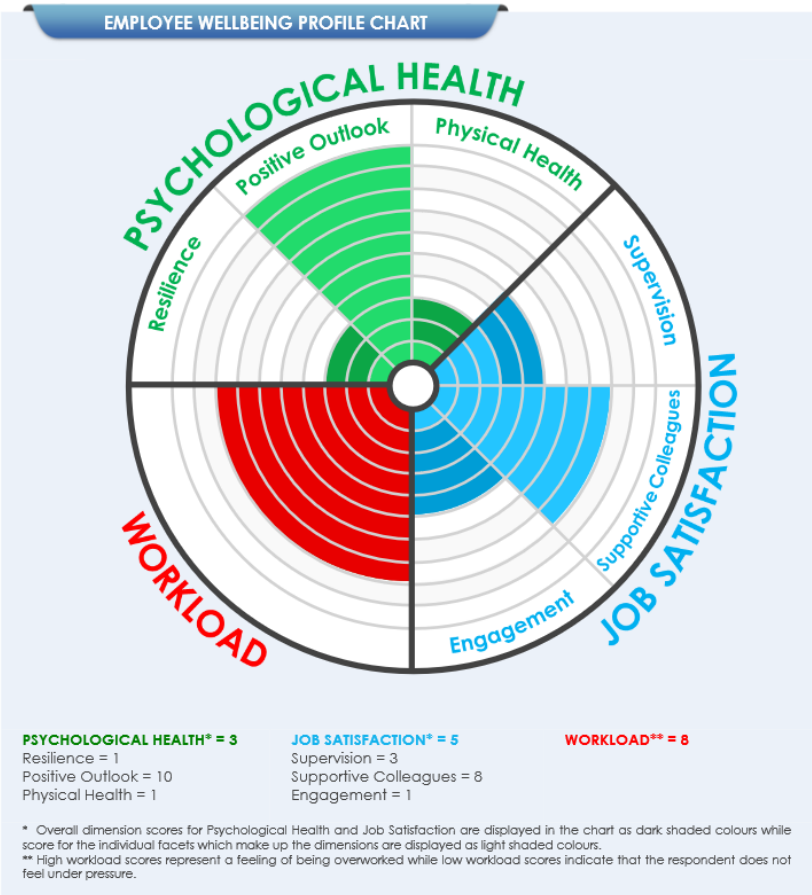



**Figure 26 – Employee Wellbeing Profile Chart**

## GROUP REPORT

Presents individual the means and standard deviations on the wellbeing scales for the group as well as a summary table for each of the individuals included in the sample.

Sample report: http://www.psytech.com/Content/SampleReports/EN/Sol%20CMAPPlus.pdf