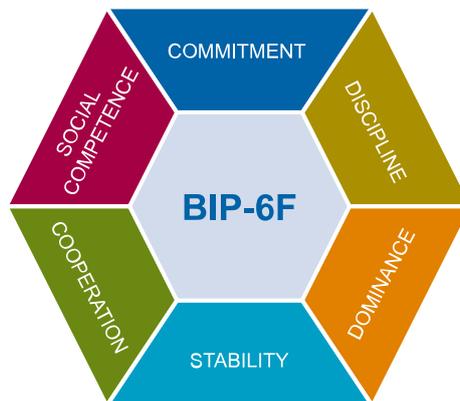# BIP-6F

Business-focused Inventory of Personality - 6 Factors
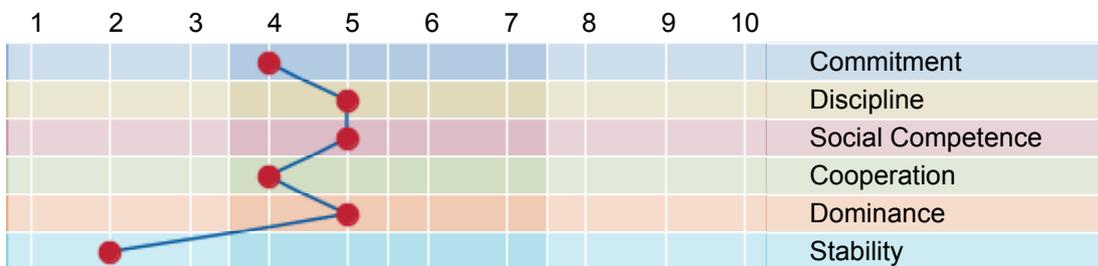

Report Sample
ID 13216-189
Date 13/10/2015

Self-Rating

1. Edition

hogrefe

OVERVIEW

Summary profile

	1	2	3	4	5	6	7	8	9	10	
				●							Commitment
					●						Discipline
					●						Social Competence
				●							Cooperation
					●						Dominance
		●									Stability

Structure of this report

■ Narrative

Notes for participants
Technical notes

■ Profile sheet

■ Table of scores

■ Scale details

■ Item-level analysis

■ Response statistics

Only qualified psychologists or appropriately trained test administrators should interpret psychometric test results. Please follow the relevant guidelines from the appropriate professional body.

INTRODUCTION

This report begins by providing some background information on the Business-focused Inventory of Personality – 6 Factor (BIP-6F) assessment. Following this, you will find advice for interpretation of the results. The results themselves are provided in detail in the second part of the report.

The BIP-6F is frequently used to assist in the discussion and planning for an individual's professional development. The results can, however, be used more generally – for example, for personal development – if desired. At the end of this section you will find some suggestions related to this more general use.

About the BIP-6F

The Business-focused Inventory of Personality – 6 Factor (BIP-6F) is a psychometric measure used to explore an individual's different personality traits. The main benefits of the BIP-6F are that it has been **scientifically developed** and includes **practically-oriented** scales that are used in a **systematic** and **professionally-relevant** way.

Scientifically developed

The BIP-6F was developed over the course of several years at Ruhr University in Bochum, Germany. Various pilot versions of the measure were trialled with several thousand employed individuals in order to refine and hone the instrument. Rigorous statistical analyses of the results (from the pilot versions through to the published measure) have ensured that the BIP-6F is psychometrically-sound and reliable.

Practically-oriented

It has been shown that, aside from possessing the necessary technical skills for a role, specific **personality traits** exist that have an impact on how well an individual fulfils the requirements demanded by his/her profession. These traits affect how much the individual accomplishes in the role, as well as the individual's own job satisfaction. In a professional context – for example, in recruitment, development or succession planning – insight into these traits and their effects can be invaluable. Incorporating such psychometric knowledge will undoubtedly improve the quality of employee-focused business decisions.

In the BIP-6F, six of the most professionally-relevant personality traits are focused upon, and are termed 'factors'. These factors are Commitment, Discipline, Social Competence, Cooperation, Dominance and Stability.

Systematic

The BIP-6F provides six distinct factor scores by measuring a test taker's responses to a range of statements, each of which relates to one of the six factors. The statements are presented to the test taker as a self-rating questionnaire, i.e. the test taker assesses his/her own behaviour in a professional context by rating how far each of the 48 statements apply to him/her in a work environment.

The statements themselves concern a variety of personality facets: for example, career orientation or enthusiasm. Since the BIP-6F factors represent very broad aspects of personality, each factor consists of several such facets. The test taker's results are grouped into the six factors; the diagram below shows which facets relate to which factors, as well as each factor's 'key' question, designed to illustrate the focus of each factor. For example, for the Commitment factor, the key question is 'How committed are you to pursuing professional goals?' and the facets are career orientation, achievement striving and competitive orientation. The interpretation of results provided in the second part of this report will make use of these factor descriptors.

Professionally-relevant

In contrast to many other assessments which study personality, the BIP-6F has a distinct professional focus. This professional focus is evident in two ways: firstly, only professionally-relevant personality traits are included; secondly, all of the statements in the questionnaire are business-focused, i.e. they relate solely to behaviour and situations within a professional context. Behaviour and personality outside of work are not covered by the BIP-6F.
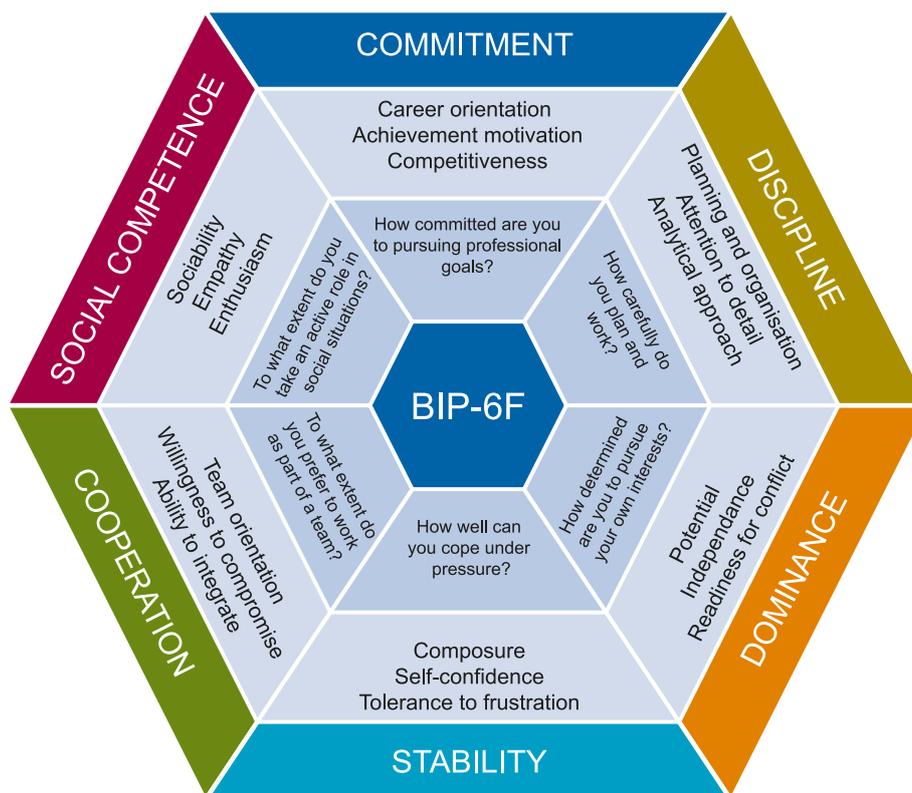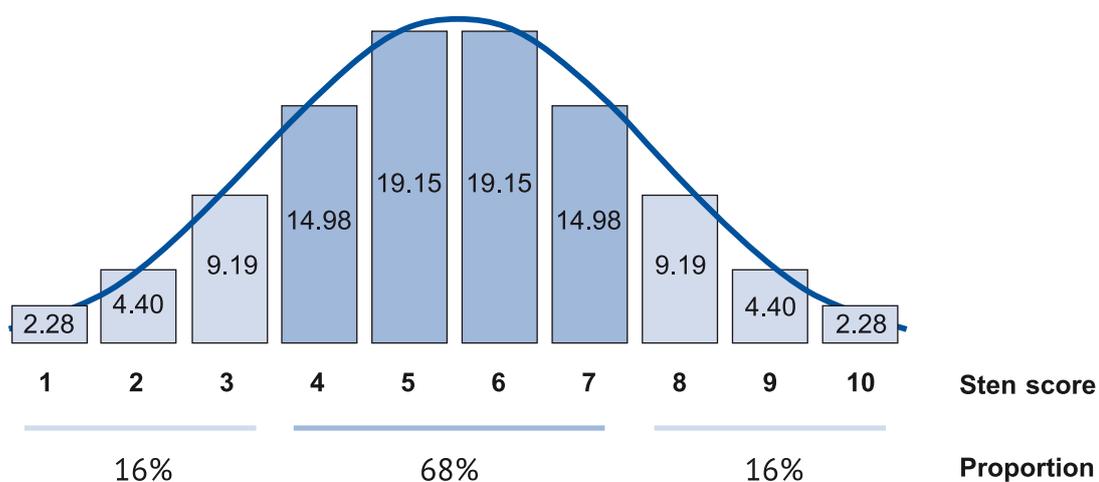
Advice for the interpretation of results

Aspects of personality cannot be measured on a scale with a firmly defined zero. Thus, when interpreting a psychometric test of personality, the statement 'Mr X has a high Social Competence score' actually means 'Mr X has a high Social Competence score compared to other people'.

Scientifically-developed assessments such as the BIP-6F do not claim to provide a definitive 'high' or 'low' score for a specific personality trait. Instead, they provide a comparison of the test taker's results with a relevant group of people (the 'reference' or 'norm' group). This naturally means that the results will alter depending on the reference group chosen for the comparison. For example, the Social Competence score for an individual could be relatively high when compared to the whole population, but in turn could be relatively low when compared with the individual's work colleagues.

The 'Whole sample' reference group was used for the evaluation provided here. The results are generated as follows: when taking the questionnaire, the test taker assesses to what extent the 48 statements are relevant to him/her. Each of the test taker's answers are related to one of the six factors. For each factor, a 'raw score' is calculated from the corresponding responses. Each raw score is then compared to the raw scores of the people in the reference group (in this case, the 'Whole sample' reference group). The result of the comparison is then presented on a 10-point scale, i.e. as a Sten score.

In a normal distribution of scores, the majority of scores fall in the average range, and extreme scores are rare. On a Sten scale, we would expect that around the four average scores (from 4 to 7) there will be a cluster of results, i.e. approximately 68% of the people in the reference group. At the same time, there will be approximately 16% above and approximately 16% below the 'average' band. If the test taker's Sten score falls between 4 and 7, then the test taker's score for this factor is average for the reference group. If the Sten score is above or below the average band, this indicates a correspondingly higher or lower score. If an extreme Sten score – i.e. 1 or 10 – is shown, this indicates that a similar score for this factor on the BIP-6F is only found in a very small percentage (around 2%) of the reference group.

Sten score	1	2	3	4	5	6	7	8	9	10
	2.28	4.40	9.19	14.98	19.15	19.15	14.98	9.19	4.40	2.28

Proportion: 16%   68%   16%

'PR' in the diagram stands for percentile rank. This indicates how many people in the reference group are assigned a raw score which is as high or as low as the test taker on a particular factor. If, for example, the test taker's score is Sten 6, then 69% of the reference group received the same or a lower raw score for that factor, while 31% of the reference group received a higher raw score for that factor.

In the second section of this report you will find your results, as well as some information on the BIP-6F factors. Please note the following advice when interpreting results:

1. If your scores were compared with another reference group, the results would be different.
2. The BIP-6F's factors have been selected because they are relevant in the workplace. They do not, however, give an exhaustive account of human personality. Likewise, personal characteristics, such as previous experience and subject knowledge, will play a significant role in an individual's work life.
3. It cannot be assumed that high scores on the BIP-6F will equate to professional success. Instead, the scores on the BIP-6F, much like technical skills, should match the **demands of the role**; this will ensure the greatest benefit to the employee and the organisation. Not all factors will have the same relevance to all roles, and in many cases average scores could, for example, be notably more desirable than particularly high or low scores. As a result, there are no value judgements provided by the BIP-6F. Rather, test users and test takers should always keep in mind the following when interpreting results: the test taker's current position, the test taker's career to date, and, above all, the test taker's personal development goals.

How to get the most out of the BIP-6F

Many individuals also like to use their BIP-6F results to guide their professional and/or personal development. With this in mind, we offer the following suggestions.

Reflecting on results

The remaining pages of the report provide a systematic summary of your BIP-6F results. As the BIP-6F is a self-assessment, the findings should not be too unexpected. However, the analysis should enable you to consider anew your behaviour in different professional situations. You should consider results factor by factor: does anything strike a chord with you in particular? Are there any contradictions or surprises?
Behaviour is influenced both by personality and by the specific situation in which an individual finds him/herself at the time. Which previously experienced situations do the descriptions bring to mind? In which kinds of situations do you exhibit the behaviour described in your results? In which circumstances do you act differently, if necessary?

Contrasting self and others' views

The BIP-6F results relate to your self-image. In order to gain a realistic assessment of your personality, it would be helpful for you to compare your self-image with the views of another. You could discuss your results with a person of trust. During this discussion, you should have to hand your BIP-6F results, as

well as an explanation of the BIP-6F's factors. Does the trusted person recognise you from the results? Are there some aspects where they find little or no similarity? You should try to discover your own 'blind spot', i.e. an aspect of personality which we do not notice in ourselves, though other people do (e.g. strength in leadership, related to the Dominance factor in the BIP-6F).

Comparison with role requirements

You could discuss with people from your professional or private life the sorts of requirements you are expected to satisfy, and whether or not, in the eyes of the person to whom you are talking, you are seen to meet these expectations. You could also ask the trusted person whether they can suggest any changes you could make in order to better meet such expectations, e.g. 'What should I actually do in this or that situation in order to meet the demands/expectations placed upon me?'

Personal development

Many people want to be actively involved in their personal and professional development, rather than wait to be recognised, developed and promoted by others. General advice for doing this would be to persevere systematically and patiently: setting your own development goals and overseeing your own progress. Further, you could actively seek out support where necessary, for example from managers, colleagues, friends, a partner or a coach. Alongside this, you can orient yourself towards actual situations and behaviours, for example by considering the following questions:

1. Which situations do you find challenging?
2. What beviour would you like to show in these situations?
3. In which situations are you already successful?
4. Which of your strengths and resources can you fall back on to help in new or challenging situations?
5. In which situations would it be easy for you to try out new approaches?

You should watch out for small signs of progress in yourself – be patient and realistic, and allow the necessary time for changes to occur.

YOUR RESULTS

In the following section, your results will be described in comparison to those of a reference group. For this report, the 'Whole sample' reference group was used.

Commitment
How committed are you to pursuing professional goals?

The Commitment factor explores an individual's level of commitment to pursuing professional goals. It includes the following facets: career orientation, achievement motivation and competitiveness.

Your value compared to the 'Whole sample' reference group:

1	2	3	4	5	6	7	8	9	10
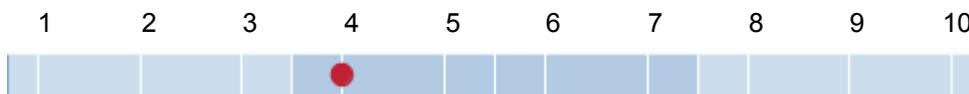
In comparison to the reference group, you do not consider professional success an unparalleled priority. Much more important for you is a work–life balance. Hence you would have significant reservations when considering an opportunity that would prioritise work over your private life for the medium to long term.

You can be inspired by situations involving difficult tasks or some level of competition with others. However, it is not particularly important for you to be the top performer in every aspect of your work. Your ambition is not of a level where you would always be prepared to go the extra mile to the detriment of other areas of your life.

It might be interesting for you to examine the Commitment factor question ('How committed are you to pursuing professional goals?') to establish what motivates and drives you. In which situations do you feel committed? When does a particular topic or task capture your imagination and commitment? While your interests and values may lie outside the world of work, it may be possible to orient yourself, or take certain opportunities, so that your interests and values can find some level of fulfilment within a work context.

Discipline
How carefully do you plan and work?

The Discipline factor looks at how carefully an individual plans and works. It includes facets such as planning and organisation, attention to detail and analytical approach.

Your value compared to the 'Whole sample' reference group:

1	2	3	4	5	6	7	8	9	10

You manage to find a certain balance between being careful and pragmatic in your planning and work. You consider each task independently to determine whether a spontaneous, practical approach is the most appropriate, or whether you should invest a lot of time and energy in the initial planning stages in order to reach the best possible outcome.

When faced with a decision, you strive to assess your options quickly with the information currently available to you. In this way you are able to make decisions even when there are unknowns. In comparison to the reference group, you prefer to plan systematically, but in the face of unexpected changes you are still able to respond flexibly.

To optimise the way you choose to handle different types of task, it might be helpful for you to consciously analyse your methods: which tasks require a more measured and careful approach, and which require a speedy resolution above all else? What type of decisions can really be made quickly without detrimental effect, and which would benefit from deeper consideration despite this lengthening the decision-making process?

Social Competence

To what extent do you take an active role in social situations?

The Social Competence factor explores the extent to which an individual is active and engaged in social situations. It includes facets such as sociability, empathy and enthusiasm.

Your value compared to the 'Whole sample' reference group:

1	2	3	4	5	6	7	8	9	10
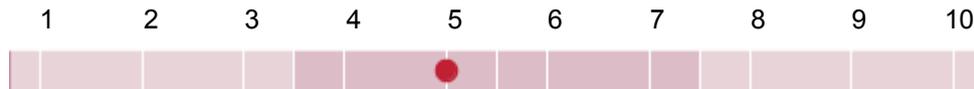
In comparison to the reference group, you describe yourself as someone who values contact with others. You enjoy regular social commitments, though you also like to reserve some time for yourself. You are generally happy to open up to other people and you enjoy making new acquaintances.

In smaller groups and with people you know, you are socially at ease. Only with people you don't know or in larger groups do you sometimes behave in a more reserved manner and actively avoid becoming the centre of attention.

Although your balanced approach to socialising already indicates that you modify your approach according to the situation you are in, it might also be worthwhile for you to obtain feedback from trusted people in your professional circle regarding how you interact with others and what levels of sociability are expected from you professionally. Gaining knowledge of others' expectations in this regard will provide you with insight into whether taking a more or less active role in social situations at work might be necessary or desirable.

Cooperation

To what extent do you prefer to work as part of a team?

The Cooperation factor looks at how much an individual prefers working with others as opposed to working independently. Along with an individual's orientation towards teamwork, this factor considers an individual's willingness to compromise and their ability to integrate effectively with others.

Your value compared to the 'Whole sample' reference group:

1	2	3	4	5	6	7	8	9	10
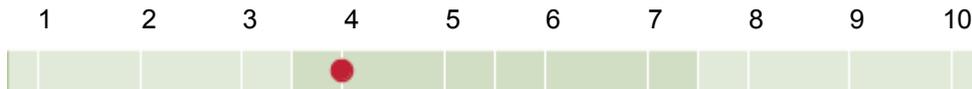
In comparison to the reference group, you generally prefer to work alone, and, if possible, without the help of others. You often feel that you achieve your best results when working alone. When necessary, however, you are not averse to working as part of a team.

Due to the increased complexity of the modern world of work, many professional environments place primary importance on interdisciplinary teamwork. It is therefore important to be aware of the types of tasks which demand some level of cooperation with others – for example, tasks where optimal results are the top priority, or wide-ranging decisions must be made. By consciously considering whether a task would be best undertaken by a team, you may discover opportunities to cooperate with others that can bring advantages and development opportunities to all involved.

Dominance

How determined are you to pursue your own interests?

The Dominance factor explores the extent to which an individual prioritises their own interests. Its facets cover the individual's potential, independence and readiness for conflict.

Your value compared to the 'Whole sample' reference group:

1	2	3	4	5	6	7	8	9	10

Your score on the Dominance factor is similar to most people's in the reference group. This suggests that you possess an average level of dominance.

You strike a balance at work between striving for harmony and being prepared for conflict. You will choose whether to put your own interests across more forcefully, or hold back somewhat, according to the situation. If you are convinced that you are able to make a worthwhile contribution, you feel compelled to convince others of your opinion. However, dominating others or forcing your opinion on them is not your priority. Depending on the situation, you may hold back, when necessary, to avoid conflict, or to give priority to what you believe is the best solution. During discussions with colleagues who can be confrontational, or when considerable opposition is expected, you are not keen to lead the process.

For the purposes of your personal development, you could try to reflect more consciously on your level of dominance: in which situations could it be worthwhile to be more assertive? When – for example, in which types of discussions – does it take more or less effort to make your voice heard? And when is a harmonious team dynamic the priority, and thus may require a more restrained approach?

Stability
How well can you cope under pressure?

The Stability factor looks at how resilient an individual is under stress. It includes the facets composure, self-confidence and tolerance to frustration.

Your value compared to the 'Whole sample' reference group:

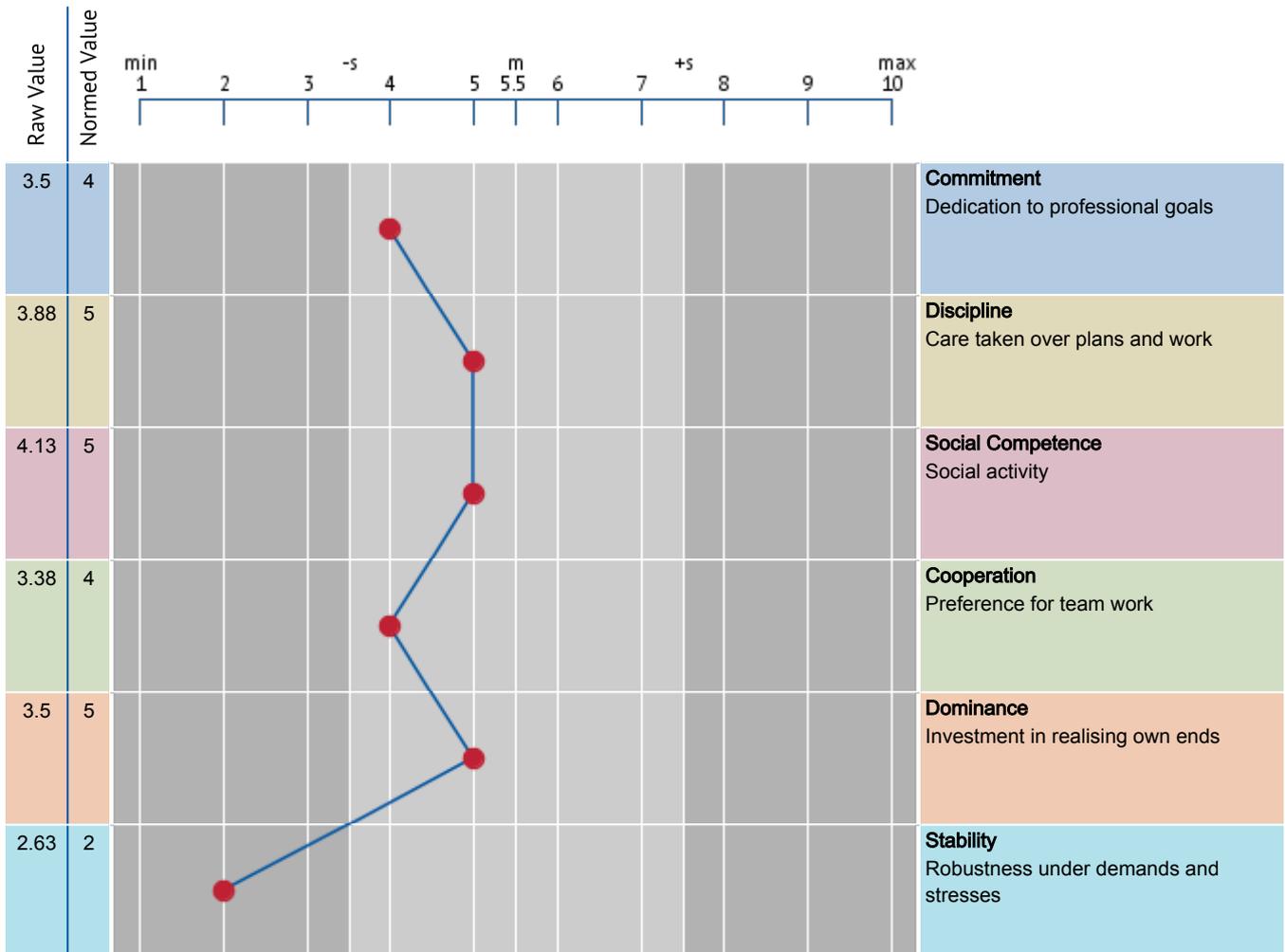| 1	2	3	4	5	6	7	8	9	10
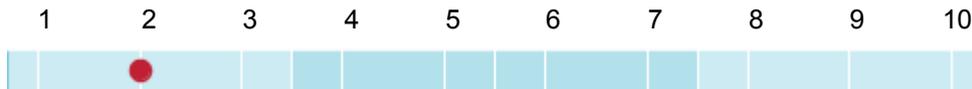
In comparison to the reference group, you describe yourself as feeling rather nervous and not very resilient in the face of problems. Even unfounded criticism can deeply affect you. It is more difficult for you to forget about past mistakes than it is for others, and you can also struggle to motivate yourself if your goal is long-term or poorly defined. When facing major difficulties in a project, you are likely to form serious doubts about whether you are up to the demands made of you. When meeting others, or in situations where you feel under pressure, you often feel insecure and can sometimes react emotionally.

To assist in maintaining your professional capability for the long term, it could be helpful for you to work on your sense of stability. It may be useful, for example, to consider those tasks which led to personal successes, and to consciously acknowledge and analyse these successes: which of your personal strengths and resources helped to realise these achievements? Where else can you capitalise on these strengths? It may also be useful, in situations where you do feel under pressure, to take a step back and assess the situation as objectively as possible. Asking a trusted colleague for feedback on the situation can also provide an alternative perspective. Constructive feedback can be used to strengthen your self-confidence and highlight areas for potential development.

PROFILE SHEET

Business-focused Inventory of Personality - 6 Factors | Self-Rating
Whole sample - Sten Score (5.5+2z)

Raw Value	Normed Value		Factor
3.5	4		**Commitment** — Dedication to professional goals
3.88	5		**Discipline** — Care taken over plans and work
4.13	5		**Social Competence** — Social activity
3.38	4		**Cooperation** — Preference for team work
3.5	5		**Dominance** — Investment in realising own ends
2.63	2		**Stability** — Robustness under demands and stresses

Scale: min 1 — 2 — 3 — -s 4 — 5 — m 5.5 — 6 — 7 — +s 8 — 9 — max 10

TABLE OF SCORES

Business-focused Inventory of Personality - 6 Factors | Self-Rating		
Whole sample - Sten Score (5.5+2z)		
Scale	**Raw val**	**Normed val**
Commitment	3.5	4
Discipline	3.88	5
Social Competence	4.13	5
Cooperation	3.38	4
Dominance	3.5	5
Stability	2.63	2

SCALE DETAILS

Commitment
Whole sample - Sten Score (5.5+2z)

Raw val	3.5
Normed val	4
Missing vals	0
Confidence interval	[2 - 6]
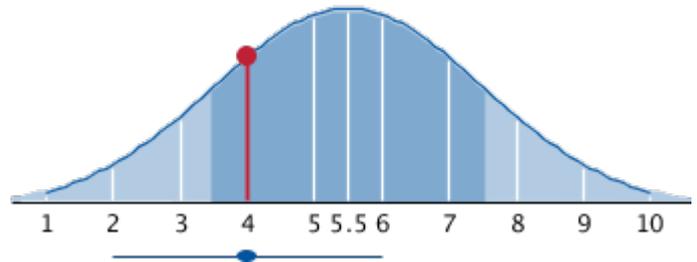
Dedication to professional goals

Low Value
• does not consider job more important than free time
• describes himself/herself as less ambitious
• is content with average achievements
• does not see himself/herself as instigator of change
• avoids competitive situations

High Value
• attaches more importance to work than free time
• is really ambitious
• always wants to achieve the best possible results
• regards himself/herself as the driving force for progress and change
• is motivated by competition

Discipline

Whole sample - Sten Score (5.5+2z)

Raw val	3.88
Normed val	5
Missing vals	0
Confidence interval	[3 - 7]
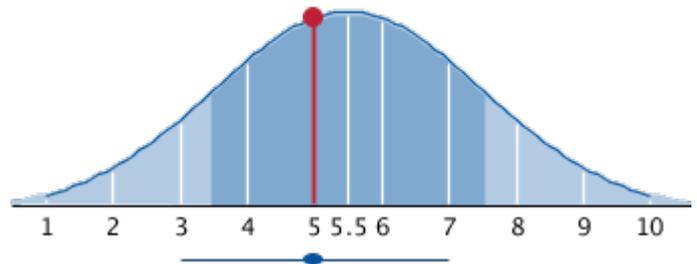
Care taken over plans and work

Low Value

- makes quick decisions, even in uncertain situations
- acts spontaneously
- does not value systematic planning
- does not pay much attention to details
- does not like to check the finer points

High Value

- only makes decisions after intensive analysis
- does not like to make decisions on the spur of the moment
- plans tasks systematically
- works very carefully and focuses on detail
- makes very accurate checks on results

Social Competence

Whole sample - Sten Score (5.5+2z)

Raw val	4.13
Normed val	5
Missing vals	0
Confidence interval	[3.5 - 6.5]
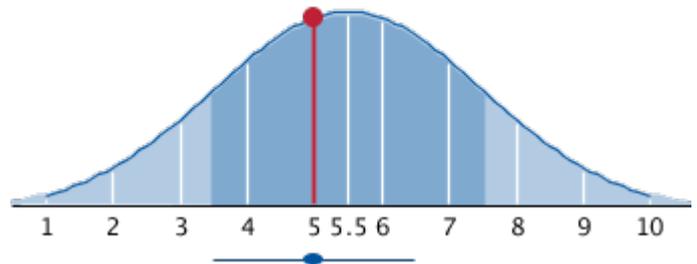
Social activity

Low Value

- operates rather cautiously and in the background
- behaves cautiously and passively in social contexts
- needs longer to get to know people
- is rather quiet and does not mix well socially; is not a leader of other people
- lacks confidence when dealing with people he/she does not know or with difficult people
- admits to having no understanding of different personalities

High Value

- likes to be the centre of attention
- willingly approaches others
- makes acquaintances quickly
- acts enthusiastically and can inspire others
- shows great competence and self-confidence when dealing with others
- has a good sense for different personalities

Cooperation

Whole sample - Sten Score (5.5+2z)

Raw val	3.38
Normed val	4
Missing vals	0
Confidence interval	[2.5 - 5.5]
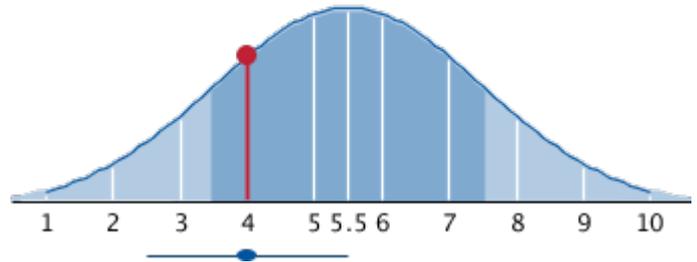
Preference for team work

Low Value

- prefers to work alone
- achieves the best results by working alone
- can develop his/her own strengths particularly when working alone
- is known as a 'lone wolf'
- does not like to arrange things with others
- does not actively seek to work with others

High Value

- likes to work together with others
- achieves the best results in a team
- can develop own strengths, especially when working in a team
- is known as a team player
- enjoys the process of coming to an agreement with others
- seeks interaction and working together with others

Dominance

Whole sample - Sten Score (5.5+2z)

Raw val	3.5
Normed val	5
Missing vals	0
Confidence interval	[3 - 7]
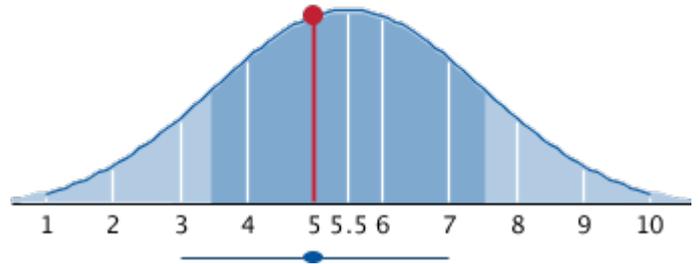
Investment in realising own ends

Low Value

- does not assert himself/herself in discussions and adopts other people's opinions
- prefers to give in to opposing views
- tends to give in to others
- is influenced by others' opinions
- strives for agreement and harmony
- avoids expressing criticism and provoking others

High Value

- strongly represents own opinion in discussions
- makes his/her position clear against opposition
- plays a dominant role when dealing with others
- thinks and acts independently
- accepts conflicts
- might hurt others through critical or ironic comments

Stability
Whole sample - Sten Score (5.5+2z)

Raw val	2.63
Normed val	2
Missing vals	0
Confidence interval	[1 - 4]
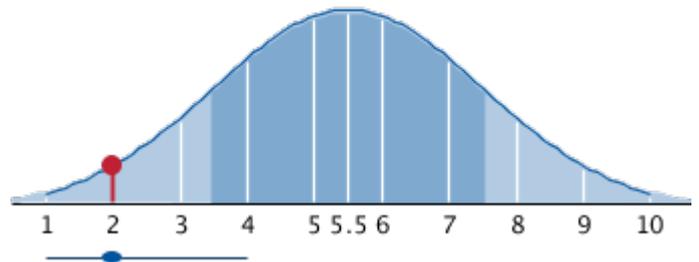
Robustness under demands and stresses

Low Value
- is discouraged by failures
- reacts emotionally or nervously
- takes criticism to heart
- is less efficient under significant pressure
- is modest and lacks self-confidence
- is less motivated if immediate recognition or reward is missing

High Value
- is not burdened by failures
- reacts calmly/is in complete control
- ignores criticism
- efficient under significant pressure
- behaves self-confidently/arrogantly
- is motivated, even without immediate recognition or reward

ITEM-LEVEL ANALYSIS

No.	Item (abbreviated)	Response	Points	Time (sec)
Commitment				
1	important to be in charge of things	(1) comp. true	6	0
7	being successful at work is most important	(5) 5	2	0
13	have more drive and energy than others	(2) 2	5	0
19	only truly satisfied by achieving extraordinary results	(3) 3	4	0
25	leisure time more important than career	(2) 2	2	0
31	achieving better results than others does not matter	(3) 3	3	0
37	thrive on difficult problems	(5) 5	2	0
43	extremely ambitious	(3) 3	4	0
Discipline				
2	when planning, nothing is left to chance	(2) 2	5	0
8	like to be absolutely sure before a decision	(4) 4	3	0
14	work more accurately than others	(3) 3	4	0
20	rather be spontaneous than plan	(5) 5	5	0
26	very meticulous	(1) comp. true	6	0
32	tend to check things too much	(5) 5	2	0
38	would rather make potentially imperfect decision than waste time deliberating	(1) comp. true	1	0
44	like to plan work in detail	(2) 2	5	0
Social Competence				
3	don't like being centre of attention	(1) comp. true	1	0
9	regarded as reserved	(3) 3	3	0
15	liked because of friendly nature	(1) comp. true	6	0
21	can get on well with difficult people	(1) comp. true	6	0
27	quiet person	(3) 3	3	0
33	more confident than most in dealing with others	(2) 2	5	0
39	takes time to get to know people	(3) 3	3	0
45	better than most at getting along others	(1) comp. true	6	0
Cooperation				
4	not compatible with working style to have to consult	(3) 3	3	0
10	achieve best results when working alone	(5) 5	5	0
16	prefer to work alone	(3) 3	3	0
22	important not to constantly coordinate work with others	(3) 3	3	0
28	would rather work in a team	(1) comp. true	6	0
34	colleagues think of me as a loner	(2) 2	2	0
40	working with others brings out the best in me	(5) 5	2	0
46	prefer to do without help	(3) 3	3	0

No.	Item (abbreviated)	Response	Points	Time (sec)
Dominance				
5	straight talker	(1) comp. true	6	0
11	some dislike my unconventional thinking	(1) comp. true	6	0
17	can be very dominant	(5) 5	2	0
23	may ride roughshod over others in a debate	(3) 3	4	0
29	avoids provoking others	(2) 2	2	0
35	find it hard to criticise	(1) comp. true	1	0
41	occasionally make sarcastic remarks that hurt others	(2) 2	5	0
47	always speak mind, even when atmosphere will suffer	(5) 5	2	0
Stability				
6	motivated even if rewards are long way off	(3) 3	4	0
12	nervous before meeting important people	(3) 3	3	0
18	tend to get thrown off track when a heavy workload increases	(1) comp. true	1	0
24	past failures don't bother me	(5) 5	2	0
30	keeps feelings under control	(1) comp. true	6	0
36	can feel discouraged	(3) 3	3	0
42	tend to dwell if criticised	(1) comp. true	1	0
48	immediate recognition of work is not important	(6) comp. untrue	1	0

Number of incorrect responses	0	
Number of missing responses	0	
Total item response time		00:00

RESPONSE STATISTICS

Step		Distribution of responses
1	29 %	
2	17 %	
3	31 %	
4	2 %	
5	19 %	
6	2 %	