



Worksheet: Unlocking Your Gifts and Growing Points 16 Personality Factors (“The 16pf®”)

1. Where Are You Now?

Consider Your Life-Work Priorities. What are your most important life-work priorities, right now? (Examples: a project, a life change, a new job role, a family challenge, job or business change, etc.) What is working well, what are some challenges? What are your ideal outcomes?

As you learn about your 5 global factors / 16 personality factors, consider what impact your patterns may have on your ability to thrive in your current situation. You will get a greater context for your 16pf patterns during the program.



Unlocking Your Gifts and Growing Points

16 Personality Factors (“The 16pf®”) informing The Road to Renewal

2. Understanding Your Profile: Your Distinctiveness?

2.1 Five (5) Global Factors. See your **Five (5) Global Factors** on **page 4** of the **16pf® Interpretive Report**.

Where do your scores fall? Remember, there are no right or wrong patterns.

On your **16pf® Interpretive Report**, pages 6, 7, 8, 9 and 10 provide additional depth on how the Five Global Factors are driven by various elements of Sixteen (16) Primary Factors of the assessment.

Global Factor		Low, Medium, or High? (Circle Where You Fit)			Observations
		Low=Left Score (1-4)	Medium=Mid Score (5-6)	High=Right Side Score (7-10)	
1	Relating to Others (Extraversion) – <i>Amount of energy invested initiating and maintaining social relationships.</i>	Tend to focus more time and energy on own ideas, activities, and projects. Comfortable doing things alone and tend to enjoy autonomy and freedom. Tend to pursue own goals in a careful, deliberate, independent manner.	Balance social interests and independent activities. Tend to spend a moderate amount of time with people as well as tending to individual tasks.	Tend to invest more time and energy than others in interactions and relationships with other people. Tend to enjoy spending time with other people, and to find these interactions motivating.	
2	Influence and Collaboration (Independence) – <i>Extent of desire to take charge of situations and influence others as opposed to collaborating and cooperating.</i>	Tend to value harmony and consensus more than power and influence in relationships with others. Tend to accept things as they are. May be influenced by others’ opinions rather than expressing own opinion.	Tend to show a balance between self-determination and accommodation. Not noticeably bold, not noticeably passive. Balanced approach to interacting with the world.	Tend to be actively self-determined and independent in approach to life, and persistent in pursuing own goals. Tries to shape or change the world around them rather than adapting to it. Likely to have significant impact on social and physical surroundings.	
3	Thinking Style (Tough Mindedness) – <i>Extent to which the world is experienced in concrete, unsentimental terms versus paying attention to emotions, intuition, imagination.</i>	Tend to be attuned to feelings and intuition, tend to be open to concepts and imagination in life. Tend to pay more attention to creative and emotional aspects, and less attention to practical and factual aspects of the world around them.	Tend to show a balance between sensitivity to emotions, imagination, and ideas, <u>and</u> alertness to concrete, practical realities. Tend to be versatile in moving between styles of perceiving the world.	Tends to be realistic in approach to life, and attuned to concrete, practical issues rather than abstract ideas and theories. May be less attentive to emotional or interpersonal issues, and more alert to tough, objective realities. Tend to prefer predictable ways of doing things.	



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4 Structure and Flexibility (Self Control) – <i>The degree to which one structures and orders life, and how predictable versus spontaneous one’s behavior is.</i>	Tend to be spontaneous and go with the flow. Not as concerned about planning ahead or being organized. May not conform to social standards or feel bound by rules and obligations. Very low scoring people may find it difficult to restrain their behavior and attention when warranted.	Not so controlled as to lack spontaneity and adaptability, nor so unstructured that they struggle to channel their energies in focused and productive ways. Tend to vary in extent to which they seek and impose structure, depending on situation.	Tend to exert self-restraint and self-discipline, and to have an organized approach to reaching goals. Prefer to plan their lives and persevere in completing projects. Tend to focus on concrete actions. Very high scoring may seem inflexible or have trouble relaxing.	
5 Management of Pressure (Anxiety) - <i>Describes how pressures and tensions are typically managed. May reflect something life situation at this particular time or may refer to a general life pattern.</i>	Tends to remain calm, confident, and unworried in stressful situations. Calm approach enables them to relate confidently to others, see a situation clearly, and deal with stress resiliently. However, may appear overconfident or oblivious to problems. May underestimate negative feeling or circumstances.	Tend to feel reasonably calm and relaxed in the face of everyday setbacks but may become emotional when dealing with significant difficulties. Likely to strike a balance between being too calm or being overly reactive and worried.	Tend to be intense and emotional in stressful situations. May be upset by frustrations and worried or discouraged by disappointments. More alert to danger signals in environment, and more motivated to seek self-improvement. May experience above-average stress or dissatisfaction.	

Adapted from IPAT (Institute for Personality and Ability Testing)



Unlocking Your Gifts and Growth Areas

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2.2. Sixteen (16) Primary Factors - See your **Sixteen (16) Primary Factors** on **page 5** of the **16pf® Interpretive Report**. Where do your scores fall? Remember, there are no right or wrong patterns. *No need to spend too much time on this. Just be aware.*

Primary Factor		Low, Medium, or High? (Circle Where You Fit)			Observations
		Low=Left Score (1-4)	Medium=Mid Score (5-6)	High=Right Side Score (7-10)	
A	Warmth	Retains more distance from others, not too worried about congeniality.	Typical level of attentiveness to and interest in others.	Higher level of attentiveness to and interest in others. Enjoys a congenial, appreciative setting.	
B	Reasoning	More concrete in thinking and learning	Typical abstract thinking and learning capability	Greater abstract problem-solving skills, fast learner	
C	Emotional Stability	Sees self as dealing less calmly than most with life’s demands right now.	Sees self as dealing with life’s demands as calmly as most.	Sees self as dealing more calmly than most with life’s demands.	
E	Dominance	Prefers to avoid conflict, tending to accommodate the needs and wishes of others.	Likely to express opinions, but also willing to defer.	Likes to influence others, tending to express views more strongly than most.	
F	Liveliness	More likely to be serious and prudent in relating to others.	A typical level of energy and spontaneity in relating to others.	Likely to be more energetic and exuberant than most in interacting with others.	
G	Rule-Consciousness	Less likely to feel bound by rules and regulations; more expedient.	Typical of most in level of adherence to externally imposed rules.	More likely than most to accept and follow externally imposed rules.	
H	Social Boldness	Feels less at ease than most in social settings; more likely to hold back from expression.	Typical level of confidence when in social situations; as likely as most people to express opinions.	More socially confident than most; likely to be confident in expressing opinions.	
I	Sensitivity	Prefers decisions based on logic and objectivity.	Incorporates both subjective and objective strategies when making decisions.	Places more emphasis than most on subjective impressions when evaluating issues.	
L	Vigilance	Accepts and trusts that people are genuine and sincere than most, less likely to read between the	Trusts that people are sincere to the same extent as most. Likely to be	More likely to question the motives behind what people say and do and to think strategically	



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		lines. Likely to be tolerant and expect fair treatment.	selective who they trust.	about others' intentions. Less likely to trust others.	
M	Abstractedness	Attends to details; prefers to act rather than theorize and think about things; likes to focus on what is immediately necessary.	As attentive as most to detail and information presented to them	Less focused on detail; prefers a broader view and to reflect beyond the information presented; less focused on detail or what is immediate.	
N	Privateness	More willing than most to disclose information about themselves.	Typical of most in willingness to disclose.	Less likely than most to disclose personal information.	
O	Apprehension	Less self-critical than most	Typical as most people in level of self-criticism.	More self-critical than most.	
Q1	Openness to Change	More likely to accept other people's ideas and methods; less likely to seek out new experiences. More interested in tried and tested ideas	As interested as most people in enquiry and experimenting with new and different solutions; As open as most to new methods and ideas.	Likely to experiment with new and different solutions to problems, oriented towards enquiry and critical thinking; seeks and welcomes change.	
Q2	Self-Reliance	Prefers to make decisions consultatively and be part of a team.	As team-oriented as most.	Prefers freedom to make own decisions and choices independently of team.	
Q3	Perfectionism	Less concerned with planning; leaves more to chance.	As concerned with planning as most people.	Higher than average concern to plan and behave in an organized manner.	
Q4	Tension	Lower level of tension than most; more relaxed and tranquil.	Experiences typical level of physical tension.	Experiences a higher level of tension than most; more impatient and hard-driving.	

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2.3. Six (6) Vocational Interests. - See your **Six (6) Vocational Interests** pattern on page 11 of the **16pf[®] Interpretive Report**. Where do your scores fall? Remember, there are no right or wrong patterns.

Holland Area		Basic definition	Score	Observations
1	Enterprising	Interest in organizing, persuading or leading people; interest in others characterized by influence rather than nurturance. Often ambitious, assertive, confident, and action-oriented. Examples: Marketing manager, salesman, executive, and attorney.		
2	Social	Interest in helping or caring for others and encouraging them to live fuller, more satisfying lives. The quality of interpersonal relationships is important to this type. Examples: Counselor, teacher, nurse, camp director.		
3	Artistic	Interest in things of beauty as well as graphic, musical, literary, or performing arts. Tend to be nonconformist. Persons of this type are not bothered by ambiguity, chafe at restraints. Examples: Art teacher, writer, musician, illustrator		
4	Investigative	Interest in science and mathematics, problem solving and conceptual skills. Persons of this type enjoy challenging work with ideas and symbols, can manage ambiguity, and do not care for repetitive tasks. Examples: Scientist, computer analyst, physician.		
5	Realistic	Interest in orderly, mechanical, manual, outdoor activities. Persons of this type are more likely to take a tough, practical, no nonsense approach. Examples: Carpenter, electrician, mechanic, farmer.		
6	Conventional	Interest in accomplishing tasks or managing projects through organized, orderly, and efficient procedures. Tend to be conforming, to prefer specific instructions, and to dislike ambiguity. Accountant, payroll clerk, credit investigator.		

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3. Gifts and Growth Points

3.1. What surprises or intrigues you, about your report?

3.2. Given your priorities, what do you see as your strengths (gifts)? Where would you like to grow or shift?

3.3. (Optional) Your Work in the World: Informed by the **Six (6) Vocational Interests**, what do you want to explore?

3.4. Netting It Out: Implications. What is next?