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Career Development Report

Ella Explorer

11 July 2016

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Introduction

This report describes Ms Explorer's typical personal lifestyle patterns. The narrative in her report is based on her scores from the 16pf Fifth Edition Questionnaire and additional predictive research.

The Career Development Report (CDR; formerly known as Personal Career Development Profile, PCDP) is founded on 35 years of research and consulting experience of organisational and management professionals. This experience revealed that people who are effectively directing the course and growth of their careers reflect personal strengths anchored to five important areas of behaviour covered in this report:

- Problem-Solving Resources
- Patterns for Coping with Stressful Conditions
- Interpersonal Interaction Styles
- Organisational Role and Work-Setting Preferences
- Career Activity Interests

The purpose of this report is to help Ms Explorer broaden her understanding of herself and to plan well for her future. Although successful people possess personal strengths inherent to these behavioural patterns, no lifestyle can be classified as 'the best way of doing things'. Various styles may aid in one's efforts to be successful, happy, and productive.

A helpful understanding of Ms Explorer's reported personal strengths should also take into account other significant information about her, such as her work and leisure experiences, education and skills. So, if Ms Explorer wants to benefit fully from this report, she should discuss her profile with a skilled counsellor or trained professional. **Of utmost importance, though, this report should be treated confidentially and responsibly.**

Problem-Solving Resources

This section describes Ms Explorer's unique problem-solving resources: What are her overall strengths for solving most problems? How does she usually approach resolving problems which confront her?

Ms Explorer functions quite comfortably with problems and situations that involve abstract reasoning and conceptual thinking. Ms Explorer appears to be quite able to learn well from her experiences. She can usually be counted on to use her experience to advantage in solving most problems.

Ms Explorer's approach to tasks is usually balanced between getting things done fairly efficiently and having an awareness of the impact of what's done on others involved with her. She seems to have an active imagination. However, more practical, down-to-earth people who place value on focusing on the situation and its demands may view her as being too preoccupied with her ideas and thoughts. At times she may use up energy to the point that she may not be able to put her ideas into action.

Patterns for Coping with Stressful Conditions

The personal patterns Ms Explorer presently reflects in efforts to cope with stress and pressure in life are described in this section: Depending on the situation, how does she tend to react to emotionally charged events? What is she likely to do when faced with conflict or opposition on the part of others?

The kind of tension that Ms Explorer seems to be going through at this time is normal for the most part. She is likely to react to worry or pressure much the same as other people. She seems to be quite casual in the way she reacts to some circumstances and situations. However, when situations call for a good deal of self-control, she may tend to follow her own urges and feelings, rather than consciously restraining herself in what she does. She seems to be quite self-assured. She seems to experience a rather strong sense of adequacy about her ability to handle most situations. She appears, too, to have little need to explain her actions to herself or to other people. She looks for, and usually needs, a lot of support from others close to her.

Interpersonal Interaction Styles

This section covers Ms Explorer's styles for relating and communicating with others: How does Ms Explorer usually react in dealing with others? What are her major sources of gratification and satisfaction when building relationships with others?

On the whole, Ms Explorer tends to give about equal amounts of time and attention to the relationship between herself and others. But, she also tends to value some alone time on occasion.

Ms Explorer tends to make quite a bit of room for the wishes of others, and she may give into the demands of others even when it may not be necessary to do so. For the most part, she tries to be accepting of people since she tends to be trusting and accepting of herself and what she does in life.

Organisational Role and Work-Setting Preferences

This section describes Ms Explorer's unique style for fulfilling leadership/subordinate roles in organisational settings and her work-setting preferences: What leadership style does she call upon when working with others? How do others react to her? In what type of organisational setting and environment does she feel most comfortable and productive?

Ms Explorer may prefer a role of leadership and she is likely to accept such a role with a group of friends or co-workers if provided the opportunity. She may not be strongly interested, though, in efforts to push for appointment to such a role. She usually is not very comfortable taking charge of others. She generally prefers to do the job rather than to direct others. Nevertheless, she is likely to lead more by example than by giving directions. Even so, most group members tend to accept her way of doing things. She can become so focused and tuned in to her ideas that some people may believe that she is not thinking as clearly as she could about issues that they consider to be important. Some people could also view her as being less practical than they are.

Ms Explorer generally feels at her best doing things that require dependability and rather precise attention to what is done. She likes to work within a rather structured framework where what is expected and how it will be done are fairly well spelled out. Ms Explorer seems to place value on being in situations that are familiar and predictable. She is quite appreciative of time-tested values and ways of doing things.

Career Activity Interests

Career activity interests are an important part of Ms Explorer's personal strengths and her general personality orientation. The purpose of this section is to provide information which may either support her present career choices or assist her to explore, consider, and plan for another career/avocational direction.

The career activity interests presented in this section, however, should not be treated as recommended career/avocational choices. Some may not appeal to her. Others may not relate well to her training, experience or expressed interests. Since these interest patterns are derived from one set of test scores and specific predictive research, a careful analysis by her and a trained professional may bring to mind other alternatives that may lead to even more appealing and meaningful life planning.

Career/Avocational Activity Interests

Ms Explorer's personal lifestyle patterns suggest she has some similarity to people who are likely to enjoy activity interests that entail:

- **Analysing:** Investigating, observing and solving problems of a business, cultural, scientific or social nature that requires the use of ideas, words and symbols to uncover new facts or theories – activity characteristic of that performed by people who enjoy working in laboratory and research settings, the mathematics field, and the life science, medical science, physical science, and social science professions. They usually find greater satisfaction being involved with the challenge of work that requires conceptual thinking and analysis of quantitative problems than work requiring extensive interaction with people in group projects.

- **Venturing:** Being involved in situations and tasks that require physical endurance, competing with others, and some degree of risk-taking – activity characteristic of people who enjoy involvement in athletics, working in the military/law enforcement professions and participating in risky and adventurous events. They usually get satisfaction from competing with others whereby they have opportunities to win and/or win by working with others on a team. They often seek out excitement and are generally quite confident of their physical abilities and skills.
- **Influencing:** Convincing, directing or persuading others to attain organisational goals and/or economic gain – activity characteristic of people who find satisfaction working on the sales, marketing, and management aspects of business, or in the professions of consulting, law and politics. They usually enjoy having the opportunity to exercise control over matters important to them, like to have some degree of influence over people, and to work in situations where they can make decisions and persuade others of their viewpoints in an effort to get things accomplished.
- **Producing:** Accomplishing tasks of an orderly and systematic nature through the use of machines, materials, objects or tools – activity characteristic of that performed by people working in the construction, farming, and the manual/skilled trades. They usually prefer situations where they can work with their hands, be outdoors, and see the visible results of their efforts.

Career Field and Occupational Interests

The career fields and occupations presented in this section are those found to be related to Ms Explorer's broad activity interests. Again, these interest patterns are derived from test scores and predictive research. Consequently, they should not be treated as recommended career choices. Some may not appeal to her. Others may not relate well to her training, experience or expressed interests. Counselling with a trained professional, therefore, may bring to light even more choices for consideration and meaningful life planning.

Ms Explorer's profile suggests she has similarity to people who express interest in the following career fields related to her unique activity interests:

- Mathematics
- Mechanical Crafts

Occupations directly related to Ms Explorer's unique activity interests are:

- Biologist

In summary, the career field and occupational information presented above is based on an analysis of Ms Explorer's general personality patterns. **So, the career information provided is not meant to be exhaustive, nor is it meant to suggest career choices for which she may or may not have proven abilities, skills, expressed interests, or experience and training.** Within the broad world of work, there are many, many more career fields and occupations which could be identified and considered by her. Rather, the career information provided herein is limited by the research basic to this report.

Personal career lifestyle effectiveness considerations

The final section of Ms Explorer's report covers a summary of her broad personal patterns: What are the characteristics of Ms Explorer's basic lifestyle patterns? To which of her behavioural patterns could she give most attention in an effort to achieve greater interpersonal and work-related performance effectiveness?

Ms Explorer's lifestyle tends to be one of adaptability coupled with a readiness to accept many of the demands and circumstances of the personal and work-related situations in which she finds herself. She also seems to be quite accommodating most of the time and may find it difficult to easily cope with situations that call for her to be assertive and demanding. Ms Explorer shows about equal preference for personal and work-related activities that involve interaction with people and those that require her to work alone.

Ms Explorer would most likely function with greater personal effectiveness, both on-the-job and in other personal-career situations, if she would try to be aware of and work consciously to guard against the impact of:

- her tendency to sometimes overlook the need to give enough thought to herself or to take enough time for quiet, deep thinking about things that are important to her;
- her tendency to bend her views of situations in ways she most desires for herself when there may be a need to try to be as objective and as realistic as possible;
- viewing important matters too subjectively, when a more practical focus could lead to more realistic conclusions;
- tendencies to become overly impatient when confronted with what she may view as possible roadblocks to doing things valued by her as being important;
- being overly confident about her ability to handle most any problem or situation that comes up, when more accurate thinking and more realistic planning may be required to accomplish what she most desires to do;
- taking on assignments in such an expedient way that she could overlook critically important details that require thoughtful deliberation and planning;
- tendencies to be less prepared and organised than she could strive to be because she may not be aware of her need to build more effective work habits than she seems to have at this time;
- urges to change from one career field or job to another, or to not stay with one organisation long enough to feel as if she belongs there;

and in addition,

- taking on activities or assignments that involve ordinary, routine tasks without much creative thought or tasks that may not fully challenge Ms Explorer's intelligence or curiosity.

Your Career Development Report self-review and planning exercises

How to use what you've read in your Career Development Report

The **Career Development Report (CDR)** which you've just read is designed to help you to understand how your unique personal strengths and predicted career interests relate to your present career or assignment – or to those on which you are about to embark. Your CDR should help you identify areas for further career exploration and improved personal effectiveness in whatever you are currently doing or choose to do in the future.

Most people seek information about themselves to check out what they already know about themselves and their performance and career goals in life. However, some want specific directions about how to plan their future. Still others want assurances that they're making the right decisions. But no test or report can realistically provide definitive advice or guaranteed answers about what to do with your life.

What the CDR can provide you with are insights about your unique personal strengths and predicted career interests patterns. It can give you a practical reality check about what you believe and the chance to integrate this information with what you value most about your lifestyle.

Your goal in using your report should be to learn as much as you can about yourself. If you need help, feel free to have your counsellor or consultant help you clarify what your report says about you. The review and planning steps below should help you to increase your self-knowledge and make plans for reaching your potential.

- **First**, read over your report several times. Review what it says about you and **underline the statements you believe describe you best**.
- **Next, circle the statements that surprise or concern you or that indicate areas where you could improve your effectiveness**. Think about these qualities and check them out with people who know you well to see if these statements may be true of you. Plan what you can do to avoid or guard against the behaviours that may lower your sense of personal worth or performance effectiveness.
- **Last, complete the exercises that follow**. They are designed to help you focus on your own picture of your personal strengths and career interests. This picture should help you, Ms Explorer, to make plans for accomplishing what is most important to you.

Your self-review and planning exercises

By using your CDR to complete your Self-Review and Planning exercises, you can get a better sense of the person you are. The questions in each exercise should help you to build your understanding of:

- What you do well in your work or in your personal life
- What you need to do to increase your personal effectiveness
- Which career, work, and personal life goals are most important to you
- What you can do to accomplish your goals in life

Your CDR covers your personal strengths and predicted career interests, and your Self-Review exercises will help you to select the most meaningful patterns covered in these sections of your report:

- Problem-Solving Resources
- Patterns for Coping with Stressful Conditions
- Interpersonal Interaction Styles

- Organisational Role and Work-Setting Preferences
- Career Activity Interests

However, Ms Explorer, the success and the satisfaction you achieve in your life depend on many variables. Although your CDR covers your personal patterns and predicted career/avocational interests, it does not cover assets related to your education, training, work experience, and skills. You will need to review these assets yourself, and learn what education, training and skills you need to acquire to achieve what you desire most in life. The Self-Review and Planning exercises which follow will also help you to assess your assets not covered in your CDR.

After you've completed these exercises, you'll also need to learn about the current job market and what opportunities may be available to you now and in the future.

Reaching your goals for a fulfilling life will require time and effort. But you will find that the rewards generally far exceed your investment.

My personal strengths

Look over the statements you underlined in your report. Then, in your own words, Ms Explorer, briefly answer the questions that follow. (Use extra paper as needed.)

A. My Problem-Solving Resources:

According to the **Problem-Solving Resources** section of your report, what are your most meaningful patterns for solving problems?

B. My Patterns for Coping with Stressful Conditions:

According to the **Patterns for Coping with Stressful Conditions** section of your report, what are your most meaningful patterns for coping with the pressures and stresses of life and work?

My personal strengths (continued)

C. My Interpersonal Interaction Styles:

According to the **Interpersonal Interaction Styles** section of your report, what are your most meaningful patterns for getting along and communicating with others?

D. My Organisational Role and Work-Setting Preferences:

According to the **Organisational Role and Work-Setting Preferences** and **Effectiveness Considerations** sections of your report, what are your most meaningful patterns as either a leader or as a person who may not prefer to be a leader? What kind of setting would you like to be a part of or work in?

My work-related and career/avocational activity interests:

Ms Explorer, you may already know the kind of work and career you most enjoy or the kind of work you wish to aim for. But to check how well these choices fit you, it may be helpful to answer the following questions after reading your CDR. (Use as many pages as you need.)

A. My Personal Career Activity Interests

What career fields or occupations mentioned in the **Career Field and Occupational Interests** section of your report have you already thought about, explored, or worked at? Which of these career fields and occupations are most similar to your present work or to the leisure-time activities that you most enjoy?

What are the new career fields or occupations, suggested in your CDR, that you would like to explore?

B. Work-Related Experience, Education, or Training

In looking back over your life, what work-related and leisure-time activities or achievements have given you your greatest sense of personal accomplishment or satisfaction?

In what respects does your work experience, education, or training relate to or support the career activity interests, career field and occupational interests mentioned in the **Career Activity Interests** section of your report?

In what respects does your present work experience, education, or training relate to or support the activities, experience, and skills required of people who do well in the kind of work you'd like to do?

My conclusions and action plans for personal career progress

Now that you've reviewed your strengths and interests, and assessed your work experience, education or training, let's take the next step. Write down your conclusions about yourself, and then make practical plans for reaching all of your personal, work-related and career goals. (You will need additional paper for this exercise.)

A. Work-Related, Educational and Career Goals:

What work experience, education, or training do you need to get in order to prepare well for your next job or the next stage of your personal career life?

What do you need to do to perform with greatest effectiveness on your current assignment or job?

What specific job or career do you want to aim for in the future or learn more about? What are your career path goals?

B. Needs for Improved Personal Effectiveness:

According to the **Effectiveness Considerations** section of your report, what are the most meaningful things you need to do to improve your overall effectiveness in life? Why are these important to you?

C. Action Plans for Goal Attainment:

What specific actions do you need to take to assist yourself in reaching your educational, training or career progress goals? What do you need to **start doing** to ensure that you attain the success you desire? (List specific steps and activities.)

Also, what can you **stop doing** that currently may work against achieving the success you want?

What time schedule or deadlines do you need to set to make sure you reach your goals?

Review your plans and your progress

At this point in your efforts to plan for accomplishing your personal development, work-related and career goals in life, you are probably ready to breathe a big sigh of relief. But before you do, sit back, review and reflect about what you've done. Ask yourself the following questions:

- What do my plans say about myself?
- What leads me to feel pleased about my plans?
- What may I need to work more on to improve my plans?
- What would I like to discuss about my plans with a person I respect – a parent, spouse, close friend, career counsellor or teacher? Now is the time to do so.

If you have followed through on these review and planning steps, thoroughly read over your report, and discussed your plans with someone whose opinion you value – you have taken a giant step toward reaching your potential.

Remember, a realistic and practical sense of direction is essential for achieving personal effectiveness and the progress desired in your personal career life. Your goals at work and in life must be tied in with your unique strengths and work-related interests. Goals in life that are either too high or too low can limit your sense of worth.

Final thoughts

You have begun your journey. Remember who you are – where you're headed – what you desire and hope most of all to accomplish – and what will help you to make all of your plans become a reality.

When you know what you want in life with inner conviction and a true sense of purpose, you generally are unshaken when you encounter disappointments or setbacks. Your strength is anchored to your knowledge about yourself and what you want to do to achieve what's important to you. But, remember, what you have done so far is only a beginning and possibly represents only the start of a journey toward success. So, frequent self-assessments and review conferences in the future with a helpful person will further assist you in maintaining and achieving the personal effectiveness and career progress you desire.



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Score summary pages

Ella Explorer

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Introduction

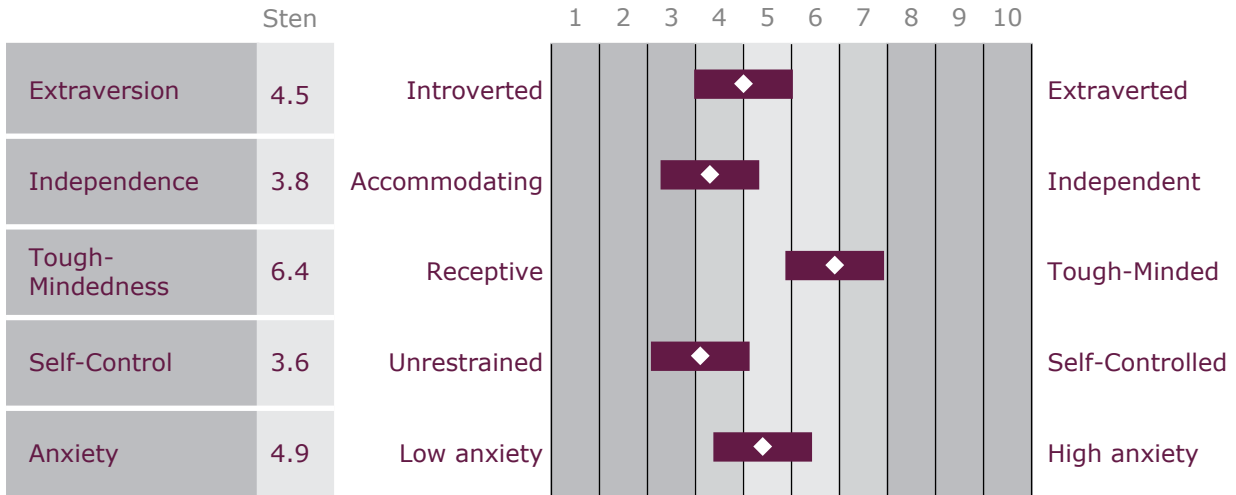
The score pages that follow are intended for qualified professionals. The 16pf Fifth Edition scores and patterns relative to Ms Explorer's report include:

- Global Factors
- Primary Factors
- Response Style Indices
- Broad Patterns
- Leadership/Subordinate Role patterns
- Career Interest scores
- Career Activity and Career Field Interest scores
- Occupational Interest scores
- Item summary

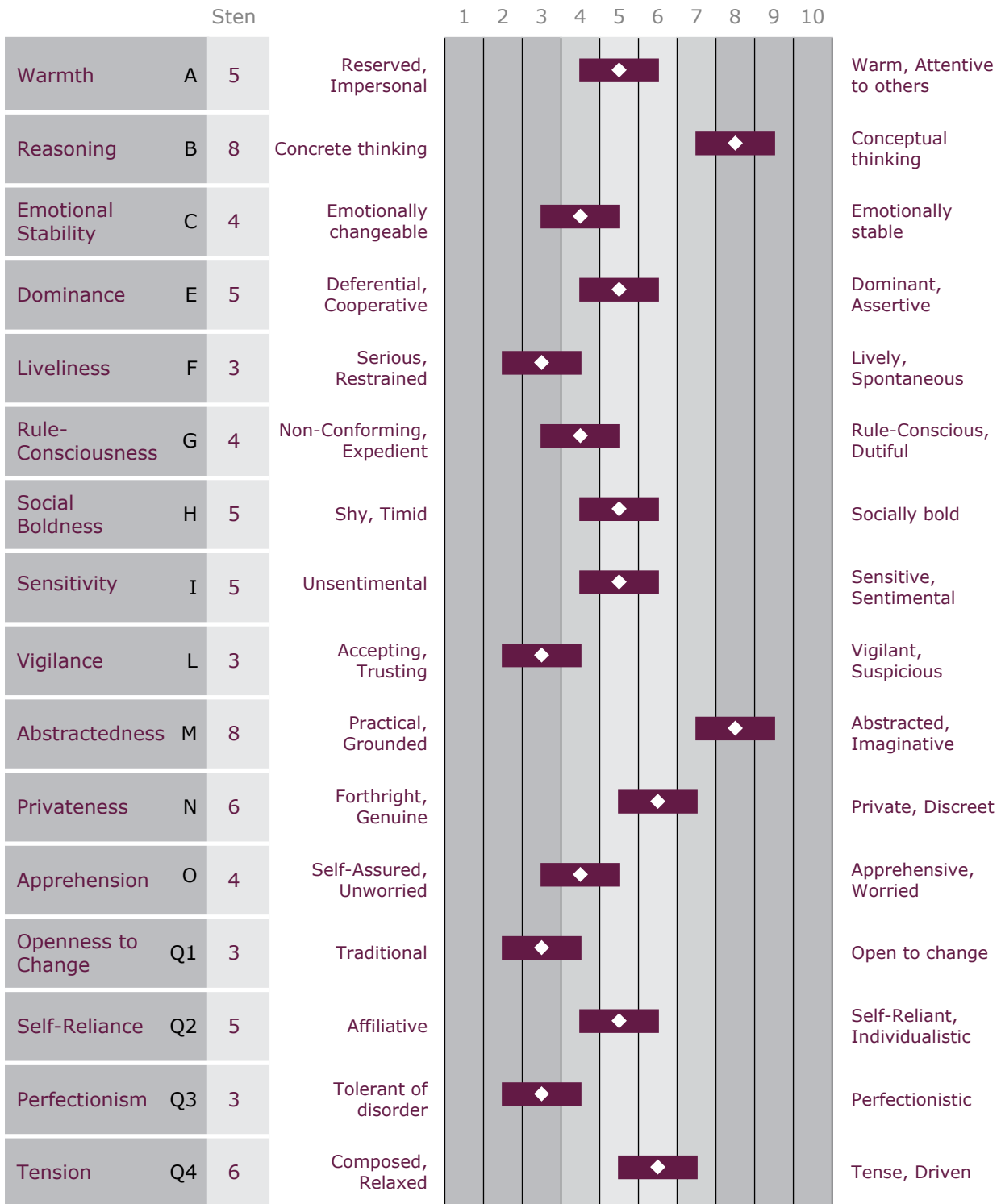
Professional users of this report should consult the Manual for the 16pf Career Development Report for explanations of the scores reported here. The Manual for the 16pf Career Development Report presents useful information for consulting with clients about the 16pf Fifth Edition and the CDR. The Manual also provides references to available 16pf Fifth Edition resource books. These resources should be consulted when further understanding of the personality scale scores is required.

The information in these pages is confidential and should be treated responsibly.

Global Factors



Primary Factors

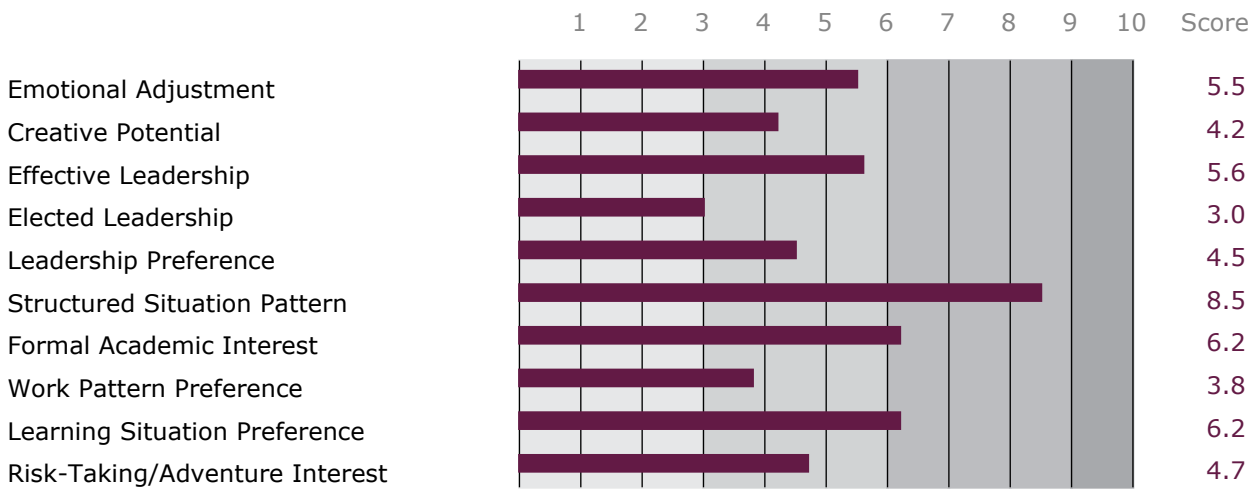


Response Style Indices

Impression Management	9	Within expected range
Infrequency	1	Within expected range
Acquiescence	47	Within expected range

Broad Patterns

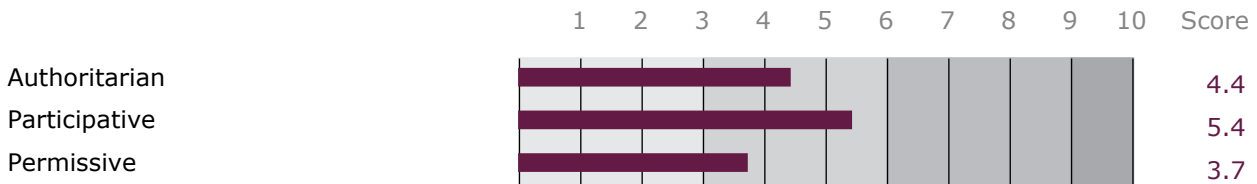
The Broad Patterns reported in this section are predicted from 16pf Fifth Edition scores. The Manual for the 16pf Career Development Report provides a full explanation of these patterns.



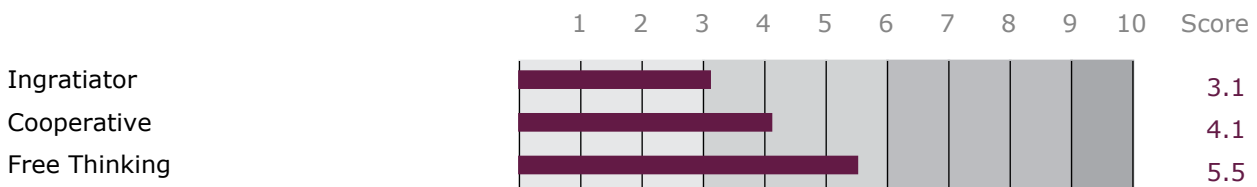
Leadership/Subordinate Role patterns

The Leadership/Subordinate Role patterns reported in this section are predicted from 16pf Fifth Edition scores. The Manual for the 16pf Career Development Report explains the research projects involved, and provides a full explanation of these projected, research-based patterns and scores.

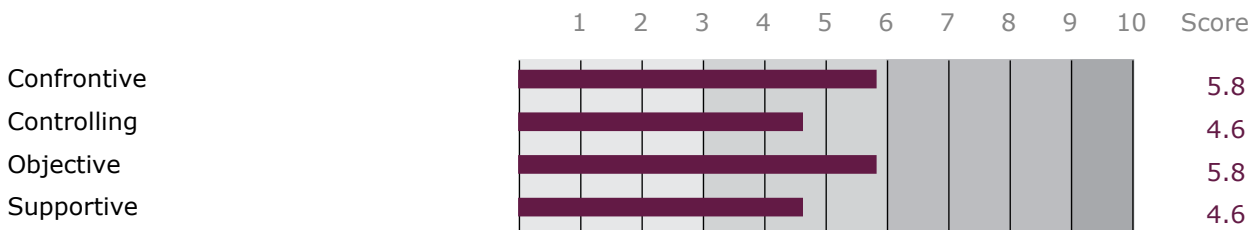
Leadership Roles



Subordinate Role patterns



Leadership/Subordinate Interaction Roles



Career Interest scores

The Career Interest scores reported on this and the following pages use 16pf Fifth Edition personality scores to predict these well-known and researched career activity, career field and occupational interest scores. As such, all predicted interest scores only reflect the similarity of one's personality patterns to people who actually express interest in them. The research projects basic to these predicted Career Interest Scores are explained in The Manual for the 16pf Career Development Report.

Career Interest scores should be reviewed for explorative counsel to help Ms Explorer learn whether she actually has interests related to her predicted scores. **These scores DO NOT PREDICT her ability, experience or suitability for making career choices. These scores are also inappropriate for making personnel selection decisions or for predicting performance on any job duties.**

Career Activity and Career Field Interest scores

Career Activity Interest scores reflect the broad areas of career/avocational interests found throughout the world of work. **Career Field scores** reflect interests in broad categories of work fields which are subscales of the Career Activity Interests. Again, Ms Explorer's 16pf personality scores were used to predict her similarity to people who express interest in them.

Influencing Interest	5.4
Advertising/Marketing	5.0
Law/Politics	5.2
Management	4.8
Public Speaking	5.8
Sales	5.0

Helping Interest	4.8
Child Development	3.1
Counselling	5.4
Religious Activities	4.6
Social Service	4.4
Teaching	6.1

Organising Interest	4.3
Office Practice	4.0
Supervision	4.6

Analysing Interest	6.6
Data Management	5.0
Mathematics	7.3
Science	6.0

Creating Interest	3.7
Art	3.8
Arts/Design	5.7
Fashion	2.4
Music/Dramatics	3.8
Performing Arts	4.5
Writing	5.0

Producing Interest	5.4
Agriculture	2.7
Mechanical Activities	5.4
Mechanical Crafts	6.8
Woodworking	6.1

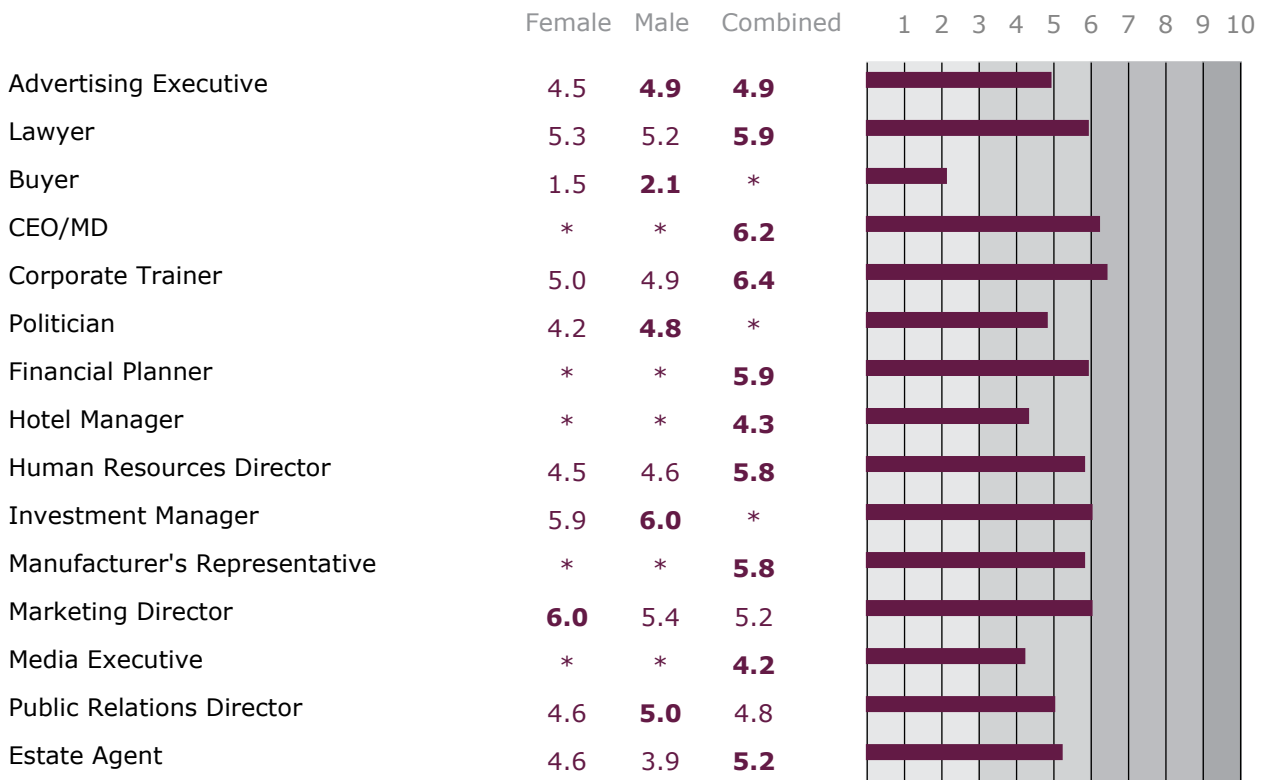
Venturing Interest	5.7
Athletics	4.5
Military/Law Enforcement	4.8

* Note: Scores range from 1 to 10. Scores of 8-10 are considered very high. Scores of 1-3 are considered very low. Scores of 4-7 are average.

Occupational Interest scores

Ms Explorer's 16pf results were used to predict the Occupational Interest scores presented on this page. These occupational interest scores reflect only a similarity in personality to people who express interest for these occupations. **These scores are intended for personal career development purposes only and are inappropriate for making personnel selection decisions.** Scores **DO NOT PREDICT** ability or suitability for performance of job duties.

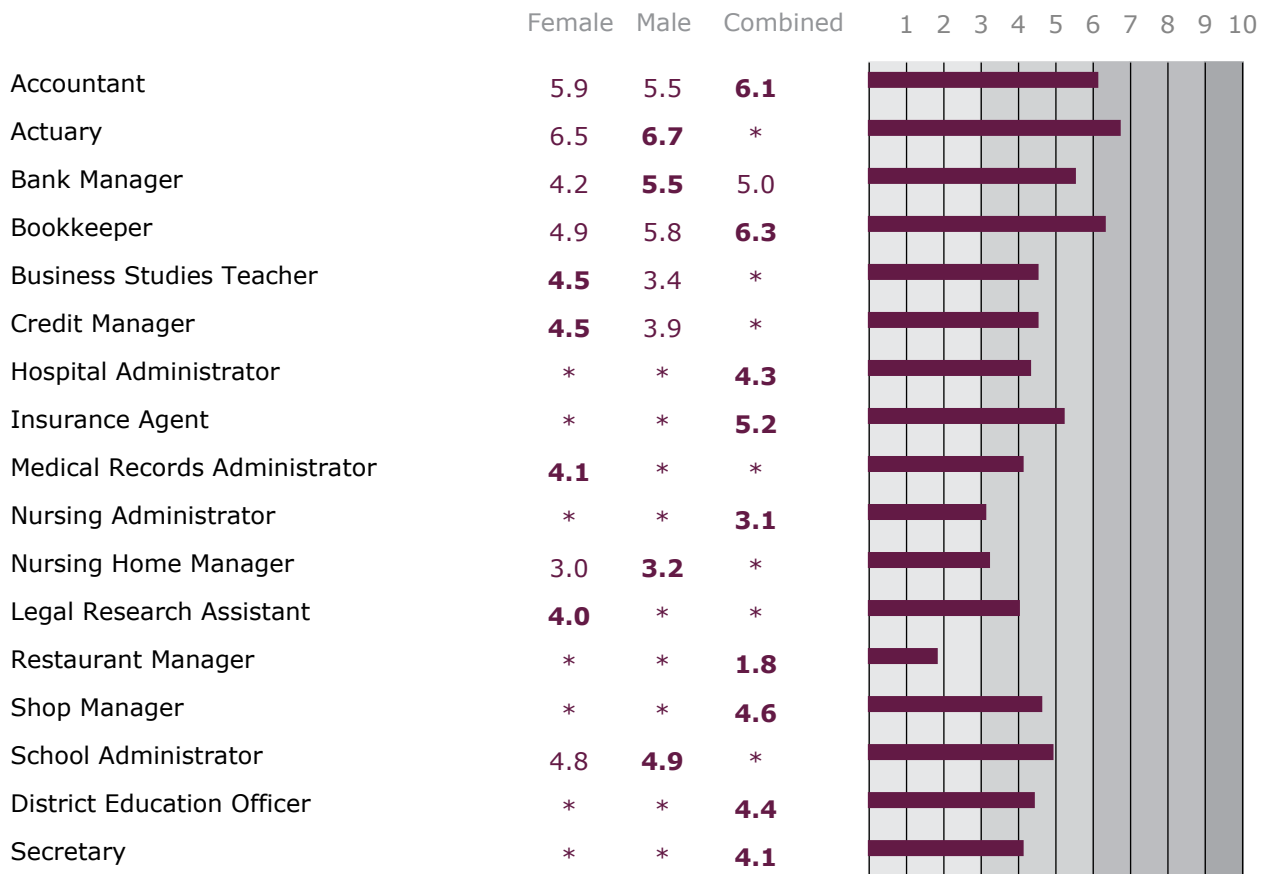
Influencing Interest



* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined-Sex labels refer to the gender on which the scores are computed. Research on this is explained in the Manual for the 16pf Career Development Report.

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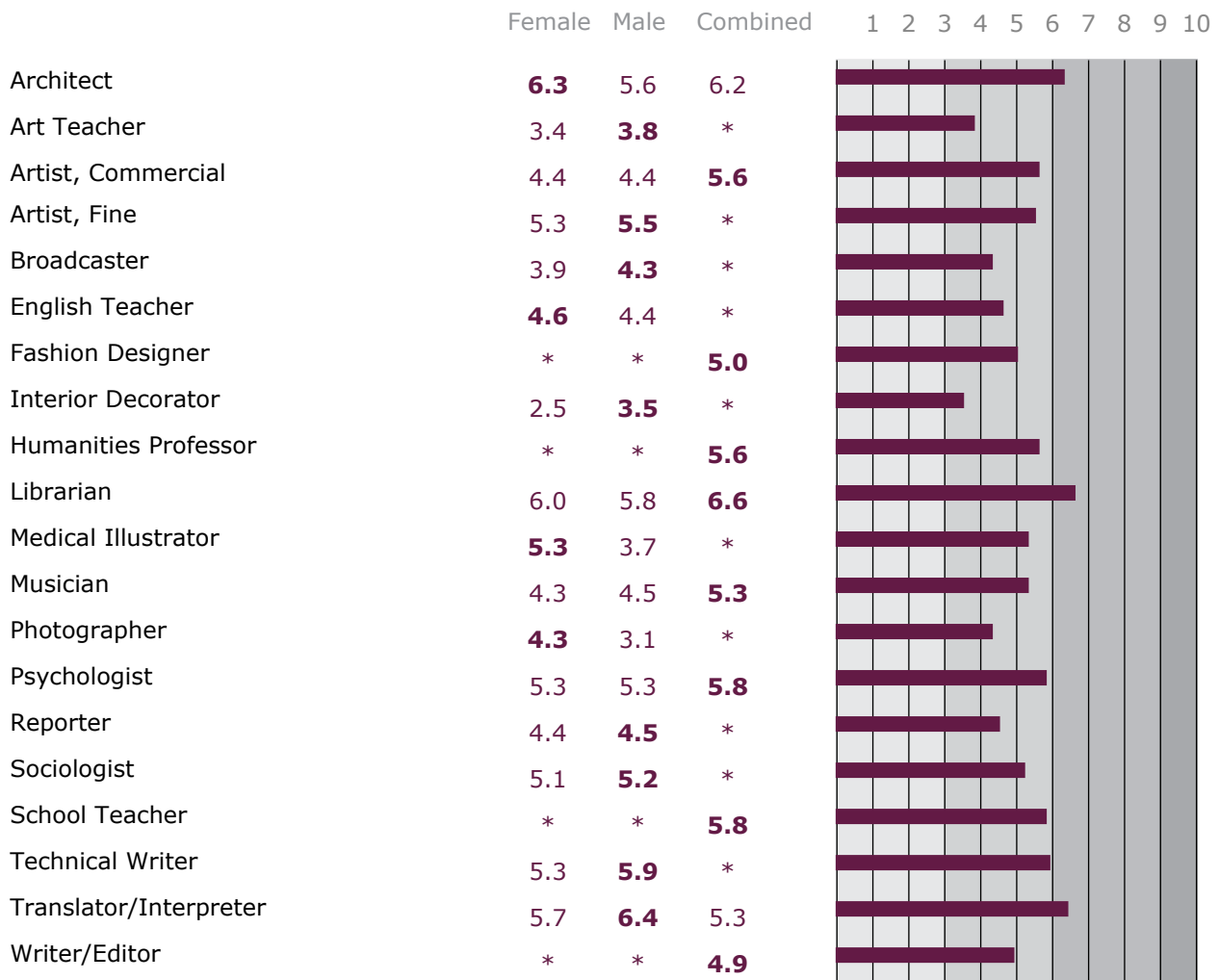
Organising Interest



* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined-Sex labels refer to the gender on which the scores are computed. Research on this is explained in the Manual for the 16pf Career Development Report.

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Creating Interest



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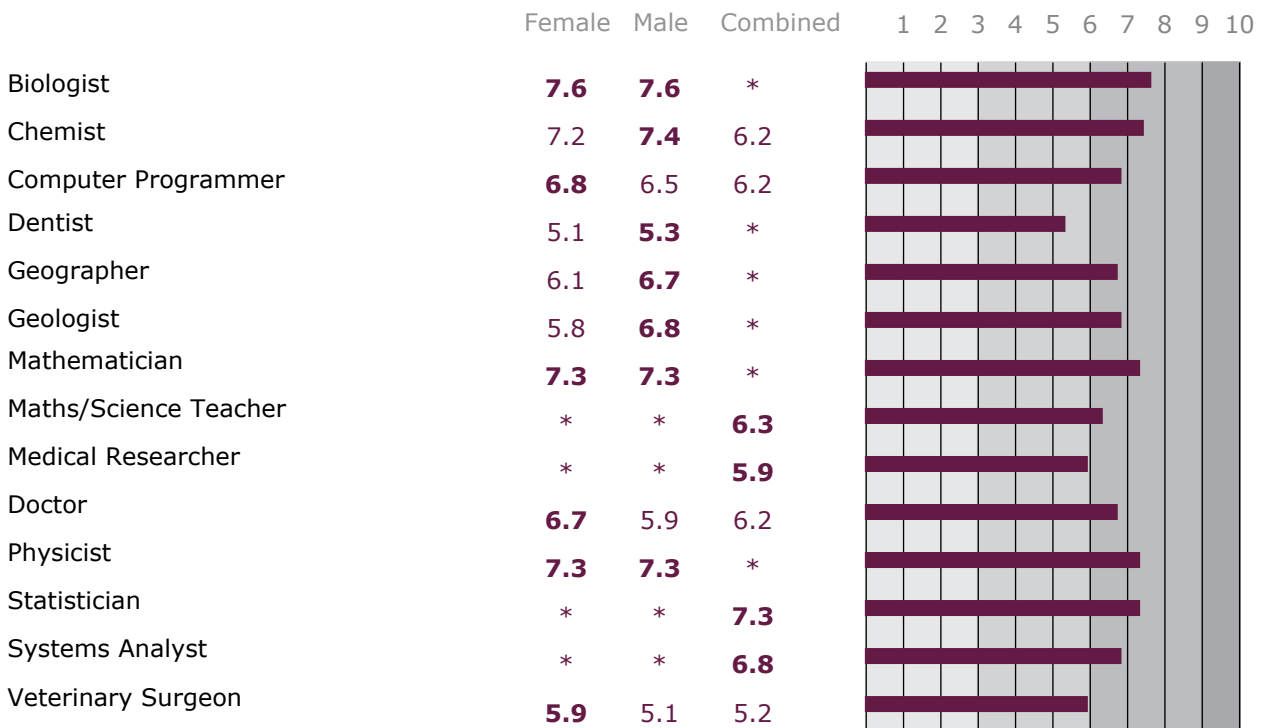
Helping Interest



* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined-Sex labels refer to the gender on which the scores are computed. Research on this is explained in the Manual for the 16pf Career Development Report.

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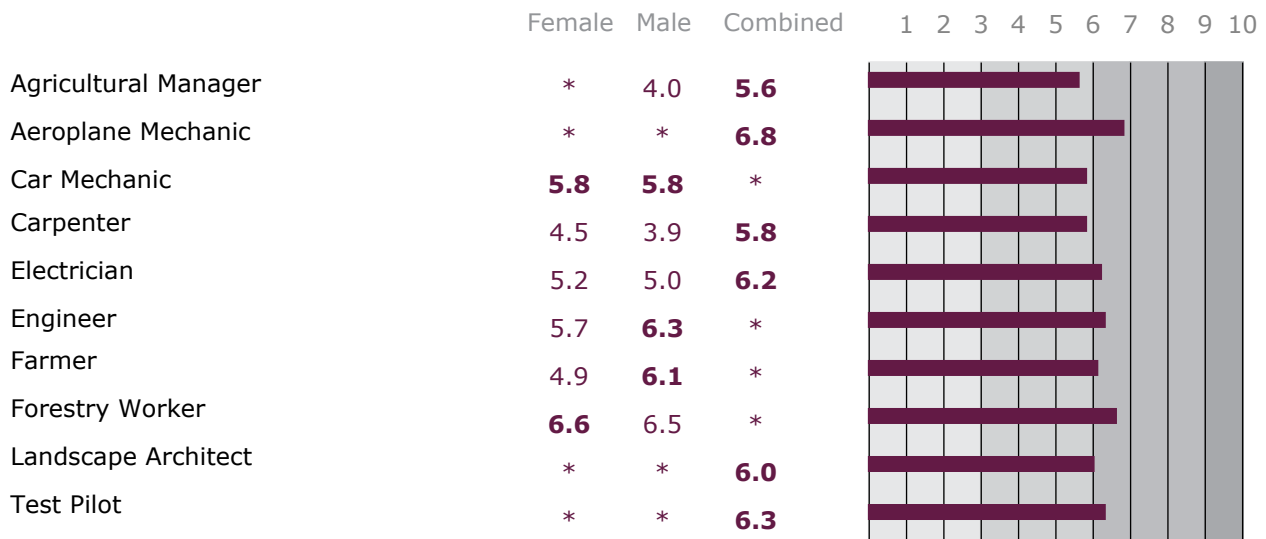
Analysing Interest



* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined-Sex labels refer to the gender on which the scores are computed. Research on this is explained in the Manual for the 16pf Career Development Report.

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Producing Interest



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Venturing Interest

	Female	Male	Combined	1	2	3	4	5	6	7	8	9	10
Athletic Coach	*	*	4.5										
Athletic Trainer	4.6	4.9	5.0										
Paramedic	4.3	5.0	3.9										
Fitness Instructor	*	*	3.9										
Armed Forces Personnel	3.7	4.7	*										
Armed Forces Officer	5.3	5.6	5.6										
Police Officer	4.4	5.1	3.9										
Ski Instructor	*	*	4.1										

* Indicates no solid predictive data to predict meaningful scores. The Female/Male and Combined-Sex labels refer to the gender on which the scores are computed. Research on this is explained in the Manual for the 16pf Career Development Report.

Item summary

This page of 16pf scores is intended for qualified professionals only. Data on this page should be treated with utmost confidentiality.

Item responses

1	c	25	c	49	c	73	a	97	a	121	a	145	a	169	c
2	a	26	a	50	a	74	c	98	a	122	c	146	a	170	a
3	c	27	a	51	c	75	a	99	a	123	c	147	c	171	a
4	c	28	a	52	c	76	a	100	a	124	b	148	a	172	c
5	c	29	a	53	a	77	b	101	c	125	a	149	a	173	a
6	a	30	c	54	c	78	c	102	c	126	a	150	a	174	c
7	c	31	c	55	c	79	a	103	a	127	c	151	c	175	a
8	c	32	c	56	c	80	a	104	c	128	a	152	a	176	a
9	a	33	c	57	c	81	c	105	c	129	c	153	c	177	b
10	b	34	a	58	a	82	c	106	a	130	a	154	a	178	c
11	a	35	c	59	a	83	a	107	c	131	c	155	a	179	c
12	c	36	a	60	c	84	a	108	c	132	a	156	c	180	c
13	a	37	c	61	a	85	c	109	c	133	a	157	a	181	b
14	a	38	c	62	a	86	c	110	c	134	a	158	c	182	b
15	a	39	c	63	a	87	a	111	c	135	a	159	b	183	b
16	c	40	c	64	a	88	a	112	a	136	a	160	a	184	b
17	a	41	c	65	a	89	a	113	a	137	a	161	c	185	b
18	a	42	b	66	a	90	c	114	c	138	c	162	a		
19	a	43	a	67	c	91	c	115	c	139	c	163	c		
20	c	44	c	68	c	92	c	116	a	140	c	164	b		
21	a	45	c	69	c	93	b	117	c	141	a	165	b		
22	c	46	b	70	a	94	c	118	a	142	a	166	a		
23	a	47	a	71	c	95	c	119	a	143	c	167	c		
24	b	48	a	72	a	96	a	120	a	144	c	168	b		

Summary statistics:

Number of a-responses	= 82 out of 170 (48%)
Number of b-responses	= 11 out of 170 (6%)
Number of c-responses	= 77 out of 170 (45%)
Number of missing responses	= 0 out of 185 (0%)

Factor	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4	IM	IN	AC
Raw scores	12	13	5	10	6	9	7	10	8	16	14	6	10	8	5	12	9	1	47
Missing items	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This report was processed using 16pf Fifth Edition Questionnaire GB combined-sex (2011) norms.



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