



**Bridge Report**  
Work Behavior

Joe Example

*Candidate Report*

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## Introduction

 **The information in this report is confidential. So keep this report in a safe place!**

This report is based on the assessment with the Bridge Personality Quickscan. In this assessment, candidates are asked 72 questions, in which they assess themselves in a work situation. Why was this formulation chosen? Because years of research have shown that the self-image is a good guideline for future employment behaviour. Besides information about employment behaviour, the Bridge Personality Quickscan provides insight into the personality. It also makes clear in which environment candidates function well, or not so well.

The final results contain both normative and ipsative scores. Normative means that a candidate scores on a scale of 1 to 9 (1=very strong disagreement, 9=very strong agreement). Ipsative stands for 'forced choice' and means that candidates have to put questions in order (1=least applicable to me, 6=most applicable to me).

Why this combination of scores? Because research within the test research has shown that combining these scores gives the best result in indicating personality and preferences for behaviour. The combined score, or sten score, goes from 1 to 10. If the normative score deviates by more than 3 stens from the ipsative score, we indicate this by this symbol: 

The results are compared to those of a norm group of 500 people who filled in this instrument earlier. A score from 1 to 10 is given for each dimension. The Bridge Personality is particularly suited to candidates within a working environment. As working environments are dynamic, we recommend using the instrument again after a period of two years.

This report has been electronically compiled and produced by the software system of TestGroup Consulting. It provides information about the person who has filled in the test. TestGroup Consulting accepts no responsibility for problems that may arise from using this report. The Bridge Personality and all the other tests of TestGroup Consulting, as well as the reports, may only be used by employees of TestGroup Consulting, representatives or resellers of TestGroup Consulting, or clients of TestGroup Consulting who are authorised and trained to do so.

## Bridge Theory

	This report provides insight into the personality and behaviour of Joe Example within a working environment. The answers are based on the self-image of the candidate.
<b>Bridge Answer Behaviour</b>	This section gives information about the candidate's behaviour in filling in the test. How socially desirable were the candidate's answers? How consistent were they? And to what extent do the normative and ipsative scores correspond? In this way, you can judge whether the candidate filled in the test honestly, seriously and consistently.
<b>Bridge Dimension Overview</b>	The Bridge Personality consists of 34 dimensions. These dimensions are given for each group. You will find a short explanation of each dimension and a score next to each dimension.

## Bridge Answer Behaviour

### Social desirability

A high score on social desirability indicates that someone is inclined to agree strongly with propositions for which it is socially desirable to agree strongly. An example of such a proposition is: 'I know almost nobody who is as reliable and hard-working as I am'. A high score on such a question is socially desirable, but is maybe not the truth.



### Correspondence Normative-Ipsative

If the normative and ipsative scores are very far apart, there may be various reasons for this. If the ipsative score is much higher than the normative score, the person concerned is probably self-critical to a more than average degree. If a candidate scores higher on a normative score than an ipsative score, then he or she may be self-critical to a less than average degree. It is also possible that the person concerned has overestimated himself/herself in the normative section.









### Acquiescence

Acquiescence indicates the degree in which a respondent answers questions with 'yes'. A high score on agreement answers indicates a high score on all the normative questions (1= very strong disagreement, 9= very strong agreement). A high score here, therefore, shows that someone agrees strongly with almost every proposition and thus with each underlying dimension. This means they are actually in agreement with everything.



## Bridge Dimension Overview

GUIDING	<b>Networking</b> finds networking important to a reasonable degree; has average networking skills;	● ● ● ● ● 5 ● ● ● ● ●
	<b>Managing</b> has an average focus on coaching others; occasionally assumes a managerial role; has an average focus on motivating others	● ● ● ● ● 5 ● ● ● ● ●
	<b>Assertiveness</b>  is an average speaker; feels fairly secure when dealing with large groups and strangers; speaks fairly easy in front of large groups	● ● ● ● ● 5 ● ● ● ● ● 
OUTPUT	<b>Efficiency</b> very organised; likes planning; can set priorities well	● ● ● ● ● ● ● ● ● 9 ●
	<b>Dedication</b> sometimes likes to take on new challenges; fairly pro-active; sometimes starts something before being asked to do so	● ● ● ● ● ● 6 ● ● ● ● ●
	<b>Conscientiousness</b> works very accurately; pays a lot of attention to details in information; likes to work in an environment where details are important	● ● ● ● ● ● ● ● ● 9 ●
ATTITUDE	<b>Collaboration</b> has an above average focus on helping colleagues if necessary; finds it important to work in a team; prefers not to work alone	● ● ● ● ● ● ● 7 ● ● ● ●
	<b>Resiliency</b> fairly positive outlook on things; average stress resistant; a fair amount of self-esteem	● ● ● ● ● ● 6 ● ● ● ● ●
	<b>Flexibility</b>  occasionally open to receive feedback from others; occasionally adapts his/her viewpoints to a situation or person; occasionally adapts his/her behaviour	● ● ● ● ● 5 ● ● ● ● ● 
MENTALITY	<b>Creativity</b>  comes up with new concepts or plans to a reasonable degree; occasionally comes up with original ideas; looks for radical solutions to problems to an average degree	● ● ● ● ● ● 6 ● ● ● ● ● 
	<b>Eagerness to learn</b> has an average interest in learning new things; has a fair preference to keep developing; learns reasonably fast	● ● ● ● ● 5 ● ● ● ● ●
	<b>Analytical</b> more interested than most people to analyse information; eager to look for solutions to problems;	● ● ● ● ● ● 7 ● ● ● ● ●