

User Manual

Q1000 Personality



User Manual - Personality

Everything you need to know to get started with Q1000 Personality.



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1. Q1000 Personality

1.1 Intended Purpose

Assessio Bloom has various personality questionnaires on offer. We summarize their content here, under the heading Q1000 Personality. In this manual, we will focus on the normative version of the Q1000 Personality (also called QPN). This manual focuses on the construction, scientific background, and intended use of this version of Q1000 Personality. The versions Q1000 Personality Ipsative (QPI) and Q1000 Personality Multimedia (QPM) are derived from QPN and have the same theoretical basis. We briefly discuss these two other versions in section 1.6. Unless explicitly mentioned otherwise, the information in this manual relates to QPN.

With Q1000 Personality, you can collect information about the personality traits of people. The result of the test consists of an individual personality profile, that can be further used to predict or explain someone's behaviour in a work setting. The questionnaires are intended for multiple purposes and can be useful to a wide range of professionals, such as: (selection) psychologists, career advisers, career counsellors, P&O advisers, trainers/coaches, reintegration experts, and intermediaries.

1.2 Q1000 Personality Normative (QPN)

Q1000 Personality Normative (QPN) was developed based on the Big Five model of personality (Goldberg, 1993). In line with the Big Five, QPN measures five broad universal traits: Extrovert, Agreeable, Conscientious, Emotionally Stable, and Innovative. In addition, 11 narrow personality traits (i.e., 'facets') are also measured: Self-controlled, Inquisitive, Constructive, Contact-oriented, Goal-oriented, Decisive, Structured, Persuasive, Socially-skilled, Self-confident, and Conservative. Finally, QPN also indicates how much a candidate is inclined to give socially desirable answers.

1.2.1 The Questions

The questions included in the QPN have been developed according to the guidelines of Hofstee (1991). Thus, the questions are concisely phrased in a clear, unambiguous way. Candidates can indicate their answers by choosing one of five response options.

1.2.2 The Results

QPN measures each personality trait with a dedicated set of questions (items). Together, these questions are grouped to form a 'scale'. The names of the scales are given above. The results of each scale are calculated automatically.

1.2.3 QPN and Other Tools

QPN scores are based on the self-descriptions of the candidate. That is why it is good to always use other methods to expand and verify the profile resulting from the test. For instance, one could also use other Q1000 instruments, such as a cognitive ability test or a motivation questionnaire. However, it is also useful to compare the test results to the impression of trained assessors, who have either interviewed the candidate or observed them in a practical simulation.



1.2.4 Facts and Figures

The QPN consists of 188 questions. For each question, five answer alternatives are offered:

Answer Option	Meaning
No!	Not or hardly applicable
No	Mostly not applicable
?	Sometimes applicable, sometimes not applicable
Yes	Largely applicable
Yes!	Totally applicable

Table 1.1: Answer options

On average, it takes about 20-25 minutes to complete the questionnaire. This is merely an indication, as some candidates might need less or more time to answer. However, there is no time limit to completing the questionnaire. Users receive a detailed report on their results (down to the level of each individual question). The results can be used to understand the personality profile described in the report. Users can also generate a report about candidates' traits, competencies, talents, or leadership roles.

1.3 Areas of Application

1.3.1 Talent Acquisition and Placement

The QPN scores can be used to determine someone's strongest talents or competencies. Therefore, QPN can be used by recruiters to evaluate candidates' suitability for one (or more) position(s). In selection procedures, QPN can also be combined with other assessments, such as a cognitive ability test or structured interview. The user has the possibility of generating reports about candidates' traits, talents, or competencies.

1.3.2 Career Counselling

QPN can also be used to determine the extent to which a specific career path is suitable for a person. This helps with orienting the person towards those industries, professions, or jobs that best suit their personality. In the context of career coaching or counselling, QPN can also be used in combination with other instruments, such as the Labour Market Explorer. This tool maps out the skills and ambitions of the test-taker and uses this information to recommend suitable job openings on the labour market.

1.3.3 Talent Development

QPN can help in the achievement of personal development plans. Which talents are the most developed and how can people make the best use of their strengths? Which talents can be further developed and what could be the best actions to take? When used for talent development purposes, QPN will often be combined with a so-called '360-degrees feedback' method, such as QK360 Strengths.

1.4 Possibilities and Limitations

Due to the clear and simple formulation of the items, QPN is suitable for people with a wide range of educational levels and (cultural) backgrounds. However, it must be considered that



a low intelligence level or a poor command of the test language (think of an NT2 level that is lower than A2+ in terms of the Common European Framework) hinders the understanding of the questions. In such situations, a meaningful interpretation of the test scores is not possible.

Research shows that Big Five questionnaires are valid predictors of various performance-related criteria. This is applicable for a wide range of jobs (Barrick and Mount, 1991; Salgado, 1997; Barrick, Mount & Judge, 2001). In addition, our own research shows that QPN can predict work success (see the report 'Q1000 Personality, Construction, Quality, and Scientific Background'). Thus, QPN is suitable for informing important decisions, such as new hires and lay-offs.

QPN has been developed as a general-purpose tool for personality mapping. However, the questionnaire is mainly used for evaluating adults who are currently working or are looking for (new) work. The research on QPN was also conducted among these groups. There is no available data about the use of QPN on children, adolescents, and the elderly, or about its use in a clinical setting (i.e., on patients struggling with mental or physical illness).

1.5 Certified Users

QPN may only be used and interpreted by people who have followed an (online) training for this. Tests are important tools in coaching and selecting people. For the candidates, the results can have far-reaching consequences. Therefore, it is very important that tests are applied carefully. As a competent test user, you are expected to use tests in a correct, professional, and ethically responsible manner. It is important to pay great attention to the needs and rights of those involved in the testing process, their reasons for testing, as well as the wider context in which the testing takes place. This is only possible if you, as a test user, have sufficient knowledge and insight into tests and test use.

An authorized user is expected to:

- Be able to practically use the test (i.e., create a file, prepare the test for a candidate, know where the results can be viewed, generate reports);
- Be familiar with basic statistical and technical concepts (e.g., test reliability and the use of norm groups);
- Be aware of the possibilities and limitations of personality questionnaires and effectively deal with them in practice;
- Understand the meaning of the QPN scales;
- Be able to interpret test scores based on the reports, as well as the scale and item scores;
- Provide correct feedback to candidates based on their test results;
- Be aware of common professional ethics rules and correctly apply them to real work situations.



1.6 Alternative Versions: QPI and QPM

The information described so far mainly relates to the Q1000 Personality Normative (QPN). This is the standard version of our personality questionnaire. 'Normative' means that a norm group is involved in classifying the scores on the questionnaire. However, two other versions have been developed for specific target groups and specific uses. These are named Q1000 Personality Ipsative (QPI) and Q1000 Personality Multimedia (QPM). They share the same theoretical basis and personality model as QPN. Big Five scores and talent scores are also available for all versions. However, there are also differences. In the following sections, we briefly describe these instruments and their characteristics.

1.6.1 Q1000 Personality Ipsative (QPI)

The ipsative version of Q1000 Personality (QPI) has been developed to provide a short and quick alternative to the normative version (QPN). On average, answering QPI takes between 10 and 15 minutes. To provide a more rapid evaluation of personality, a forced-choice format (ipsative) was chosen for Q1000 Personality Ipsative. In this format, the test-taker is asked to choose between two behaviours with similar social desirability. This system makes the questionnaire very suitable for ranking someone's talents and personality traits.

1.6.1.1 The Questions

In constructing Q1000 Personality Ipsative (QPI), we have selected questions that form the core of QPN. These are the questions associated with the Big Five traits: Extrovert, Agreeable, Conscientious, Emotionally Stable, and Innovative. Some questions have been adjusted a bit to make them suitable for the pairwise comparison (e.g., to create a stronger contrast between items). These questions were completed by a separate group of people to assess their social desirability. Based on this, items with equal social desirability have been paired together, to reduce the effect of social desirability on the response patterns. When taking the test, two statements appear at the ends of a rating scale. Candidates are asked to indicate which statement describes them better by moving the slider towards one end or the other. An example question is provided below:

Figure 1.6.1: Example question Q1000 Personality Ipsative (QPI)

The user is asked to divide 3 points between the statements, by shifting the bar towards the most appropriate one. It is possible to give one statement 3 points and the other 0. Alternatively, users can allocate 2 points to one 1 point to the other statement. The statements with the highest number of points are considered the most representative of the user's behaviour. As soon as user click on the slider, the points are displayed on the screen. Thus, the users can immediately indicate what they think is the best distribution.



1.6.1.2 Results

The result of the questionnaire consists of an overview of the Big Five scores. The report starts with the top 3 talents. The description of the Big Five scores is followed by a description of the three strongest talents and an overview of all talents, ranked from the most to the least developed. Finally, the report gives tips on the candidate's least developed talents, in case they would like to strengthen them. The talents are the same as those determined by QPN. An overview of the talents can be found in the appendix. QPI does not give scores on the facet scales (e.g., Contact-oriented, Decisive, Socially-skilled, etc.).

1.6.1.3 Areas of Application and Target Group

For QPI, the application areas and target group are relatively similar to those of QPN (see section 1.3). The questionnaire is particularly suitable for career counselling and talent development issues. The questionnaire can also be used for talent acquisition and placement, but there are some limitations. These limitations are related to the ipsative method and the associated interdependence of the scores (see Possibilities and Limitations). For example, for selection purposes, the questionnaire can be used to get an overview of the person's traits and talents. However, the test scores are not suitable for guiding hiring decisions (see next paragraph for further explanations).

1.6.1.4 Possibilities and Limitations

The ipsative nature of the questionnaire (i.e. choosing between pairs of items) is mainly intended to determine a ranking of someone's personality traits. Sometimes, it is useful to know what are the most and least prominent characteristics of a person. QPI is well-suited for such evaluations. However, it also produces a more exaggerated personality profile. This means that the scores for some traits might be overestimated, while the scores for other traits might be underestimated. Due to their interdependence (i.e., the score of one item is dependent on the score of another item), the scores are not an absolute measure of personality traits. Rather, they mainly reflect how prominent one trait is, relative to the other traits. The advantage of the ipsative method is that the impact of social desirability is greatly reduced. This is because each pair of items in QPI consists of statements that are equally socially desirable.

1.6.1.5 Standardization

Q1000 Personality Ipsative (QPI) is not standardized. This means that the scores are not compared to a norm group. However, the user is still given an indication of how strong their scores are. For this purpose, the scores are classified into three categories (i.e., low, medium or high) based on fixed (absolute) intervals. This system helps to provide a global interpretation of the scores.

1.6.1.6 Research Data

Our research suggested that there is a high correlation between QPN and QPI scores. This further confirms that both questionnaires measure the same construct - the Big Five personality traits. In addition, the ranking of the Big Five scores is the same in both tests for a large proportion of cases. This means that the Big Five profile determined by the QPI is consistent with that determined by the QPN. For more information, see the Research Data Appendix.



1.6.2 Q1000 Personality Multimedia (QPM)

The multimedia version of Q1000 Personality (QPM) has been specifically developed for (young) people with learning or development difficulties and/or distance to the labour market. We opted for short and simple questions, supported by multimedia content such as image and sound. At the moment, QPM is only available in Dutch.

1.6.2.1 The Questions

The questionnaire consists of 3 series of 5 questions. Each question consists of choosing between two videos. The candidate is instructed to first watch the videos and then choose. The first series involves videos describing the two poles of every Big Five trait (e.g. Introvert – Extrovert). The videos include both image and sound. Test-takers must select the video that best represents their own behaviour. In the second series of questions, the videos chosen in the first round are compared against each other. In the third series of questions, the test-taker is asked to choose between the videos that they haven't selected during the first round. After completing all three series, the ranking of the Big Five traits can be determined.

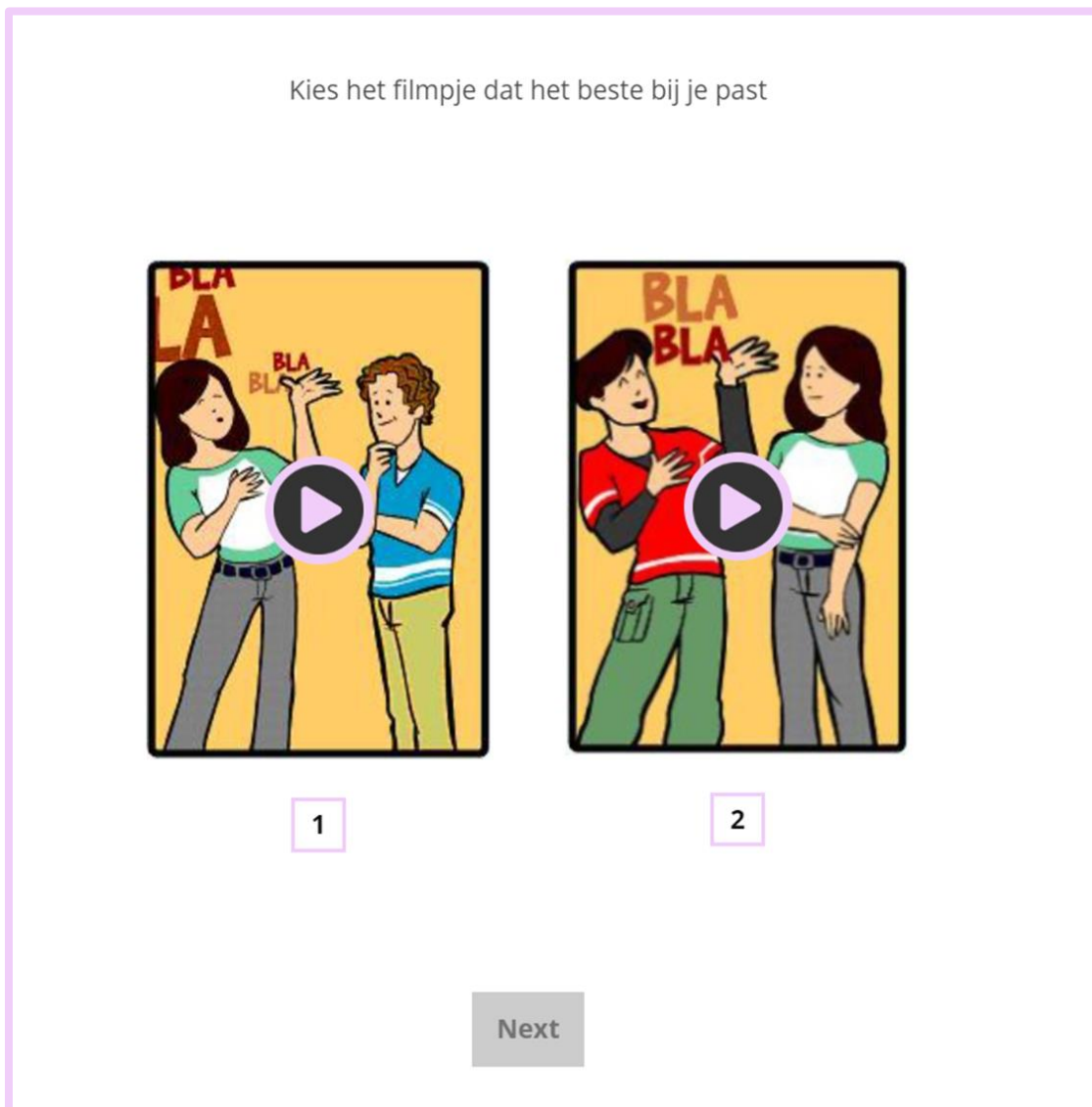


Figure 1.6.2: Sample question Q1000 Personality Multimedia (QPM)

Below, we present the instructions for the first series of questions. These instructions are split into three screens.

'You get to see some videos. The videos are about how you position yourself in a group or how you approach things. This says something about your personality - who you are. You will always see two videos. Click 'Play' to hear the explanation behind each video. If you've heard them both, then you must choose. Which video describes you best? Choose the most representative one by clicking on it. A thick border will appear around that video. Then, click on 'Next' for the next two videos. If you already know a video, you don't have to play the explanation anymore. You can then just choose the one that suits you best.'

1.6.2.2 The Results

The report is written for the target group, which means that the texts are short and simple. The report explains the scores on each of the Big Five traits. Next, the two highest traits are explained in more detail. After that, the candidate's most distinctive talent is described. This talent is determined based on the combination of the two strongest Big Five traits. The basis for this talent is the relevant facet trait (i.e. the combination of the two Big Five traits in the Q1000 Personality model). Finally, the report explains how the candidate can make use of their best talent. This explanation concerns 'work situations in which you have to think carefully', 'work situations in which you are in charge', 'work situations in which the result is important', 'work situations in which you have a lot of contact with others', and 'difficult work situations'.



Figure 1.6.3: Example explanation of a talent in the Q1000 Personality Multimedia (QPM) report

1.6.2.3 Areas of Application and Target Group

QPM was developed to measure the personality of (young) people with learning or development difficulties, and/or distance to the labour market. The main principle of the test is that the material should be easy to understand. Thus, the videos were based on as little text as possible and they only use simple language. In addition, the material includes both visual and auditory elements, to make the explanations as clear and concrete as possible for the target group. The intended purpose of the instrument is self-insight. Results can be further used by coaches, trainers, or target group specialists for career counselling or development purposes.

1.6.2.4 Possibilities and Limitations

The questionnaire is only suitable for the intended target group. The questionnaire can be completed independently. The report can also be read and understood independently by the target group. However, we recommend offering the possibility of receiving additional explanations from a certified user. Due to its simple character, QPM cannot be used for every other target group. For some candidates, especially if they differ from this target group in terms of age (30+) and education level (VMBO-4+), the questions will probably be less in line

with their perception of themselves and/or will be found 'below their level'. In addition, the results will not always be appropriate for career counselling within the non-targeted population. We consider the questionnaire less suitable for people with HBO and WO education. It is up to the user to assess whether Q1000 Personality Multimedia (QPM) is suitable for their candidate and their career question.

1.7 Research Data and Accountability

To read more information about the research behind the construction of the QPN, please refer to the technical manual 'Q1000 Personality: Construction, Quality, and Scientific Background' (Lem-Silvester & van Zoelen, 2011). Together, the technical manual and the user manual provide complete information about the QPN. The technical manual provides more detailed information about the characteristics of the scales and norm groups, as well as about the reliability and validity of the questionnaire.

The summary of the research data in Appendix 2 gives a brief overview of the technical properties of the QPN. This data can also be found in the technical manual. QPI and QPM share the same theoretical basis, so the technical manual also provides more insight into the scientific background and validity for these instruments. In addition, Appendix 2 contains some psychometric data about these two versions.

1.8 COTAN Review of the Q1000 Personality Normative (QPN)

Q1000 Personality Normative (QPN) was positively assessed by the COTAN in 2008 (for the selection norm) and 2011 (for the career norm). The COTAN is the Dutch Committee of Test Matters of the Netherlands Institute of Psychologists (NIP). To be approved by the COTAN, a test must meet strict quality standards regarding norming, reliability, and validity. In addition, the test must be developed in accordance with solid construction principles and should be accompanied by high-quality test materials and manuals.

Unfortunately, the COTAN does not allow the exact assessment to be published (e.g., in test manuals). However, the assessment can be requested by members, via <https://www.cotan-documentatie.nl/>. If desired, we can provide you with access to the results. Please contact our support department via support.nl@assessiobloom.nl. The technical manual can also be requested this way.



2. Q1000 Personality Model

2.1 Scientific Background

2.1.1 The Big Five Model

The personality model of Q1000 Personality is based on the Big Five theory (Goldberg, 1993). This theory assumes that a person's personality can be described based on five universal traits (also referred to as 'personality factors'). These are commonly referred to as: Extraversion, Agreeableness, Conscientiousness, Stability, and Intellectual Autonomy (also referred to as Openness or Creativity). At the end of the last century, many researchers showed that these five factors are largely applicable, regardless of how the data is collected, processed, or analysed, and independent of the instruments being used. The five factors have been found in various languages and cultures. Currently, the Big Five is the most used personality model in practice. In addition, it is widely accepted in personality research. However, there is no consensus on how the fifth factor should be labelled. It seems that culture may have some influence on the content of the factor. In English-speaking countries, the content of the factor relates more to openness to experience, while in German-speaking countries, it relates more to autonomy.

2.1.2 The AB5C Model

The factor analysis technique is frequently used to conduct statistical research on the Big Five. This technique allows for descriptive words or phrases (i.e., words that are typically used to describe people) to be grouped together, based on their similarity. These groups are called factors. For instance, words like 'spontaneous' and 'exuberant' belong to the Extraversion factor because of their shared meaning. On the other hand, words like 'gentle' or 'kind-hearted' are part of the Agreeableness factor. In many cases, however, words appear to correlate with two factors (Raad et al., 1992). Descriptions such as 'cordial' and 'jovial' are related to both Extraversion and Agreeableness, while 'energetic' and 'industrious' are a combination of Extraversion and Conscientiousness. However, it is rare for an adjective to belong to three or more factors. Based on these findings, Council et al. (1992) developed the AB5C model. This model formed the basis of the Q1000 Personality model.

2.2 Explanation of the Q1000 Personality Model

QPN was developed using a set of items that were formulated according to Hofstee's guidelines (1991). Some of these items were extracted from the predecessor of QPN, while some were newly developed. The goal has been to cover as much of the personality domain as possible. This was based on the Big Five. Research has shown that the five factors are well represented by the final set of items. All five factors can be clearly distinguished in the factor analysis and have been given the following names:

- Extrovert
- Agreeable
- Conscientious
- Emotionally Stable
- Innovative



We also made a distinction between items that only load on one of the five factors and items that load on two factors. This method is similar to the one underlying the AB5C model (De Raad et al., 1992). As a result, the items were eventually assigned to 15 'scales'. These consist of 5 scales measuring the Big Five factors (i.e., factor scales) and 10 scales measuring the combinations between them (i.e., facet scales). However, unlike the AB5C model, the Q1000 Personality model does not include +/- or -/+ combinations (e.g., high Extraversion in combination with low Agreeableness, or low Extraversion in combination with high Agreeableness). For practical reasons, QPN only measures +/+ and -/- combinations (e.g., high Extraversion and high Agreeableness, or low Extraversion and low Agreeableness). All 15 scales were carefully examined to ensure that they fit correctly within the personality model.

	E	F	C	S	I
Extrovert	E	1	2	3	4
Agreeable		F			
Conscientious			C		
Emotionally Stable				S	
Innovative					I

Table 2.1: Explanation of the Q1000 Personality model: scales related to the Extrovert factor. 1 – Contact-oriented, 2 – Socially-skilled, 3 – Decisive, 4 – Persuasive.

Tables 2.1 and 2.2 offer a schematic representation of the QPN scales. The coloured boxes represent the Big Five factors: Extrovert (i.e., 'E' - yellow), Agreeable (i.e., 'F' - pink), Conscientious (i.e., 'C' - blue), Emotionally Stable (i.e., 'S' - green), and Innovative (i.e., 'I' - purple). These scales describe characteristics that are solely related to one factor. For example, the Extrovert factor includes characteristics like 'making contact easily' and 'being outspoken,' while the Emotionally Stable factor includes characteristics like 'being even-tempered' and 'maintaining a calm attitude'.

A combination of two factors is called a facet. Facets are indicated by the dark grey boxes. For example, 'Contact-oriented' (1) is a combination of Extrovert and Agreeable. When someone is keen on maintaining social relationships, they will enjoy other people’s company (Extrovert) and will be happy to take part in the experiences of others (Agreeable). Other facets related to Extrovert are Socially-skilled (2; in combination with Conscientious), Decisive (3; in combination with Emotionally Stable) and Persuasive (4; in combination with Innovative).

A table can be created for each combination of factors. For example:

	E	F	C	S	I
Extrovert		1			
Agreeable		F	5	6	7
Conscientious			C		
Emotionally Stable				S	

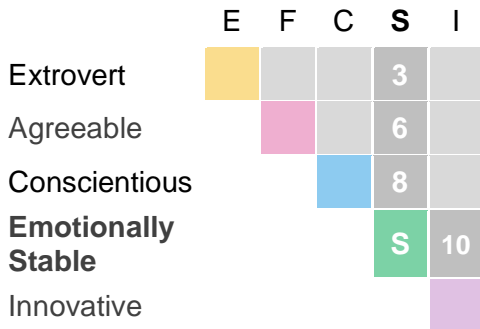
	E	F	C	S	I
Extrovert			2		
Agreeable		F	5		
Conscientious			C	8	9
Emotionally Stable				S	



Innovative



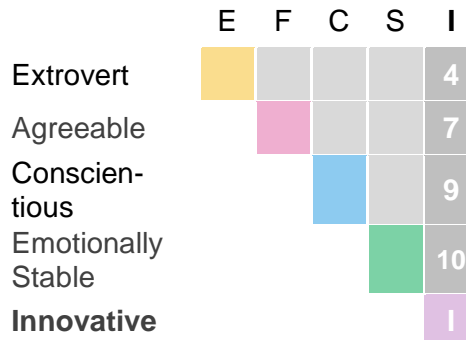
1 - Contact-oriented, 5 - Constructive,
6 - Self-controlled, 7 - Inquisitive



Innovative



2 - Socially-skilled, 5 - Constructive,
8 - Structured, 9 - Goal-oriented



3 - Decisive, 6 - Self-controlled,
8 - Structured, 10 - Self-confident

4 - Persuasive, 7 - Inquisitive,
9 - Goal-oriented, 10 - Self-confident,

Table 2.2: Explanation of the QPN personality model: related scales for the factors Agreeable, Conscientious, Emotionally Stable, and Innovative.

In total, the model consists of 15 scales: 5 factors and 10 facets. QPN has a dedicated set of items for each scale. Test-takers receive scores for all scales. The personality model can be used in the interpretation of the scores (see 2.3. for more explanation). An example of interpretation can also be found in Appendix 1. An overview of the model and its definitions can be found on the next page.

	Extrovert	Agreeable	Conscientious	Emotionally Stable	Innovative
Extrovert	Extrovert Being attracted to the company of people and expressing themselves easily.	Contact-oriented Feeling comfortable in social situations and enjoying working together with others.	Socially-skilled Understanding what is appropriate in each situation and acting accordingly.	Decisive Adopting a positive attitude, making decisions quickly and behaving proactively.	Persuasive Asserting themselves through words and actions.
Agreeable		Agreeable Empathizing with the thoughts, feelings, and experiences of others.	Constructive Committing to contributing in a pleasant way.	Self-controlled Keeping their emotions under control, even in difficult social situations.	Inquisitive Striving to understand the background of people or things.
Conscientious			Conscientious Working accurately and having an eye for detail.	Structured Working according to a schedule.	Goal-oriented Actively focusing on achieving goals.
Emotionally Stable				Emotionally Stable Remaining calm under pressure.	Self-confident Facing the world with faith in oneself.
Innovative					Innovative Coming up with creative and innovative solutions.



Figure 2.a: Overview of the Q1000 Personality model. Definitions of the factors (coloured boxes) and facets (grey boxes). The Conservative scale is not included in the model.

Scale	Sample Question
Extrovert	I am someone who reacts spontaneously.
Agreeable	I am someone who notices how others are feeling.
Conscientious	I am someone who checks their work.
Emotionally Stable	I am someone who remains calm when it is busy.
Innovative	I am someone who is full of ideas.
Contact-oriented	I am someone who enjoys being amongst people.
Socially-skilled	I am someone who knows what to say and when to say it.
Decisive	I am someone who makes decisions quickly.
Persuasive	I am someone who dares to contradict others.
Constructive	I am someone who finishes what they have started.
Self-controlled	I am someone who reacts calmly.
Inquisitive	I am someone who is curious.
Structured	I am someone who keeps to their schedule.
Goal-oriented	I am someone who keeps an eye on their goal.
Self-confident	I am someone who is sure of themselves.
Conservative	I am someone who likes to have things clear.

Figure 2.b: Example of items for each QPN scale.

2.3 Interpretation of the Model

2.3.1 Making Connections

The results can be interpreted separately for each scale, but it may be interesting to establish links using the model (see Appendix 1). For example, it is expected that the results of all facets related to a factor are in the same direction. For example, the scores for Contact-oriented and Socially-skilled will be related to the score on Decisive, because of their relationships with the factor Extrovert. A similar connection is expected for the relationship between Persuasive, Self-controlled, and Decisive, due their connection with the factor Emotionally Stable. If one of the scores deviates significantly from expectations, this might have to do with the second factor of the facet. When the score on Extrovert is high and the score on Decisive is rather low, the score on the Emotionally Stable factor is also expected to be low. Someone who is Emotionally Stable will usually have little doubt and will not postpone decisions.

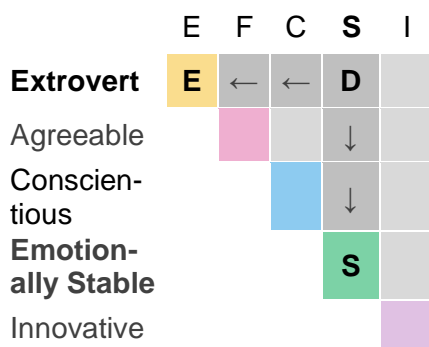


Table 2.3: Explanation of the QPN personality model: relationship between Decisive and the other facets related to Extrovert (i.e., Contact-oriented and Socially-skilled) and Emotionally Stable (i.e., Persuasive and Structured)

2.3.2 Strengthening the Interpretation

The facet scales receive their own scores. However, these scores can also be predicted based on their associated factors. For example, Decisive is related to both Extrovert and Emotionally Stable. If both Extrovert and Emotionally Stable have high scores, the score on Decisive should also be high. When this is the case, this provides additional confirmation of the test results.

2.3.3 Expanding the Interpretation

The model can also be used to provide a more in-depth interpretation of a personality profile. For this purpose, one can rely on a graphic representation of the relationships between scales. Each pair of factors can be represented as perpendicular lines in an axes system. Thus, their associated facet can be represented as a diagonal line. Figure 2.1 gives an example of how Decisive could be visualized. The dark blue axes represent the factors Extrovert and Emotionally Stable and the light blue line represents the facet Decisive. We first look at the diagonal blue line. If the score is high (i.e., located in the top right quadrant - green area), the corresponding behaviour is appreciated as positive. If the score is low (i.e., located in the bottom left quadrant - red area), the corresponding behaviour is appreciated as negative. An average score (i.e., located in the middle of the axes system - white area) will typically be considered neutral. However, extreme scores on the factors that are associated with the facet (i.e., located in the top left and bottom right quadrants - orange area) can also indicate a risk of problematic behaviours.

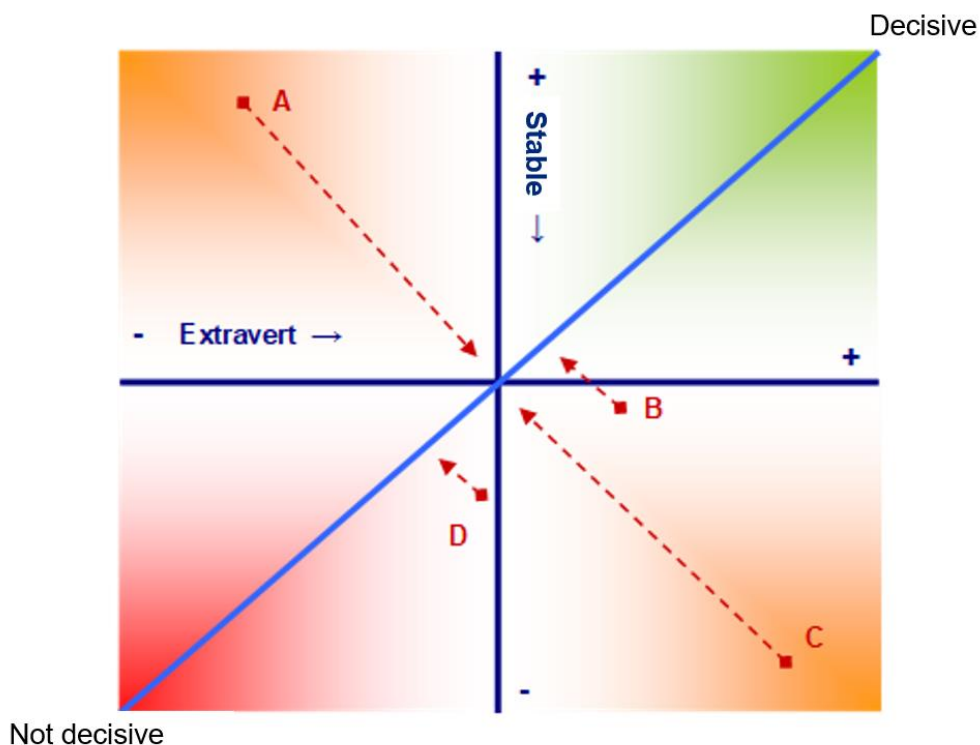


Figure 2.1: Expanding the interpretation of scores based on the model

The figure shows four possible scores on Decisive: A, B, C and D. All scores are approximately average. But suppose that the average score is accompanied by a high score on one of the factors and a low score on the other factor (as with A and C in the figure). This can affect the decisive behaviour that the person will show. For example:

Score A (Extrovert- Emotionally Stable+)

When someone is very emotionally stable, but not very extroverted, they will probably disregard others' emotions when solving a problem, but calmly and efficiently look for a solution. They will be less inclined to involve others in problem-solving. Will they sufficiently inform others of the reasoning behind their decisions?

Score C (Extrovert+ Emotionally Stable-)

When someone is very extroverted, but not very emotionally stable, they are likely to put a lot of energy into their work and tackle problems enthusiastically. However, it is possible that such a person is quickly influenced by their emotions. Aren't they doing too much at once? Someone who takes too many responsibilities can lose track of their tasks or over exhaust themselves. Will they achieve their goals? Will they persevere, even in the face of setbacks?

It may be useful to identify such risks and further investigate them (e.g., in an interview).

2.3.4 High and Low scores

When do you call a score 'high'?

In QPN, 25% of the scores are labelled as 'strong'. These scores typically belong to deciles 9 or 10. In the report, high scores are placed into Category 4 (i.e., 'strong'). Section 3.3. offers more details about the meaning of scores, scoring categories, and standardization.

When do you call a score 'low'?

In QPN, a score is considered low when it is among the 15% lowest scores. Typically, these scores belong to deciles 1 or 2. In the report, low scores are placed into Category 1 (i.e., 'less strong').

What does a 'high' or 'low' score mean?

A person with a high score is expected to express more of the trait being measured, compared to other people. Contrary to this, a person with a low score is expected to express less of the trait being measured, compared to other people. This does not automatically mean that people with low scores display the opposite of the traits being measured. For example, someone with a low score on Agreeable, will not be so concerned with helping others. However, that doesn't necessarily mean that they are unkind, moody, or mean.

2.3.5 Comments on Interpretation

Generally, personality questionnaires are able to predict performance (Schmidt & Hunter, 1998), but this predictive ability is relatively modest. For example, our own research shows that QPN scores can predict the performance of occupational therapy students, as rated by their teachers. Performance criteria included students' ability to take responsibility for their actions, the amount of care and precision they put in their work, and the extent to which they



showed interest and understanding towards patients. However, correlations between personality and performance were only moderate in intensity (i.e., ranging between .30 and .41). Thus, the way that a person is portrayed by their results of a personality questionnaire might not always be entirely accurate. Therefore, one should be careful about making decisions based on a personality questionnaire alone. Scientific research shows that a combination of information sources can significantly improve the prediction of future performance. For example, combining personality data with the results of an intelligence test, a structured interview, and/or a practical simulation can increase the accuracy of the prediction. This applies to both hiring and transfer decisions (Schmidt & Hunter, 1998).

2.4 Meaning of the Scores

2.4.1. Extrovert (Factor I)

Being attracted to the company of people and expressing themselves easily.

High Score: People with high scores will easily make new contacts. They are spontaneous and casual in conversation with others. They like to be in the spotlight and attract attention to themselves. Usually, their colleagues, employees, or managers will get to know them quickly because they are candid. They will easily build a large social network.

Low Score: People with a low score are not likely to approach others for questions or conversations - they prefer to remain in the background. They prefer to have a smaller social network. It can take quite a long time for a colleague, employee, or manager to get to know them well, because there are topics that they will not easily discuss with others.

2.4.2 Contact-oriented (Extrovert - Agreeable)

Feeling comfortable in social situations and enjoying working together with others.

High score: The expectation is that people with a high score can be characterized as good team players who greatly appreciate the company of their colleagues. As a result, colleagues will enjoy their presence. They will be very considerate of others. They are aware of the contribution of others to (their) work and will also show their appreciation for it.

Low score: People with a low score do not have a direct need to collaborate with colleagues - they enjoy working alone. They prefer not having to take others into account and are happy to take responsibility for their own work.

2.4.3 Socially-skilled (Extrovert - Conscientious)

Understanding what is appropriate in each situation and acting accordingly.

High score: People with a high score can easily navigate social situations. They know what the right thing is to say or do in front of others. Furthermore, they seem to easily adapt to new situations, thereby make a good first impression.

Low score: People with a low score sometimes have difficulty presenting themselves in the right way in social situations. This means that sometimes they do not know what to say or how to act. Because of this, they can come across differently than they intended. They may not know how to assess some situations correctly, or they may be shy.

2.4.4 Decisive (Extrovert – Emotionally Stable)

Adopting a positive attitude, making decisions quickly, and behaving proactively.

High score: People with a high score are very decisive - they make decisions quickly and easily. They have little doubt and will not postpone decisions. They are true optimists and



usually know how to get something positive out of difficult or unexpected circumstances. They are not easily worried.

Low score: People with a low score will sometimes find it difficult to make decisions. They will dare to take decisions but may sometimes hesitate or postpone the decision. They might be a bit pessimistic or worry about things.

2.4.5 Persuasive (Extrovert - Innovative)

Asserting themselves through words and actions.

High score: People with a high score are able to influence the behaviour and opinion of others. They will firmly present their arguments and remain calm when being challenged. Usually, they will also know what the right way is to intervene in a conversation. In addition, they use the right arguments to achieve their goals.

Low score: People with a low score are less able to influence the behaviour and opinion of others. Sometimes, they might find it difficult to present their arguments, or they get upset if their arguments are being questioned. They may find it difficult to determine the right way to do something, which is why they can sometimes take a little longer to intervene.

2.4.6 Agreeable (factor II)

Empathizing with the thoughts, feelings, and experiences of others.

High score: People with a high score are able to empathize with the thoughts and feelings of other people. They will approach others with respect and give them plenty of space to tell their story. They are quick in helping others or providing them with solutions. In addition, they also show a lot of understanding towards others. They can put themselves into another person's position and will often reflect on how their own actions might affect other people.

Low score: People with a low score are less able to empathize with the thoughts and feelings of others. They will often take a business-like approach in contact with customers, managers, or colleagues. This may lead to them not always understanding the point of view of others or appearing less interested in how their actions might impact others.

2.4.7 Constructive (Agreeable – Conscientious)

Committing to contributing in a pleasant way.

High score: Individuals with a high score will perform their work with great dedication. They will not give up easily and will likely finish what they have started. They have a lot of energy and can stay focused for long periods of time. They attach great importance to fulfilling their agreements. When they work in a team, they will adopt a constructive attitude and strive to make a positive contribution.

Low score: It is possible that people with a low score need more time to solve difficult tasks. It may be that they postpone tedious tasks or do not put enough energy into their work to be able to complete everything quickly. Sometimes, they might treat their agreements in a nonchalant manner. When they work in a team, they are not expected to be among the most active team members.

2.4.8 Self-controlled (Agreeable – Emotionally Stable)

Keeping their emotions under control, even in difficult social situations.

High score: People with a high score are good at controlling their emotions. They remain calm in the event of problems or setbacks and adjust their reaction to the situation. They tend to handle criticism well, because they know how to separate facts from emotions.



Low score: People with a low score don't seem to have their emotions completely under control. They might express strong feelings of irritation, anger, or sadness when they do not really want to or in less adequate situations. When they are criticized, they may feel personally attacked.

2.4.9 Inquisitive (Agreeable – Innovative)

Striving to understand the background of people or things.

High score: Deeply thinking about a topic is something that people with high scores do a lot of. Usually, they find just basic information to be insufficient and will extensively look for additional data. Whether it's in relation to people, or businesses, they have a strong urge to want to know everything. Therefore, it is expected that they will thoroughly search for any relevant information they may need.

Low score: People with a low score are not likely to think very deeply about a topic. They are often satisfied with information about key points and will not extensively look for additional data. They will not always show a deep interest in individuals either.

2.4.10 Conscientiousness (factor III)

Working accurately and having an eye for detail.

High score: Individuals with a high score are very careful in completing their tasks. They work neatly and thoroughly. They tend to check their work and try not skip any important details. It is expected that they will make fewer mistakes in assignments that need to be executed with great precision.

Low score: It is expected that people with a low score will not always be careful in completing their tasks. Sometimes they may forget or skip some details when checking their work. Because they do not always work meticulously, they can sometimes make mistakes in assignments that need to be carried out with a great amount of precision.

2.4.11 Structured (Conscientious – Emotionally Stable)

Working according to a schedule.

High score: To structure their work, people with a high score are very likely to make a detailed planning and stick to it. They have a strong need to prepare well, and they do not like it when they are not given enough time or opportunity to do so.

Low score: People with a low score will be less inclined to thoroughly structure their work. They might find it difficult to make a detailed planning. They often find it sufficient to decide on the big picture. They easily deviate from their schedule when they feel it is necessary. They do not always feel the need to prepare properly. Sometimes, they might do things last minute.

2.4.12 Goal-oriented (Conscientious – Innovative)

Actively focusing on achieving goals.

High score: Individuals with a high score will work very efficiently. They are committed to delivering good performance. Because they understand the importance of performance, they will regularly set themselves challenging goals and work hard to achieve them. They work quickly and according to the set requirements.

Low score: Working towards a challenging goal will not be easy for people with a low score. They may not find it so important to deliver exceptional performance. They will not always go to great lengths to achieve their goals. It is also possible that they work less efficiently and that they do not achieve their goals as quickly as people with high scores.



2.4.13 Emotionally Stable (factor IV)

Remaining calm under pressure.

High score: People with a high score will remain calm in most situations, even under time pressure or when confronted with setbacks. They tend to be calm and relaxed and address problems in a rational way. They also find it easy to put things into perspective. Their performance is not likely to be greatly affected by tension or conflicts.

Low score: People with a low score are more easily disturbed by time pressure or setbacks. The existence of tension or conflicts can make them nervous and restless. As a result, they may sometimes react too hastily.

2.4.14 Self-confident (Emotionally Stable – Innovative)

Facing the world with faith in oneself.

High score: People with a high score are sure of themselves. They often adopt a positive attitude and have little doubt in their own performance. Usually, they don't seek advice or confirmation from others. They prefer to decide what to do and when to do it by themselves.

Low score: People with a low score are not always sure of themselves. Sometimes, they might doubt their own performance. They may feel that they have little influence over their results. It is likely that they will regularly seek advice or confirmation from others.

2.4.15 Innovative (factor V)

Coming up with creative and innovative solutions.

High score: People with high scores tend to address problems in very creative ways. They put a lot of thought into figuring out what could be done better or differently. Because of this, they are able to identify both problems and opportunities from an early stage. They come up with multiple solutions, including some that are less obvious to others. They immediately start working on implementing new ideas and opportunities. They will be able to improvise easily.

Low score: People with low scores address problems in less creative ways. They hesitate in coming up with ideas or take advantage of opportunities. They may find it difficult to improvise. They will rather wait and see or leave it to others to come up with something original.

2.5 Additional Information on QPN

Apart from the 15 scales in the personality model, QPN contains an additional source of information. Specifically, this refers to questions that investigate the extent to which someone is open to change. Together these questions form the Conservative scale. This scale is not included in the personality model, as it is related to more than two factors. In addition to an interpretation of scores, we also provide information on the social desirability of the scale.

2.5.1 Conservative

Being less open to innovations and change.

High score: Individuals who score high on Conservative tend to have a pessimistic view of changes, or do not see a great need for change. When something changes in their work or personal life, they need more time to get used to it. They need to feel well-prepared before starting something new. It is expected that they will be less able to deal with ambiguous situations and fast-changing tasks.



Low score: People who score low have a strong preference for innovation and change. They will often respond enthusiastically to new proposals and are not afraid to do something unexpected. In their work, they will have no difficulty with regularly changing between tasks and doing a broad range of different activities. They will effectively deal with new and unfamiliar situations.

2.5.2 Social Desirability

The extent to which someone claims to have socially desirable characteristics.

Having a tendency towards social desirability means that someone chooses answers that reflect qualities which are typically endorsed by others. Someone who scores high, either has a very positive image of themselves or has tried to create a very good impression. It is important to interpret this scale with caution. For people with low scores, it is possible that they have answered the items too modestly or nuanced. Another cause may be a negative self-image. But of course, it is also possible that the measured personality traits are indeed less present within the person.

High score: People who score high on Social Desirability are likely to have a very positive self-image. Their personality profile may be correct, but it is also possible that they deliberately tried to present themselves in a more favourable light. Another possibility is that they have little self-insight into their weaknesses and development points. Thus, it is important to interpret high scores with caution. It is also advisable to collect additional information (e.g., through an interview).

Low score: People who score low on Social Desirability are likely to have a negative self-image. Their description might be correct, but it is also possible that they have answered the questionnaire more honestly than the average person. Other possible causes for low scores are completing the questionnaire carelessly or having a negative attitude towards the test. Therefore, it is important to be careful when interpreting the results. It is also advisable to collect additional information.

2.6 Interpreting Scores Based on Research

There has been a lot of research on the relationship between Big Five personality traits and work performance (i.e., including leadership performance). Below, we have listed several findings.

Extraversion

- Extraversion is especially important in jobs that require a lot of interpersonal interactions, such as sales and management. It is related to better training and management performance, more effective teamwork, and more success in jobs within the police (Barrick, Mount & Judge, 2001).
- Extraversion is a good predictor of transformational leadership (Judge & Bono 2000). Transformational leaders are leaders who know how to effectively motivate and influence others.
- Executives often score higher on Extraversion than non-executives. This is related to the fact that the ability to successfully influence a team or department is partly determined by a leader's decisiveness, self-confidence, and competitiveness (Hurz & Donovan, 2000).



- Out of the Big Five, Extraversion shows the most consistent relationship with leadership across research on different performance criteria (Judge, Bono, Ilias & Gerhard, 2002).
- Extraversion also interacts with Conscientiousness (see Conscientiousness).

Agreeableness

- Agreeableness is linked to teamwork, but the number of studies on which this outcome is based is small (Barrick, Mount & Judge, 2001).
- Agreeableness is important in jobs that require being in contact with other people. When it comes to positions involving learning, collaboration, and caring for others, Agreeableness is the best predictor of job success (Mount, Barrick and Stewart, 1998).
- Along with Extraversion, Agreeableness is a good predictor of transformational leadership (Judge & Bono 2000). Transformational leaders are leaders who know how to effectively motivate and influence others.
- The biggest strength of agreeable leaders lies in fostering collaboration and team spirit. They can also be good coaches (Van Muijen, 2003).

Conscientiousness

- Conscientiousness is linked with overall work performance, as well as specific performance criteria. These results are applicable for a wide range of jobs and occupations (Barrick, Mount & Judge, 2001).
- Conscientiousness is a valid predictor of all performance criteria and shows the highest correlations with performance of all the Big Five factors. In almost every position, it is important to be careful, responsible, and performance oriented. The link between Conscientiousness and work performance becomes stronger the more freedom there is to carry out work as you see fit (i.e., when people have high job autonomy).
- Conscientiousness and Stability show a strong and consistent relationship with performance motivation (Judge & Ilias 2002).
- Leaders who score relatively high on Conscientiousness are hardworking, committed, organized, and goal-oriented (Van Muijen, 2003).
- An interaction has been found between Conscientiousness and Extraversion (Witt, 2002). With a low score on Extraversion, there is little difference in work performance between highly conscientious and less conscientious people. However, when their Extraversion is also high, highly conscientious people perform better than less conscientious people. It seems that Extraversion is necessary for conscientious people to achieve a high level of effectiveness. It is possible that people who score low on Extraversion have difficulty discovering what others need from them and therefore do not set the right priorities or do not come up with the most suitable solutions to a problem. Individuals who score high on Extraversion and low on Conscientiousness could be unproductive in their interactions with others. For example, by distracting others from their work.

Stability

- Stability is related to overall work performance and teamwork (Barrick, Mount & Judge, 2001). Worry, hostility, insecurity, and depression usually do not lead to a high work performance.



- Stability and Conscientiousness show a strong and consistent relationship with performance motivation (Judge & Ilies 2002).
- An emotionally stable leader maintains focus in hectic situations, meets their deadlines, and is not easily discouraged. Because leaders' behaviour often serves as an example to employees, leaders who remain calm under pressure and have thick skin can help a group stay on task and navigate difficult issues (Hughes, Ginnet & Curphy, 2002).

Intellectual Autonomy/ Innovative/Creativity/ Openness

- This name of the fifth factor is not entirely agreed upon in the field of psychology. The factor has been given different labels, the most common interpretations being openness to experiences and ideas and/or being able to think creatively, innovatively.
- This factor has been linked with training performance (Barrick, Mount & Judge, 2001). Individuals who score high on Openness have broad interests, learn more from trainings, and are more willing to develop their skills.
- Leaders who score high on this dimension see opportunities in the market and dare to formulate a vision that contrasts with the current one (Van Muijen, 2003).

2.7 Talents

Talents can make all the difference. Those who know their talents can make use of them to optimize their work.

2.7.1 What Is a Talent?

There is no clear definition for 'talent'. Talents can be in all kinds of areas, such as: sports, music, or art. However, we decided to look at talents in the context of work. Thus, we use the following definition: a talent is a characteristic of a person, which in the right context can quickly lead to inspiration and excellent performance (Rochus et al., 2009). Talents belong to the person. The person can use their talents to improve their work or influence others in their organisations. A team of employees, each using their unique talents, will make an organisation excel. (Buckingham & Clifton, 2005).

2.7.2 How Do You Use Your Talent?

Using a talent usually means that you have to make less effort than average to achieve the intended result. In addition, using your talent enhances your motivation, gives you positive energy, and improves your job satisfaction. If all these conditions are met, relying on your talent will quickly lead to exceptional and long-lasting results (i.e., in terms of work performance). Finally, a talent must be encouraged and stimulated to grow, in order to be optimally used.

2.7.3 What Are the Preconditions for Using Your Talent?

Talents lead to success only when the person has enough opportunities to use them. In organisations, the possibility to use your talent is limited. The boundaries are determined by the content of somebody's work, their colleagues, managers, and the organisational structure and culture. Think of space and time, freedom, security, and the like. Using their talent under the right circumstances can help someone develop more quickly. Therefore, if a person is



fast in mastering a task or skill, this might indicate the use of a special talent. Its relationship with learning indicates that talent is a potential that CAN lead to excellent performance. But having talent alone is not enough. As previously mentioned, you must also want and be able to make use of your talent.

2.7.4 Determining Talents with Q1000 Personality

Based on the Big Five factors, 20 talents have been identified. The talents are always at the intersection of the Big Five factors and their corresponding facets. Each talent is thus related to both a Big Five factor and a facet trait, as measured by Q1000 Personality. For the calculation, we combine the scores on each factor scale and each facet scale. The highest-ranking combinations represent the person’s strongest talents. For example, suppose that the highest factor score of a person is that of Agreeable and their highest facet score is that of Constructive. Constructive lies at the intersection of Agreeable and Conscientious. This combination is related to the talent Devoted (see Figure 2.2.).

	EXTROVERT	AGREEABLE	CONSCIENTIOUS	EMOTIONALLY STABLE	INNOVATIVE
E		CONTACT-ORIENTED +F Connecting	SOCIALLY-SKILLED +C Tactful	DECISIVE +S Strong-willed	PERSUASIVE + I Inspiring
V	CONTACT-ORIENTED + E Likable		CONSTRUCTIVE +C Devoted	SELF-CONTROLLED +S Balanced	INQUISITIVE + I Open-minded
Z	SOCIALLY-SKILLED + E Contact-oriented	CONSTRUCTIVE + F Committed		STRUCTURED + S Focused	GOAL-ORIENTED + I Eager to learn
S	DECISIVE + E Energetic	SELF-CONTROLLED +F Tolerant	STRUCTURED + C Organized		SELF-CONFIDENT + I Resourceful
I	PERSUASIVE + E Driven	INQUISITIVE + F Interested	GOAL-ORIENTED + C Steady	SELF-CONFIDENT + S Brave	

Figure 2.2: Overview of all talents with their associated Big Five factors and facet traits

2.7.5 Talent Scoring Example

We give an example using a fictitious score profile. The calculation uses the candidate’s Z-scores. Each talent receives a score, based on the combination of Big Five traits and the facet traits involved (the scores on the talents are not displayed in the table below (2.3), only



the scores on the Big Five traits and facet traits are listed). From the table it can be deduced that the person's strongest Big Five trait is Conscientious ($Z = 2.06$) and their strongest facet trait is Structured ($Z = 2.05$). The talent associated with this combination of traits is Organized (see figure 2.2). This talent comes out as the strongest. The Big Five trait Emotionally Stable has the highest score after Conscientious ($Z = 1.98$). The combination of Emotionally Stable and Structured corresponds to the talent Focused (see figure 2.2). This is the person's second strongest talent. Facet trait Decisive also has a high Z-score ($Z=1.46$). The combination of Decisive and Emotionally Stable gives results in the talent Strong-willed. This is the third strongest talent for this fictitious profile.

Big Five Trait	Decile	Z-score	Facet Trait	Decile	Z-score
Extrovert	4	-0,29	Self-controlled	9	1,19
Agreeable	1	-2,63	Conservative	8	0,60
Conscientious	10	2,06	Inquisitive	1	-2,05
Emotionally Stable	10	1,98	Constructive	9	1,03
Innovative	1	-1,37	Contact-oriented	1	-1,41
			Goal-oriented	1	-1,61
			Decisive	10	1,46
			Structured	10	2,05
			Persuasive	3	-0,41
			Socially-skilled	2	-1,04
			Self-confident	5	0,08

Table 2.3: Fictitious Score Profile

More details about the talents can be found in Appendix 3. This overview also includes the traits and strengths associated with each talent.

2.7.6 Scoring Talents with QPI

The calculation of talents in the QPI differs slightly from that in the QPN, because there are no facet scales.



3. Use

As mentioned earlier, there are multiple versions of Q1000 Personality. The instructions below relate to the basic version, Q1000 Personality Normative (QPN). The instructions for the test proctor and the preparation are largely the same for all versions. Where there are other or additional indications for the other versions, these can be found in section 1.6. This is especially true for scoring, standardization, and reporting.

3.1 Instructions for the Test Proctor

The questionnaire should be administered using a computer or tablet. Additional instructions are not necessary in principle, but it is recommended that a QPN certified person (yourself or an expert test assistant) is available to guide the candidate and answer any potential questions. The candidate can find all the necessary information on the instruction screens. As with any test, it is important that candidates can work under equitable and calm conditions. Therefore, candidates should be provided with a comfortable and testing room, in which potentially disturbing stimuli are limited as much as possible. With a clear explanation of its intended use, the questionnaire can also be made at home.

There is no time limit for completing the QPN. On average, the questionnaire takes between 20 and 25 minutes to complete. The instructions explain that the profile becomes more informative when the candidate makes clear statements about themselves. This means the candidate shouldn't hesitate to answer 'No!' if they feel like the statement really does not apply to them, or 'Yes!' if the statement really does apply to them.

3.2 Preparation

The practical procedure for creating a file, preparing the questionnaire, and viewing the results is explained in an instructional video about the testing platform. A manual is also available. Please contact our support department (support.nl@assessiobloom.com) or call: 088-1004777.

3.3 Scoring and Standardization

3.3.1 Scoring

QPN assigns a score to each answer: 1 for 'No!', 2 for 'No', 3 for '?', 4 for 'Yes' and 5 for 'Yes!'. If necessary, the answers are recoded. This is the case for reversed items: questions that have a negative meaning relative to what is meant by the trait measured. For example, the question 'I am someone who panics quickly' belongs to the scale 'Emotionally Stable'. However, the answer 'Yes' points to the opposite of being stable. Therefore, the answer 'Yes' gets the score 2 instead of the score 4. Weights are used to determine the raw score for each scale. Each question has a weight, which reflects how much it contributes to the total score. The weights were determined using factor analysis, a statistical technique that estimates the number and nature of the concepts underlying the test and the contribution (i.e. 'loading') of each question to these concepts. The score (possibly recoded) is multiplied by the weight and the weighted scores are added up. This sum is then divided by the sum of the



weights. The raw score indicates how people usually score on a scale. In the system, you can see these scores under the option 'Details'.

3.3.2 From Raw Scores to Norm Scores

Norms are used to compare the test results of one person to the results of others. By comparing the raw (i.e. unstandardized) score against that of a norm group, one could estimate how a candidate compares to other test-takers. The norm score is determined by asking a group of people that is representative for the target population to complete the test. When someone has completed the same test or questionnaire, their score can be compared with the scores of this group. The norm score indicates whether the score can be called high or low in relation to this group. For example, a standardized score can provide insight into the extent to which someone can be called stable or conscientious compared to others. QPN uses two types of norm scores: deciles and Z-scores. Both can be found under the option 'Details'. When generating reports, we divide scores into four distinct categories.

3.3.3 Deciles

To calculate deciles, the distribution of scores in the norm group is divided into 10 equal parts. Thus, each decile represents 10% of the scores. The 10% lowest scores are classified in decile 1, the 10% subsequent scores in decile 2, and so on, up to the highest 10% of the scores, which are classified in decile 10. For example, if someone has a raw score of 3.5 and is classified in decile 2, that means that 20% of the norm group has achieved the same score or a lower score and 80% achieved a higher score. One can call this person's score low compared to the norm group.

Deciles are easy to understand and interpret. For a quick indication of a person's personality traits relative to others, deciles are good to use. However, there are also a number of disadvantages to the use of deciles. The main disadvantage is that deciles can lead to a misjudgment of the differences between scores. This is caused by the fact that, when a test is taken, not all scores occur with the same frequency. The distribution of scores usually follows the normal distribution. Among other things, this means that average scores are much more common than extreme scores. For instance, the difference between deciles 5 and 6 is smaller than the difference between deciles 1 and 2. Decile scores do not account for this. Thus, using decile scores can lead to either an overestimation of differences (i.e., between moderate scores) or an underestimation of differences (i.e., between extreme scores). For practical interpretation, the overview below can be helpful.

Decile	Percentage	Meaning
10	10%	very high
9	10%	high
8	10%	fairly high
7	10%	(high) average
6	10%	average
5	10%	average
4	10%	(low) average
3	10%	rather low
2	10%	low
1	10%	very low



Table 2: Meaning of deciles

3.3.4 Z-scores

To determine Z-scores, two statistical characteristics of the score distribution are used (i.e., the mean and the standard deviation). The scores are expressed in the number of standard deviations between the score and the mean. For instance, a Z-score of -1 means that the score is one standard deviation below the mean. On the other hand, a Z-score of $+1$ means that the score is one standard deviation above the mean. Thus, the $-$ or $+$ sign indicates whether the score is lower or higher than the mean. In a normal distribution, 16% of the scores are equal to or lower than a Z-score of -1 . That means that 84% of the scores are higher than $Z = -1$. This score is therefore low compared to the norm group.

3.3.5 Category Scores

The QPN report uses four score categories. This classification was chosen because it is an accessible way of interpreting the scores and can be easily understood by everyone, even without statistical knowledge (i.e., including the job candidates themselves). The classification is based on the Z-scores and is therefore useful for all norm groups.

Category	Percentage	Meaning
Category 1	15%	Less strong
Category 2	25%	Moderate
Category 3	35%	Average
Category 4	25%	Strong

Table 3: Meaning of category scores

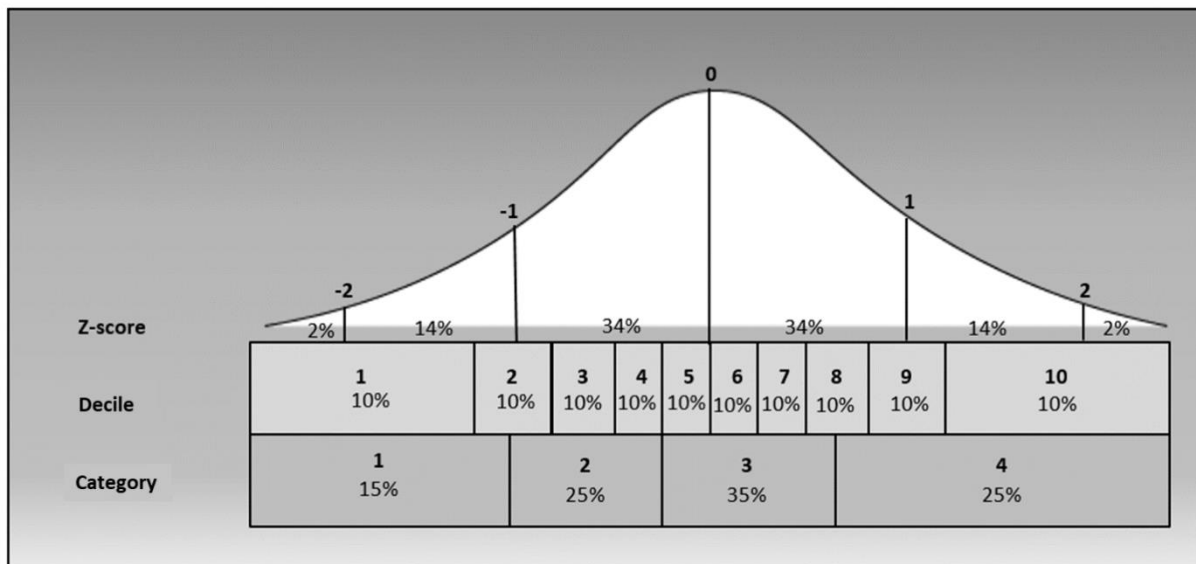


Figure 4: Presentation of the different norm scores and their relationship

3.4 Choosing the Right Norm

It is important to choose the right norm group. The chosen norm group must be in line with the situation in which the questionnaire is being used. You can compare the candidate's scores on the personality questionnaire against three norms:

- Comparison with selection candidates



- Comparison with non-selection candidates (e.g., people who completed the test for career development purposes)
- No norm

The score without a norm reflects the person's own image: how strongly the person says they express the characteristic in question. The score without a norm can provide some self-insight but is less suitable for situations in which the person's characteristics are used for informing decisions. In that case, a comparison with others provides more information, so we recommend using a norm group. The most suitable norm group depends on the situation in which the personality traits are assessed. In selection situations, for example, people are usually more cautious in admitting negative traits than in non-selection situations. Research shows that the average scores of people who complete the questionnaire in a selection situation differ significantly from those of people who complete the questionnaire in a non-selection situation (e.g., in the context of a career counselling or career development). A significant difference means that the chance that the difference arose on the basis of chance is very small. Therefore, we recommend choosing the norm that matches the purpose of testing.

It is good to realize that one's self-image (i.e., scores without norms) and how they compare to others (e.g., compared to selection candidates) can differ from each other. For example, someone who received a high score without using a norm might believe that they possess more of a certain trait than the average person. However, this is not necessarily true. It is possible for someone to score high in absolute terms, but still relatively low compared to the norm group.

3.5 Social Desirability Scores

The raw score was obtained by weighing all the answers, adding them together, and then dividing them by the sum of the weights (i.e., weighted average). The weights represent the factor loadings of the items in a one-factor solution. The assumption is that the items with the highest loadings are associated with the most desirable traits. Therefore, these items are the most likely to generate inflated scores. This means that the Social Desirability scale reflects how people typically score on the questionnaire, while giving more weight to the items that are more sensitive to socially desirable answers. A high score indicates that the person has presented themselves in a very positive (i.e., socially desirable) light.

The scale is standardized in a slightly different way than usual. There are deciles available, but the limit for the highest decile (10) is chosen to correspond to the scores identified as 'socially desirable'. This applies to 17% of scores in the selection norm group and 4% of the scores in the non-selection norm group. This is because in selection situations, it is slightly more likely for someone to present themselves in a socially desirable way. When someone scores high on Social Desirability, this is stated in both the traits report and competency report. Something similar applies to the limit for the lowest decile (1). These scores are classified as 'possibly (too) modest'. This applies to 16% of the scores in the selection norm group, and 7% of the scores in the non-selection norm group. Low scores on Social Desirability are also mentioned in the report.



3.6 Reporting

The **report** summarizes the scale scores on the 16 personality traits (i.e., the 15 included in the model and Conservative). A detailed description of these traits can be found in chapter 2.5. In addition, it is possible to run a **talent report** on the results of the candidate. The report shows the 3 strongest talents of the candidate, in addition to their Big Five scores. In addition, the **talent report** includes a ranking of all measured talents (See 2.7). Appendix 3 presents an overview of all talents, as well as their associated traits and strengths.

The **expert report** provides guidance in the interpretation of scores. This report can be generated together with the **talents** or **traits reports** and can be used to make additional connections between the scores or deepen their interpretation. The scores on all talents and characteristics (decile scores and Z-scores) can be found here.

The test results can also be translated into a **competency report**. Competencies (Spencer & Spencer, 1993) are general characteristics that people can show in work situations, such as being customer-focused or managing their work relationship well. 17 competencies can be mapped based on the characteristics measured by QPN. An overview of these competencies and the related personality traits can be found in Appendix 4.

Finally, a **leadership report** can also be made based on the QPN results. Using the test scores, it is possible to estimate which leadership role(s) are most suitable for someone, if they get hired for a management position. Two examples of roles are those of Mentor or Controller (Quinn, 1984,1996). This report describes how the candidate is expected to perform in each role, based on their personality traits. An overview of the leadership roles and their associated personality traits can be found in the Appendix 5. For all reports, any of the norm groups can be chosen. The generated reports can be saved in PDF format.

3.7 In Conclusion

Going through the e-learning, studying this user manual, and taking note of the technical manual lays the foundation for the effective use of Q1000 Personality. After this, you can begin using the test. For good practice, you can start under the guidance of an experienced test user. The same applies to conducting a feedback interview with a candidate. In addition, it is useful to discuss cases and feedback interviews with your colleagues on a regular basis. We consider that an advisor has a good understanding of the QPN when they are able to conduct a feedback interview in a correct and professional manner. This means that they should be able to explain the results in simple words, that are easy to understand for the candidates.

As a user of Q1000 Personality, you can always call the support department if you have any questions. Mail your question to support.nl@assessiobloom.com

Good luck with Q1000 Personality!



4. Literature

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5. Appendix 1: Interpretation Example

To demonstrate how personality profiles can be interpreted, we analyse the case of Mr. Example.

For the last five years, Mr. Example has been working as a controller at a retail chain that sells sporting goods. He has some managerial experience, as he currently manages three administrative staff. He would like to move on to a more demanding managerial position. At his current workplace, there is no opportunity to do so, which is why he is applying for a managing position at a competing retail chain. In this example, the QPN results are used in a selection interview.

Interpretation

The table below shows Mr. Example's scores. In this case, the norm scores (deciles and categories) are based on the selection norm.

Scale	Abbreviation	Raw	Decile	Cat	1	2	3	4
Conservative	BHOU	2.93	7	3	●	●	●	
Self-controlled	BHRS	4.23	7	3	●	●	●	
Inquisitive	BLST	4.03	3	2	●	●		
Constructive	CNST	4.33	6	3	●	●	●	
Contact-oriented	CNTG	4.00	4	2	●	●		
Goal-oriented	DOEL	4.65	9	4	●	●	●	●
Decisive	DOOR	4.00	8	4	●	●	●	●
Extrovert	EXTR	3.30	2	2	●	●		
Structured	GSTR	5.00	10	4	●	●	●	●
Innovative	INNO	4.08	7	3	●	●	●	
Persuasive	OVRT	4.02	6	3	●	●	●	
Socially-skilled	SOHA	4.00	3	2	●	●		
Emotionally Stable	STAB	4.58	9	4	●	●	●	●
Agreeable	VRIE	4.20	4	2	●	●		
Self-confident	ZFVZ	4.01	7	3	●	●	●	
Conscientious	ZRGV	4.80	10	4	●	●	●	●
Social Desirability	*SWEN	4.13	5	3	●	●	●	

Table A1: Interpretation example, Mr. Example's scores

Note. The names of the traits have been abbreviated from Dutch. The column 'Cat' indicates the category scores.

We first look at the factor scales (i.e., shown in bold). What stands out is the low score on the Extrovert scale and the high scores on the Conscientious and Emotionally Stable scales. Based on these three characteristics, the recruiter can derive an overall personality profile for Mr. Example, using the information in section 2.4. (i.e., Meaning of the Scores).

Because Mr. Example is not very extroverted, he might hesitate to ask others for information or help. He prefers to remain in the background. In addition, he probably prefers having a



smaller social network, as opposed to a larger one. It can take quite a long time for a colleague, employee, or supervisor to get to know him well, because there are topics that he is not comfortable discussing with others.

Based on his high score on Conscientious, Mr. Example is expected to be very neat and careful in completing his duties. He is likely to work thoroughly. He is someone who often double-checks their work and even does so meticulously. It is expected that he will make few mistakes in assignments that require a great level of precision.

Based on his high score on Emotionally Stable, it is expected that Mr. Example will remain calm in most situations, even when confronted with time pressure or setbacks. He is likely to address problems in a rational manner. Because he is good at putting things into perspective, he is less likely to get affected by the existence of tensions or conflicts at work.

Extrovert 2	Contact-oriented 4	Socially-skilled 3	Decisive 8	Persuasive 6
	Agreeable 4	Constructive 6	Self-controlled 7	Inquisitive 3
		Conscientious 10	Structured 10	Goal-oriented 9
			Emotionally Stable 9	Self-confident 7
				Innovative 7

Table A1: Mr. Example’s decile scores

Making Connections

Based on his high score on the Conscientious factor scale, we would also expect Mr. Example to score high on the facet scales Goal-oriented, Structured, Constructive, and Socially-skilled. The scores on Goal-oriented and Structured are indeed high, but the scores on Constructive and Socially-skilled are average or below average. This can be explained by the second factors that are associated with these facets. For instance, Socially-skilled is low because it is a mix of Conscientious and Extrovert, and Mr. Example scores low on Extrovert. Because the score on Extrovert is low, it is expected that the scores on the facets Contact-oriented, Socially-skilled, Decisive, and Persuasive are also lower. Indeed, the scores for Contact-oriented and Social-skilled are below average (decile lower than 5). However, the Decisive and Persuasive scores are above average. This is in line with the scores on their other associated factors (Emotionally Stable and Innovative, respectively).

Strengthening the Interpretation

When we look at the decile scores of the facet scales, it appears that they are always between the decile scores of the factor scales, with the exception of the Inquisitive scale. This means that the scores roughly correspond to expectations. As far as Inquisitive is concerned, the score is a bit lower than expected. Given the below-average score for Agreeable and the above-average score for Innovative, it would be possible that this is due to a somewhat reduced interest in people. This could be further investigated in an interview.

Expanding the Interpretation



In this example, the candidate applies for a managerial position. Thus, a number of characteristics have been determined to be important for effective leadership (i.e., Decisive, Contact-oriented, Emotionally Stable, and Persuasive). Although the scores for these traits in themselves are not low, the scores on the Contact-Oriented and Persuasive facet scales should be somewhat higher for a managerial position.

Extrovert has an influence on three of the chosen characteristics: Decisive, Contact-oriented, and Persuasive. Given the candidate's low score on Extrovert, we recommend to further investigate the influence of limited extraversion on these traits.

- Contact-oriented: Is he sufficiently able to build and maintain the social connections that are necessary for the position?
- Decisive: Will he sufficiently inform others about (the reasoning behind) his decisions?
- Persuasive: Will he display enough dominance, is he sufficiently assertive?

Based on this example, it is advisable to address the topics of Inquisitive, Contact-oriented, Decisive, and Persuasive in the selection interview.



6. Appendix 2: Research on QPN, QPI, and QPM

6.1 QPN

A lot of research has been done on QPN. For this, we refer to the technical manual 'Q1000 Personality: Construction, Quality, and Scientific Background'. In this appendix, we summarize the research on three characteristics that essential for high-quality testing: reliability, construct validity, and predictive validity.

6.1.1 Reliability

Reliability ensures that the scores can be used to make valid statements about the constructs being measured. In the case of QPN, this means that the interpretation of test scores provides an adequate description of someone's personality. Typically, the reliability of a questionnaire is determined by calculating the internal consistency coefficient. The most used coefficient is the Cronbach's alpha (α) (Nunnally & Bernstein, 1994). Some authors also use McDonald's omega or Guttman's lambda 2 (λ^2) (Traub, 1990). According to the COTAN guidelines, the appropriate value of the reliability coefficients depends on the intended use of the test. For important decisions, reliability should be at least .80. For less important decisions, .70 is sufficient. COTAN's reliability requirements are based on Nunnally & Bernstein (1994, p.265). According to the COTAN, important decisions are those that are in principle, or in the short term, irreversible and that have an influence on aspects outside of the testing situation. The Q1000 is intended for guiding both important and less important decisions. Therefore, we had to ensure that all scales have an internal consistency of minimum .80. QPN has two norm groups: a norm group for individuals in selection situations and a norm group for individuals in non-selection situations (e.g., people seeking career advice). The COTAN requires reliability data for both norm groups. Although we do not calculate norms based on gender, we also provide separate reliability coefficients for men and women, to support a more in-depth understanding of the internal consistency. For both of our norm groups, all the Q1000 scales presented a reliability of .80 or above. This was true regardless of participants' gender. This means the scales have a good internal consistency and can be used for guiding important decisions (e.g., for hiring new employees), as well as less important decisions (e.g., career coaching).

At Assessio Bloom, we constantly monitor the psychometric qualities of our instruments. The table on the next page summarizes the reliability (λ^2) of the QPN. The data was collected between October 2014 and February 2016 (N=4000). The respondents were employees from over 100 different organisations that used the test for a variety of reasons. The most common reasons were for hiring new recruits and career development. The sample consists of 52% women, 48% men. The average age is 33 years old. For the most recent reliability data, please refer to the document 'QPN Norms 2024'.

In addition to internal consistency, we also examined test-retest reliability (i.e., the stability of the scale scores over time). For this purpose, we analyzed the results of 220 people who completed the questionnaire twice, at an interval of a few weeks. Results showed very strong correlations (between .80 and .91) between the two personality profiles. This indicates that QPN results are not likely to change over short periods of time.



QPN Scales	λ^2
Extrovert	.88
Contact-oriented	.85
Socially-skilled	.84
Decisive	.83
Persuasive	.84
Agreeable	.80
Constructive	.85
Self-controlled	.84
Inquisitive	.81
Conscientious	.84
Structured	.84
Goal-oriented	.88
Emotionally Stable	.85
Self-confident	.80
Innovative	.88
Conservative	.83

Table B21: Reliability QPN, N=4000, Oct 2014-Jan 2016

6.1.2 Construct Validity

The construct validity of QPN has been investigated in three ways. First of all, the internal structure of the questionnaire was examined. Secondly, it was investigated whether the scales of QPN show significant correlations with scales from other personality questionnaires. Thirdly, it was investigated whether the scales are related to tests that measure characteristics that are different from personality.

Various studies have already been carried out to investigate whether QPN measures what is intended to measure. Research in the selection and non-selection samples shows that the factor structure is congruent across different groups, indicating a Emotionally Stable underlying structure of the (five factor-pure) scales. Broadly speaking, the facet scales correlate with their two associated factors and are either not correlated, or weakly correlated with the other factors. A similar confirmation is found if we correlate the facet scales with the factor-pure scales. Although more research should be done into differences between native and non-native Dutch speakers, it has already been convincingly demonstrated that cultural background has little influence on the scale scores and no influence on the factor structure. No relationships are expected between intelligence and personality traits, apart from a small but negative correlation between Goal-oriented and general cognitive abilities. Assessio Bloom has also analysed the correlation between QPN and other Big-Five questionnaires. Specifically, results show substantial correlations between QPN and FFPI. We also found that QPN results and QDN results (i.e., questionnaire that examines work motivation) correlate in the expected direction. The same can be said about the correlation between QPN results and results from a questionnaire examining coping with change.

In summary, our research indicates that QPN scales behave according to theoretical principles and show the expected correlations with variables outside the personality domain. Thus, it can be concluded that QPN presents a good construct validity.



6.1.3 Predictive Validity

We have conducted various studies to test the predictive validity of QPN. Specifically, we studied the relationship between QPN scores and work success or other performance criteria. The scores seem related to various success factors such as performance assessments and training results. In this paragraph, we offer a brief summary of different study results. For example, we found a strong correlation between the QPN scores and the performance of aspiring occupational therapists. In a study on assistant physicians, we found that the scores on the Conscientious scale correlate with medical knowledge. Furthermore, among trainees of the central government, we found various correlations between personality and performance (i.e., as rated by the trainee's managers). In addition, we found significant correlations between personality traits and eleven competencies that are relevant for working within the government.

6.2 QPI

The QPI items are based on the QPN Big-Five items. There are 12 (8 positive and 4 negative) items per scale. The items have been slightly modified (e.g., to have a similar level of social desirability) to be suitable for analysing them in pairs.

6.2.1 Reliability

Internal consistency (Cronbach's alpha) was checked on a group of 185 individuals (41% female, with an average age of 42, tested in a non-selection setting). The internal consistency is similar to that of the QPN and meets the requirements set by the COTAN.

Scale Personality QPI	α
Extrovert	.84
Agreeable	.79
Conscientious	.86
Emotionally Stable	.88
Innovative	.86

Table B2.2 Reliability of the QPI scales (i.e., Cronbach's alpha), N=185

6.2.2 Test-retest Reliability

The correlation between two QPI profiles of the same person (i.e., estimated at different time points) was also checked. The time between the two testing sessions was maximum one year. We see substantial correlations, which indicate a reliable measurement over time.

Scale Personality QPI	r
Extrovert	.72
Agreeable	.65
Conscientious	.77
Emotionally Stable	.63
Innovative	.64

Table B2.3 Test-retest reliability of the QPI scales, N=80

6.2.3 Construct Validity



Due to the strong connection between the content of the two versions, the relationship between QPN and QPI can also provide an estimation of the construct validity of QPI (i.e., Is it really the case that the two versions measure the same construct?). Overall, the results indicate strong correlations between QPN and QPI, thereby supporting the idea that they measure the same personality traits.

QPI/QPN Scales	r
Extrovert	.57
Agreeable	.42
Conscientious	.53
Emotionally Stable	.54
Innovative	.53

Table B2.4: Correlations between the versions QPN and QPI, N=644.

Another study that has been done to provide insight into the construct validity of QPI examined the relationship between the ranked scores of both instruments.

For each personality trait, the table below shows the percentage of test-takers who had that particular trait ranked as their highest. This was calculated for both the QPI and the QPN, so that the results can be compared. For instance, 54% of the people had Extrovert ranked as their highest trait by both QPI and QPN. By contrast, only 6% of people had Extrovert ranked as their highest trait by one test, and Conscientious ranked as their highest trait by the other test.

Scale Personality QPI row, QPN column	Extrovert %	Agreeable %	Conscientious %	Emotionally Stable %	Innovative %
Extrovert	54	11	6	11	19
Agreeable	11	50	10	12	16
Conscientious	16	23	35	17	10
Emotionally Stable	8	6	16	48	22
Innovative	12	17	10	16	45

Table B2.5 Percentage highest scores (if the Big Five scores are ranked) for QPN and QPI, N=627.

It can be seen that the highest percentage for the highest ranking score always occurs on the scales with the same content background. This percentage is also significantly higher everywhere than for the other scales (Kappa).

6.3 QPM

Unfortunately, it is not possible to determine the internal consistency of this questionnaire, due to its specific nature. Because of its target group, it is also less common for users to re-take the test or complete an additional personality questionnaire. Therefore, we did not have sufficient data to calculate test-retest reliability or investigate the correlations between QPM scores and QPN or QDN scores.



7. Appendix 3: Overview of the Talents

The Big Five traits are central to the Q1000 Personality model. Research shows that these are the most defining personality characteristics of someone and that any other characteristics can be interpreted as a combination of these five. The reported talents are determined by combining the scores on each Big Five trait with the score on their respective facets. Thus, we are able to compute scores for 20 different talents. Below there is an overview of all talents. This includes their definitions, their underlying personality traits, as well as the strengths that are associated with them.

In the talent report, we give an overview of the candidates' talents, ranked from the strongest to the weakest. The top two to three talents will best describe the candidate, while the last two to three will be less characteristic of the candidate.

Talents Related to <i>Extrovert</i>	Definition	In Combination with the Facet:
Energetic	Is energetic and positive	▪ Decisive
Driven	Expresses ideas with enthusiasm and conviction	▪ Persuasive
Likable	Is cheerful and sociable	▪ Contact-oriented
Contact oriented	Handles contacts with ease and agility	▪ Socially-skilled

These talents mainly contribute to *managerial strength**.

Talents Related to <i>Agreeable</i>	Definition	In Combination with the Facet:
Connecting	Is empathetic and focused on the wellbeing of others	▪ Contact-oriented
Committed	Is dedicated and loyal	▪ Constructive
Tolerant	Is tolerant and accommodating of others	▪ Self-controlled
Interested	Shows interest in others, empathizes	▪ Inquisitive

These talents mainly contribute to *social strength**.

Talents Related to <i>Conscientious</i>	Definition	In Combination with the Facet:
Tactful	Is diplomatic and considerate	▪ Socially-skilled
Devoted	Is conscientious and disciplined	▪ Constructive
Organized	Works systematically and accurately	▪ Structured
Steady	Sticks to his/her goals	▪ Goal-oriented

These talents mainly contribute to *influential strength**.



Talents Related to <i>Emotionally Stable</i>	Definition	In Combination with the Facet:
Strong-willed	Is a go-getter and has an impact	▪ Decisive
Balanced	Is stress resistant and balanced	▪ Self-controlled
Focused	Is focused and attentive	▪ Structured
Brave	Has courage and trusts in their own abilities	▪ Self-confident

These talents mainly contribute to *personal strength**.

Talents Related to <i>Innovative</i>	Definition	In Combination with the Facet:
Inspiring	Creates change, encourages others	▪ Persuasive
Open-minded	Is open to other ideas, is unbiased	▪ Inquisitive
Eager to learn	Is curious and action-oriented	▪ Goal-oriented
Resourceful	Is innovation-oriented and resilient	▪ Self-confident

These talents mainly contribute to *mental strength**.

* We distinguish between five different strengths: (1) managerial strength (i.e., effectively managing situations and people), (2) social strength (i.e., establishing and maintaining social relationships with ease), (3) influential strength (i.e., achieving high-quality results), (4) personal strength (i.e., effectively dealing with setbacks), and (5) mental strength (i.e., effectively using your cognitive abilities). Each strength is made-up of behaviours that have the same goal or effect. However, a single talent can contribute to more than one strength. For more information, see Q1000 Strengths (QK360).



8. Appendix 4: Overview of the Competencies

Based on QPN, it is also possible to generate a report in which personality traits are translated into competencies. A competency is understood as the ability to achieve work results by showing the necessary behaviour. Possessing certain competencies can depend on many factors (e.g., personal characteristics, professional knowledge, etc.). In this report, the emphasis is on personal characteristics and the behaviours that someone shows in practice. Together, these can provide an estimation of future (work) behaviour. For some competencies, cognitive abilities are also considered. However, this is only possible for the candidates who had completed a cognitive abilities test, in addition to QPN.

The competencies assessed by Assessio Bloom are based on the work of Spencer & Spencer (1993). They have come up with a broad competency framework, based on 20 years of international research. Specifically, they have derived 21 competencies from 760 different behavioural indicators. These competencies were further divided into 6 clusters. The table below provides a description of the Assessio Bloom competencies, grouped into clusters. For each competency, the associated traits are provided.

Achievement-oriented Behavior	Definition	Traits
Achievement orientation	The degree to which someone's behavior shows that they have an orientation towards achievement and success.	Goal-oriented Constructive
Planning and organizing	The degree to which someone structures and organizes their work.	Conscientious Structured
Initiative	The degree to which someone perceives opportunities and problems, and acts accordingly.	Decisive Persuasive Innovative
Problem orientation	The degree to which someone considers, explores and questions matters from different angles.	Inquisitive Conscientious

Interpersonal Behavior	Definition	Traits
Customer orientation	The degree to which someone detects and satisfies their customers' wishes and needs. Giving priority to the provision of services and satisfying customers.	Inquisitive Innovative Socially-skilled
Interpersonal understanding	The degree to which someone listens to others, correctly interprets non-verbal signs, and is aware of how their behaviour affects others.	Agreeable Inquisitive



Cooperation	The degree to which someone fosters collective success, cooperation, and harmony in a group.	Contact-oriented Constructive
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Influencing Behavior	Definition	Traits
Persuasiveness	The degree to which someone is capable of influencing other people's opinions and/or manages to get other people's approval for proposals, plans, and ideas.	Persuasive Self-confident Socially-skilled
Awareness of the environment	The degree to which someone understands the social dynamics in their (organisational) environment and acts accordingly.	Socially-skilled Constructive
Relationship building	The degree to which someone is able to establish and maintain relationships with people at different levels.	Contact-oriented Goal-oriented

Leadership Behaviour	Definition	Traits
Leadership	The extent to which someone exhibits the appropriate leadership behavior for their position and situation.	Decisive Contact-oriented Persuasive
Developing others	The extent to which a person makes an effort to identify the developmental needs of others, and is willing to guide and support others in their development.	Inquisitive Persuasive

Problem-solving Behavior	Definition	Traits
Problem analysis*	The extent to which a person is able to understand the causes and consequences of a problem or situation.	Reasoning (Fluid) Conscientious
Vision*	The extent to which someone understands problems or situations in a larger context and uses their insights to create a vision.	Cognitive ability Innovative
Expertise	The degree to which someone gathers, applies, and develops knowledge and skills for themselves or to help others.	Inquisitive Innovative Persuasive

Personal Behaviour	Definition	Traits
Confidence	The degree to which someone trusts their own know-how and ability to decide and form an opinion, whatever the circumstances.	Self-confident
Self-control	The degree to which someone manages to control their personal	Self-controlled Emotionally Stable



	impulses/ emotional reactions, evoked by stressful circumstances.	
Flexibility	The degree to which someone is able to adapt to changing insights, methods, and circumstances. Willingness to change priorities, strategy or behaviour.	(Not) Conservative Decisive
Organisational commitment	The degree to which someone aligns their own behaviour the need, priorities, and objectives of the organisation.	Constructive

Skills	Definition	Traits
Oral* expression	The extent to which someone is able to clearly convey information and ideas in spoken language.	VCAP Persuasive Extrovert
Written* expression	The extent to which someone is able to clearly convey information and ideas in written language.	VCAP Persuasive

* For the competencies marked with a star, the scores on the Q1000 Cognitive Abilities QCM(V) or QCH(V) are also used. If only QPN has been taken, no score will be available for these marked competencies.



9. Appendix 5: Overview of the Leadership Roles

The different demands placed on managers require them to fulfil distinct roles. Quinn (e.g. 1988, 1996) has done a lot of research on management roles. Based on his research results, he formulated the Competing Values Model. This model acknowledges that organisations constantly deal with the tension between internal and external demands (i.e., goals that are related to the internal processes of the organisation and goals that are related to how the organisation positions itself amongst its competitors). In addition, organisations should also balance the need for change and flexibility with that for stability and control. Based on how they prioritize these competing goals and values, organisations can lean towards 1 in 4 distinct types of culture – prioritizing people, innovation, control, or results. Within these cultures, 8 management roles can be defined. The table below presents a brief description of these roles and how they relate to the QPN traits.

Results-focused culture (i.e., achieving results is key)		
Role	Definition	Traits
Producer	The Producer increases productivity by aligning organisational goals with the market demands. They are decisive, goal-oriented, and contact-oriented.	Contact-oriented Goal-oriented Decisive
Leader	The Leader gives direction by formulating the mission and vision of the organisation, establishing policies, clarifying goals, providing structure, deciding on assignments, and giving instructions. They are goal-oriented, structured, and confident.	Goal-oriented Structured Self-confident
Control-focused culture (i.e., maintaining control and stability is key)		
Role	Definition	Traits
Coordinator	The Coordinator plans and manages the progress of activities by arranging and organizing the work and minimizing conflicts between teammates. They are constructive, structured, and emotionally stable.	Structured Constructive Emotionally Stable
Controller	The Controller monitors the effectiveness of the team and prevents errors by checking whether people comply with the rules and meet their targets. They are thorough, constructive, and calm.	Conscientious Constructive Self-controlled
People-focused culture (i.e., keeping employees satisfied is key)		
Role	Definition	Traits
Stimulator	The Stimulator inspires others to work with enthusiasm and contributes to keeping a high morale. They are kind, calm, and good at managing social situations.	Agreeable Self-controlled Socially-skilled
Mentor	The Mentor makes an effort to identify the developmental needs of others and shows willingness to guide and support others in their development. They are inquisitive, kind, and flexible.	Inquisitive Agreeable Not conservative



Innovation-focused culture (i.e., generating innovation is key)		
Role	Definition	Traits
Innovator	The Innovator anticipates necessary changes and enables innovation. They are creative, flexible, and able to convince others of the usefulness of changes.	Persuasive Innovative Not conservative
Mediator	The Mediator acquires resources and acts as a spokesperson of the organisation. They are persuasive, contact-oriented, and outgoing.	Extrovert Contact-oriented Persuasive

