

# **PERSONALITY**

**Test Name:** 16 Personality Factor Questionnaire (16PF)**General Purpose:**

The 16 Personality Factor Questionnaire is a descriptive, as opposed to diagnostic, personality inventory that is designed to assess 16 "normal" personality traits. It is used in vocational settings to provide vocational and occupational comparisons which can then facilitate identification of occupational or career choices.

**Target Group:**

The established norm groups are high school students, college students, and adults. The 16 Personality Factor Questionnaire, on the surface, appears to have been well criticized by the reviewers in the Burrough's Mental Measurement, but on closer examination suggests that it actually fares quite well for a personality assessment instrument. Its reliability coefficients range from .45 to .93 and has been correlated to numerous other personality instruments.

**Test Administration:**

The test can be administered to groups or individuals, and requires anywhere from 35 to 60 minutes to complete, depending upon the form of the test being used.

**Testing Considerations/Accommodations:**

There are five forms (A-E), with Forms A/B requiring a 7th-grade reading level, C/D a 5th-grade level, and Form E a 3rd grade reading level. The test can be read to poor readers or persons with sensory impairments but is most appropriate with career-minded individuals looking toward college training or individuals trying to make "tough" educational choices. It may also be useful for individuals who have a history of job-hopping.

**Scoring/Interpretation:**

The 16 Personality Factor Questionnaire requires about 30 minutes to score by hand, or 1-2 weeks if mailed off for machine scoring. The computer-generated version yields relative strengths in eight occupational groups including artistic, community and social service, scientific professional, technical personnel, industrial/clerical, sales, administrative and supervisory personnel, and academic professions.

**Reviewer Comments:**

The test should be used as a descriptive rather than a diagnostic tool and does have some utility as a vocational guidance instrument. The skill level of the evaluator should be such that an understanding of not only the test but personality constructs are Present. It can be used for an assessment of temperaments, and has some relationship to learning styles. The traits that it measures are: reserved/outgoing, less intelligent/more intelligent, affected by feelings/emotionally stable, humble/assertive, somber/enthusiastic, expedient/conscientious, shy/venturesome, tough-minded/tender-minded, trusting/suspicious, practical/imaginative, forthright/astute, self-assured/apprehensive, conservative/experimenting, group dependent/self-sufficient, undisciplined/self-controlled, relaxed/tense.

**Test Name:** Alcohol and Drug Screening Questionnaire (Alcohol/DG. Screening)

**General Purpose:**

The purpose is to assess the need for a drug/alcohol treatment program.

**Target Group:**

The questionnaire should be administered to those clients with suspected chemical dependency.

**Test Administration:**

It consists of 40 questions to be answered yes, maybe, or sometimes, or no. All questions must be answered. It is untimed and takes an average of ten minutes. Can be administered to a group or individually.

**Testing Considerations/Accommodations:**

If a client is unable to read questions, it may be administered orally.

**Scoring/Interpretation:**

The "maybe" answers are totaled then halved. This is added to the total of yes answers. This is the raw score to be used with the following scale: 0-8, Abstinence or occasional drinker, 9-15 Maybe problems (possible ANNA meetings recommended), 16+ definite problems (formal treatment program recommended).

**Reviewer Comments:**

This screening questionnaire is primarily used by the Chemical Addictions Program, Inc., P.O. Box 9269, Montgomery, Alabama 36108-0269 to determine the need and urgency for a formal treatment program for the chemically addicted. It is useful in helping those clients with a suspected alcohol/drug problem.

**Test Name:** Mooney Problem Checklists (MOONEY)

**General Purpose:**

The Mooney Problem Checklists were developed to help individuals express their personal problems.

**Target Group:**

Four different checklists are available: Adult, college, high school and junior high school.

**Test Administration:**

Designed to be self-administered.

Can be used with groups or individually.

No time limit; most will complete checklist in 20-30 minutes, although some may need up to one hour. Individuals underline all items of concern, circle those of the most concern, and then answer summary questions in their own words.

**Testing Considerations/Accommodations:**

Manual states that the language is simple and readily understood by individuals of varying educational backgrounds; however, students and adults with very low reading levels may have difficulty and may not feel comfortable asking for help due to the nature of the items. Particularly with high school students, be sure each person can fill out checklist without interference or observation of others.

**Scoring/Interpretation:**

The checklist may be used with students as a screening device to identify those who may need counseling. It may be used with adults as a counseling tool, to help identify specific issues. This is not a test and does not yield scores such as percents or percentiles. Items, which have been circled, are counted, and items, which have been underlined, are counted. Items are grouped into categories such as Health, Personal, Occupational Sex, Religions, etc. Areas with a high number of items marked should be examined. Items, which have been marked, give the counselor/evaluator/teacher a quick review of the individual's concerns, and give a "green light" for discussion of those problems.

**Reviewer Comments:**

The checklist is constructed so that the problems are grouped horizontally across the three inside pages to help prevent the tendency of some to skip entire sections. The summary questions on the last page can be thought of as optional, but an individual's willingness to answer them may give an indication of how receptive a person may be to discussing the problems. Regardless of a person's writing skills, the answers they give provide excellent information about the individual's insight and focus.

**Test Name:** Myers-Briggs Type Indicator (MBTI)**General Purpose:**

The Myers-Briggs Type Indicator is considered an assessment of personality based on Jung's Theory of Type. It provides information relative to Jung's four bipolar aspects of personalities: introversion-extroversion, sensing-intuition, thinking feeling, and judging-perception.

**Target Group:**

Numerous studies have been conducted on the Myers-Briggs Type Indicator, many of which are contained in the manual. Its' initial norm groups were high school and college students with the current validity studies conducted on various employed occupational groups. Split-half reliability studies indicate a range of .60 to .94 and seem to be higher for persons with higher levels of education. This inventory is appropriate for most of the groups served in rehabilitation settings with the notable exception of persons with mental retardation. The test, being untimed, can easily accommodate persons with sensory impairment.

**Test Administration:**

The test can be group- or individually-administered, is untimed and requires about 20 to 30 minutes to complete, depending on reading and processing speed.

**Test Considerations/Accommodations:**

This test can easily be accommodated for persons with sensory impairments, but should not be used with lower-functioning clients. The reading level is approximately the 5th grade.

**Scoring/Interpretation:**

The test has several versions, one of which is self-administering and self-scoring. It can also be machine scored, or scored by the evaluator using plastic overlays. There are a number of different reports which can be obtained from the Myers-Briggs, ranging in length from one paragraph to several pages. The interpretation of the Myers-Briggs depends largely on the expertise and familiarity of the evaluator. The test has heavy vocational significance, particularly when relating the personality type to temperaments and learning styles.

**Reviewer Comments:**

Myers-Briggs Type Indicator is a good personality, temperament, and learning styles assessment which has career planning application. Although the inventory has been used in other settings (i.e., relationship counseling, interpersonal communication styles in business and personnel, etc.), its application for evaluators is to facilitate formulation of career objectives. When used properly, the Myers-Briggs Type Indicator is an excellent test, although it attempts to measure an obscure construct.