

**Give your team a
leading
edge.**

DEVELOPING ATHLETE LEADERS

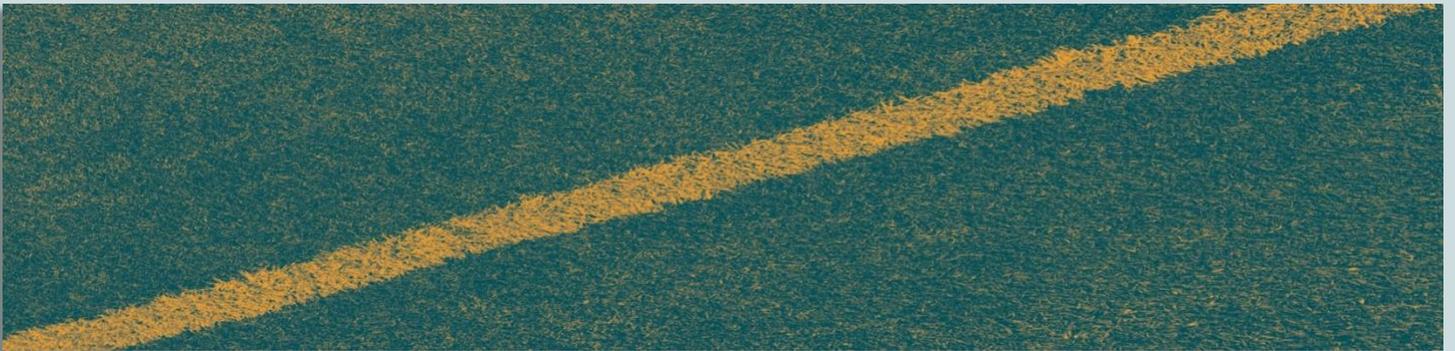
Athlete Personality Report

Sample
Nov 1, 2023

Welcome to your **Athlete Personality Test (APT)** Report

This report is divided into three sections:

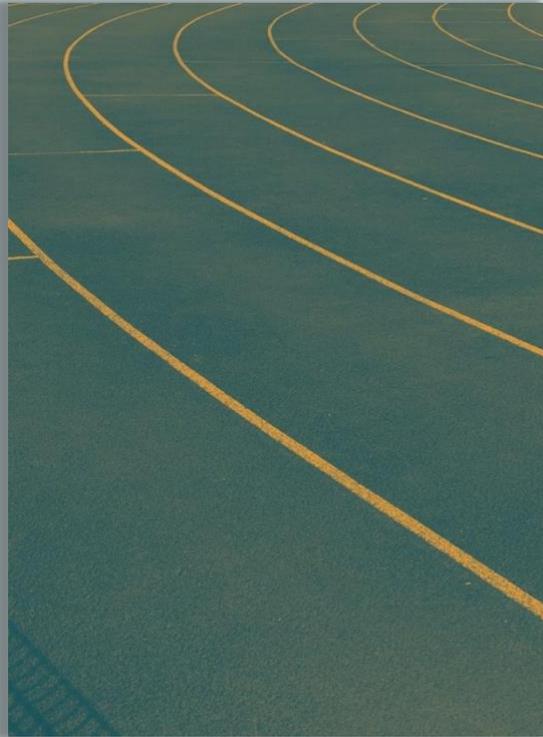
1. The *why* and *what* of personality tests, generally (page 1)
2. The specifics of the APT and the factors we measure (page 9)
3. Your scores and worksheets (page 20)



Why Take Our Personality Test?

When you take our personality test, you will be equipped with tools to understand

- yourself,
- how your teammates can work together as a team, and
- how to manage your own mental well-being.



When you know your personality traits, you can effectively tailor training routines, set appropriate goals, and refine strategies that align with your individual characteristics.

When you share your test results with your teammates, you work towards recognizing and respecting differences. When teammates share their results, they can learn how to work more effectively together, capitalize on each other's strengths, and support one

another in achieving common objectives like preparing for the next competition or bonding as a team. We encourage you to think about these possibilities as you take in your own scores on the following pages.

When it comes to leadership development in particular, taking a personality test can help you identify your natural leadership style and preferences as an athlete. It is important to note that personality really only affects how easy or difficult a certain leadership behavior may be for you. For example, if you are more extraverted, it may be easier for you to speak out frequently to your team than a more introverted person, but that does not mean the introvert *cannot* speak out. It simply means it may take more effort. And, of course, it is not always true that speaking out is the best leadership tactic – in which case, being more introverted will make staying quiet and giving teammates space easier than for the more extraverted athlete.

As you process your results and possibly discuss them with your teammates, keep this in mind. Personality reveals a tendency – on average, over a long period of time – for certain preferences. It does not define you, nor does it mean being a leader is out of reach. Improving as a leader involves changing your behaviors and mindsets, something you can do no matter if you are high in one personality trait or low in another. Knowing your tendencies and your personality can help you figure out a good game plan for working on your leadership style, but it should not define you as a leader.



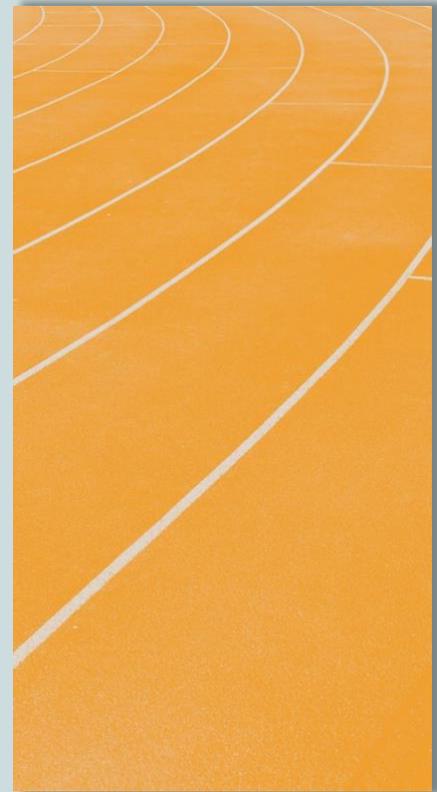
What is a Personality Test?

Before you dive in, we want to help you understand a few key terms.

Personality Traits vs. Mindsets vs. Behavior

Understanding the difference between **personality**, **mindsets** (also known as “states”), and **behavior** is important for interpreting your results.

Personality: As referenced above, personality traits are enduring patterns of thoughts, feelings, and behaviors that characterize an individual over time and across various situations. They represent a person's typical way of responding to the world, on average. For instance, if a leader has a high score in Emotionality and Anxiety on their personality test, it means that – in general – they have a *tendency* to be more sensitive to some stressors. You can change personality, but it takes a long time and more work than modifying your behaviors or mindset.



Mindsets: States or mindsets refer to temporary mental or emotional conditions that can influence behavior. Unlike personality traits, states are transient and can change based on immediate circumstances or experiences. For instance, an athlete might have a temporary state of anxiety before an important game, affecting their behavior during that specific event, but that does not necessarily mean they have an anxious personality.

Behavior: Behavior refers to the observable actions and reactions of an individual in specific circumstances. While personality traits influence behavior, not all behaviors can be attributed solely to personality. External factors and situational context also significantly shape behavior. For example, if a leader snaps at someone in a team meeting before an important game, this is only a single instance. It's possible they are an

anxious person and susceptible to the pressure of the upcoming game, which caused the incident, but it's also possible some other factor – like they didn't have breakfast and were ornery – was the main cause.

We've listed these three categories in increasing order of how easy it is to change. Personality – because it reflects an average tendency over time – is the most difficult to change, while you can change your behavior immediately. Mindsets are somewhere in between, though with some pre-work they can be modified almost as easily as behaviors.

A Note About Averages and Trait Variability

It cannot be emphasized enough: personality traits influence the likelihood of certain behaviors. It means that while some behaviors may be more probable than others, our traits don't dictate behavior in every circumstance. This is crucial to understand as you work through your own scores: if you have a high score in one factor, ***it does not mean you are always that way***. It simply means that – all else being equal – you are more likely to find certain behaviors easier or harder than someone who has a different score than you.

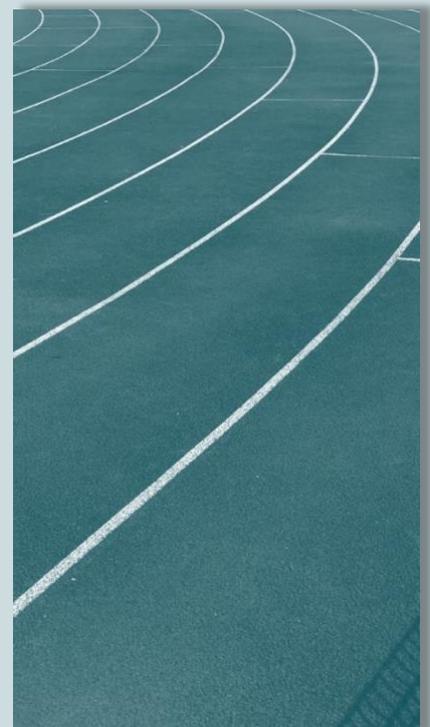
The Factors We Measure

There are two main personality tests that social scientists use for valid research: HEXACO and Big 5.¹ The Big 5 is foundational, but has fewer traits and subdimensions to explore, while the HEXACO is related to the Big 5 and has a few more traits we believe to be very useful in a sports context. That is why our report is grounded in the HEXACO scale. The items we use are abridged and adapted personality scales curated to be most applicable to athletics.

Domains versus Facets

In the HEXACO personality assessment, "domains" contain many "facets."

Domains: A domain is a broad category that represents a major dimension of personality. In HEXACO, there are six domains: Honesty-Humility (H), Emotionality (E), eXtraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to experience (O). Each domain encompasses a group of related personality traits.



¹ The beauty of having valid and reliable scales that social scientists use for peer-reviewed research is that these scales are often open-sourced. If you are interested in testing your full personality when it comes to areas outside of sports, visit <https://hexaco.org/hexaco-online>. You can also test your Big 5 personality here: <https://openpsychometrics.org/tests/IPIP-BFFM/>. However, DAL is the place where you can get the sports-relevant measures and see how it can be applied to your approach to leadership.

Facets: Facets are subcategories or specific traits within each domain that provide a more detailed and nuanced view of an individual's personality. Facets further break down the domains into specific and distinct components. For instance, the domain of Honesty-Humility includes the facets of Sincerity, Fairness, Greed Avoidance, and Modesty.

The HEXACO Factors

Here, we list the factors that make up the HEXACO personality scale. Importantly, it is not inherently better or worse to have a higher or lower score. Many people look at these scores and see a certain score as “good” or “bad”, but it’s important to not to think of it in such stark terms. For instance, though humility is a virtue in many societies (implying more is always best), you can certainly imagine how having a high humility score could be an issue in certain situations. A high (or low) score in any factor can be both “good” and “bad” simultaneously, so we encourage you to try not to classify your scores that way. It’s difficult because we all do it naturally, but strive to view your scores in a non-judgmental way as much as you can.



Honesty-Humility (H):

People with very high scores on the Honesty-Humility scale avoid manipulating others for personal gain, feel little temptation to break rules, are uninterested in lavish wealth and luxuries, and feel no special entitlement to elevated social status. On the other hand, people with very low scores on this scale will flatter others to get what they want, are inclined to break rules for personal profit, are motivated by material gain, and feel a strong sense of self-importance.

Sincerity

Sincerity means being genuine, honest, and free from deceit or pretense. Low scorers will flatter others or pretend to like them in order to obtain favors, while high scorers are unwilling to manipulate others. In a sports context, a sincere athlete would openly acknowledge their abilities and limitations, never exaggerating their performance or making false claims about their achievements. An example might be a player who honestly admits when they've made a mistake during a game without trying to cover it up.

Fairness

The Fairness scale assesses a person's tendency to avoid fraud and corruption. Low scorers are willing to gain by cheating or stealing, whereas high scorers are unwilling to take advantage of other individuals or society at large. In sports, a fair athlete would play by the rules, respect opponents, and not engage in cheating or unsportsmanlike conduct. For instance, a player with a high fairness score might be more likely to accept referees' decisions, even if it goes against their team, without complaints or attempts to influence the officials unfairly.

Greed Avoidance

The Greed Avoidance scale assesses a tendency to be uninterested in possessing lavish wealth, luxury goods, and other signs of high social status. Low scorers want to enjoy and display wealth and privilege, whereas high scorers are not especially motivated by monetary or social-status considerations. For example, an athlete low in greed avoidance would not be motivated solely by financial rewards or personal gain. They might be less likely to demand exorbitant salaries or NIL endorsements and may prioritize the team's success over their personal financial interests.

Modesty

Modesty involves not drawing excessive attention to oneself or one's accomplishments. Low scorers may consider themselves superior and entitled to privileges that others do not have, whereas high scorers view themselves as ordinary people without any claim to special treatment. A modest athlete would downplay their achievements and avoid bragging or seeking the spotlight. They may give credit to their teammates and coaches rather than taking all the glory for themselves, even if they've had outstanding performances. For instance, an athlete with a higher modesty score might credit the training team and coaches for their success and could be less likely to boast about their personal achievements.



Emotionality (E):

People with very high scores on the Emotionality scale experience fear of physical dangers, experience anxiety in response to life's stresses, feel a need for emotional support from others, and feel empathy and sentimental attachments with others. Conversely, people with very low scores on this scale are not deterred by the prospect of physical harm, feel little worry even in stressful situations, have little need to share their concerns with others, and feel emotionally detached from others.

Fearfulness

Fearfulness relates to the tendency to experience fear, anxiety, and nervousness. Low scorers feel little fear of injury and are relatively tough, brave, and insensitive to physical pain, whereas high scorers are strongly inclined to avoid physical harm. An example might be an athlete who struggles with performance anxiety, becoming fearful of failure before important competitions. This could lead to decreased performance or difficulty coping with high-pressure situations.

Anxiety

The Anxiety scale assesses a tendency to worry in a variety of contexts. Low scorers feel little stress in response to difficulties, whereas high scorers tend to become preoccupied even by relatively minor problems. An anxious athlete might frequently worry about potential outcomes, injuries, or their performance, which can affect their focus and confidence. For example, an athlete who has a higher anxiety score may worry more about making mistakes during a competition, leading to poor concentration and suboptimal decision-making.

Dependence

Dependence refers to the tendency to rely on others for emotional support and comfort. Low scorers feel self-assured and able to deal with problems without any help or advice, whereas high scorers want to share their difficulties with those who will provide encouragement and comfort. A dependent athlete may require constant reassurance and support from coaches, teammates, or family members to feel secure and motivated. A player who needs constant encouragement from their coach and teammates to boost their confidence and motivation during a game may have a higher dependence score.

Sentimentality

The Sentimentality scale assesses a tendency to feel strong emotional bonds with others. Low scorers feel little emotion when saying good-bye or in reaction to the concerns of others, whereas high scorers feel strong emotional attachments and an empathic sensitivity to the feelings of others. A sentimental athlete may have a strong emotional connection to their team, fans, or the sport itself. They might be more prone to celebrating victories and commiserating losses with visible displays of emotion. For instance, a player who tears up when reminiscing about their team's historic championship win could be demonstrating a stronger sentimentality than others.



Extraversion (X):

People with very high scores on the Extraversion scale feel positively about themselves, feel confident when leading or addressing groups of people, enjoy social gatherings and interactions, and experience positive feelings of enthusiasm and energy. On the other end, people with very low scores on this scale consider themselves unpopular, feel awkward when they are the center of social attention, are indifferent to social activities, and feel less lively and optimistic than others do.

Social Self-Esteem

The Social Self-Esteem scale assesses a tendency to have positive self-regard, particularly in social contexts. High scorers are generally satisfied with themselves and consider themselves to have likable qualities, whereas low scorers tend to have a sense of personal worthlessness and to see themselves as unpopular. An athlete with high social self-esteem would have a strong sense of self-worth and confidence in their social interactions with teammates, coaches, and fans. For instance, an athlete with high social self-esteem might remain confident and self-assured even during difficult competitions, contributing positively to team dynamics and morale through their self-assured presence.

Social Boldness

Social boldness involves confidence and ease in social situations. Low scorers feel shy or awkward in positions of leadership or when speaking in public, whereas high scorers are willing to approach strangers and are willing to speak up within group settings. For example, an athlete with high social boldness would exhibit confidence not only in their performance in competition but also when interacting with teammates, coaches, and fans.

Sociability

Sociability refers to enjoying and seeking social interactions. Low scorers generally prefer solitary activities and do not seek out conversation, whereas high scorers enjoy talking, visiting, and celebrating with others. A sociable athlete would thrive on team camaraderie, actively engage with teammates off the field, and enjoy social events related to their sport. An example of this might be an athlete who organizes team bonding activities and enthusiastically participates in team celebrations, contributing to team unity.

Liveliness

The Liveliness scale assesses one's typical enthusiasm and energy. Low scorers tend not to feel especially cheerful or dynamic, whereas high scorers usually experience a sense of optimism and high spirits. A lively athlete would bring energy and positivity to the team environment, helping to boost team morale. For instance: someone who is known for their infectious enthusiasm, cheering on their teammates during practices, creating a more upbeat training atmosphere.



Agreeableness (A):

People with very high scores on the Agreeableness scale forgive the wrongs that they suffered, are lenient in judging others, are willing to compromise and cooperate with others, and can easily control their temper. Conversely, people with very low scores on this scale hold grudges against those who have harmed them, are rather critical of others' shortcomings, are stubborn in defending their point of view, and feel anger readily in response to mistreatment.

Forgiveness

The Forgiveness scale assesses one's willingness to feel trust and liking toward those who may have caused someone harm. Low scorers tend to hold grudges against those who have offended them, whereas high scorers are usually ready to trust others again and to re-establish friendly relations after having been treated badly. An athlete with high forgiveness may be more forgiving of teammates' errors or conflicts that arise during competition. Imagine an athlete who quickly forgives a teammate for making a critical error during a game, maintaining team cohesion and morale – they may have a very high forgiveness score.

Gentleness

Gentleness involves avoiding aggression and hostility in interactions. Low scorers tend to be critical in their evaluations of others, whereas high scorers are reluctant to judge others harshly. A gentle athlete would refrain from aggressive or confrontational behavior on and off the field, opting for a more compassionate and considerate approach. Someone high in gentleness might avoid engaging in verbal or physical altercations with opponents, maintaining a gentle and sportsmanlike demeanor during competition.

Flexibility

The Flexibility scale assesses a willingness to compromise and cooperate with others. Low scorers are seen as stubborn and willing to argue, whereas high scorers avoid arguments and accommodate others' suggestions, even when these may be unreasonable. A flexible athlete would be willing to adjust their strategies or positions for the benefit of the team, even if it means stepping out of their comfort zone, such as an athlete who willingly plays a different position than their usual one to accommodate the team's needs, demonstrating flexibility and a team-oriented mindset.

Patience

The Patience scale assesses a tendency to remain calm rather than to become angry. Low scorers tend to lose their tempers quickly, whereas high scorers have a high threshold for feeling or expressing anger. A patient athlete would remain calm and understanding when teammates make errors or when the team faces challenges, rather than becoming frustrated or critical. For instance, someone who provides encouragement to a teammate who has been struggling instead of expressing frustration may have a high patience score.



Conscientiousness (C):

People with very high scores on the Conscientiousness scale organize their time and their physical surroundings, work in a disciplined way toward their goals, strive for accuracy and perfection in their tasks, and deliberate carefully when making decisions. On the other end, people with very low scores on this scale tend to be unconcerned with orderly surroundings or schedules, avoid difficult tasks or challenging goals, are satisfied with work that contains some errors, and make decisions on impulse or with little reflection.

Organization

The Organization scale assesses a tendency to seek order, particularly in one's physical surroundings. Low scorers tend to be sloppy and haphazard, whereas high scorers keep things tidy and prefer a structured approach to tasks. An organized athlete would keep track of their training schedules, equipment, and responsibilities efficiently, ensuring everything runs smoothly.

Diligence

Diligence relates to being hardworking, thorough, and responsible. Low scorers have little self-discipline and are not strongly motivated to achieve, whereas high scorers have a strong work ethic and are willing to exert themselves. In sports, a diligent athlete would consistently put in the effort required to excel in their training and performance, leaving no room for shortcuts. An example might be an athlete who demonstrates unwavering diligence by consistently practicing routines and skills with great attention to detail.

Perfectionism

The Perfectionism scale assesses a tendency to be thorough and concerned with details. Low scorers tolerate some errors in their work and tend to neglect details, whereas high scorers check carefully for mistakes and potential improvements. A perfectionist (or, “precise”) athlete would focus on executing techniques and strategies with exactness, aiming for high levels of accuracy. A good example might be someone who meticulously assesses the weather leading up to an outside competition and noting how that might affect strategic choices.

Prudence

The Prudence scale assesses a tendency to deliberate carefully and to inhibit impulses. Low scorers act on impulse and tend not to consider consequences, whereas high scorers consider their options carefully and tend to be cautious and self-controlled. In a sports context, a prudent athlete would make informed decisions about their training, minimize injury risks, and have a well-thought-out game plan. For instance, an athlete who prioritizes safety by consistently wearing protective gear could be high in prudence.



Openness to Experience (O):

People with very high scores on the Openness to Experience scale become absorbed in the beauty of art and nature, are inquisitive about various domains of knowledge, use their imagination freely in everyday life, and take an interest in unusual ideas or people. Conversely, people with very low scores on this scale are mostly unimpressed by works of art, feel little intellectual curiosity, avoid creative pursuits, and feel little attraction toward ideas that seem radical or unconventional.

Aesthetic Appreciation

Aesthetic appreciation involves appreciating art, beauty, and creativity. Low scorers tend not to become absorbed in works of art or in natural wonders, whereas high scorers have a strong appreciation of various art forms and of natural wonders. In sports, an athlete with a strong sense of aesthetic appreciation might view their sport as an art form and appreciate the beauty in skillful movements and strategies. An athlete who not only strives for technical excellence but also takes great pride in the artistic expression and beauty of their routines is an example of someone who might be high in aesthetic appreciation.

Inquisitiveness

Inquisitiveness relates to being curious, open to new ideas, and seeking knowledge. Low scorers have little curiosity about research, whereas high scorers read widely. An inquisitive athlete would constantly seek to learn and improve by asking questions, seeking advice, and exploring new training methods. Someone who regularly seeks feedback from coaches and studies the latest research to improve their game demonstrates a strong sense of inquisitiveness.

Creativity

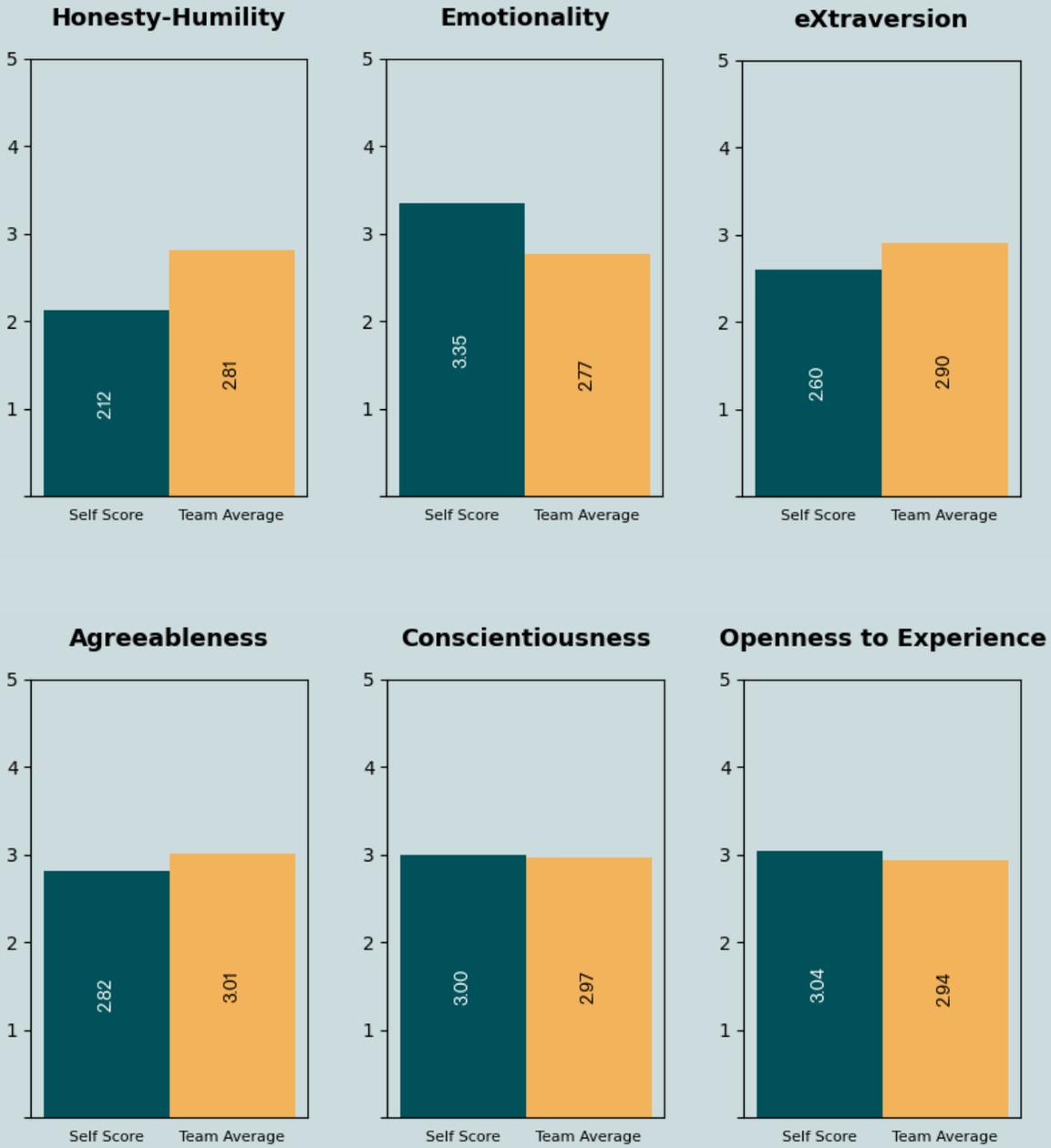
Creativity encompasses being imaginative and creative in thinking and problem-solving. Low scorers have little inclination for original thought, whereas high scorers actively seek new solutions to problems and often express themselves in art. A creative athlete might devise innovative tactics, strategies, or plays to gain a competitive edge. For instance, someone who comes up with unique plays and strategies, surprising opponents and demonstrating their creativity in a game likely has a high creativity score.

Unconventionality

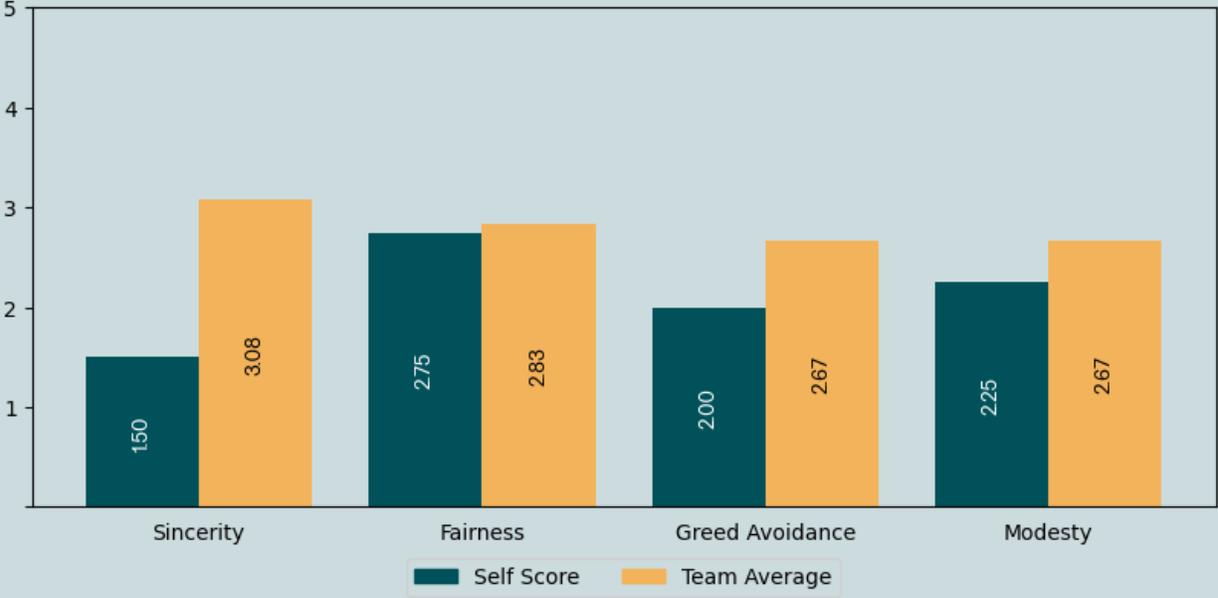
The Unconventionality scale assesses a tendency to accept the unusual. Low scorers avoid eccentric or nonconforming persons, whereas high scorers are receptive to ideas that might seem strange or radical. In sports, an unconventional athlete may be willing to explore alternative training techniques, strategies, or equipment that diverge from established norms. For example, someone who experiments with unconventional training approaches to challenge traditional methods and find what works best for them could be high in unconventionality.



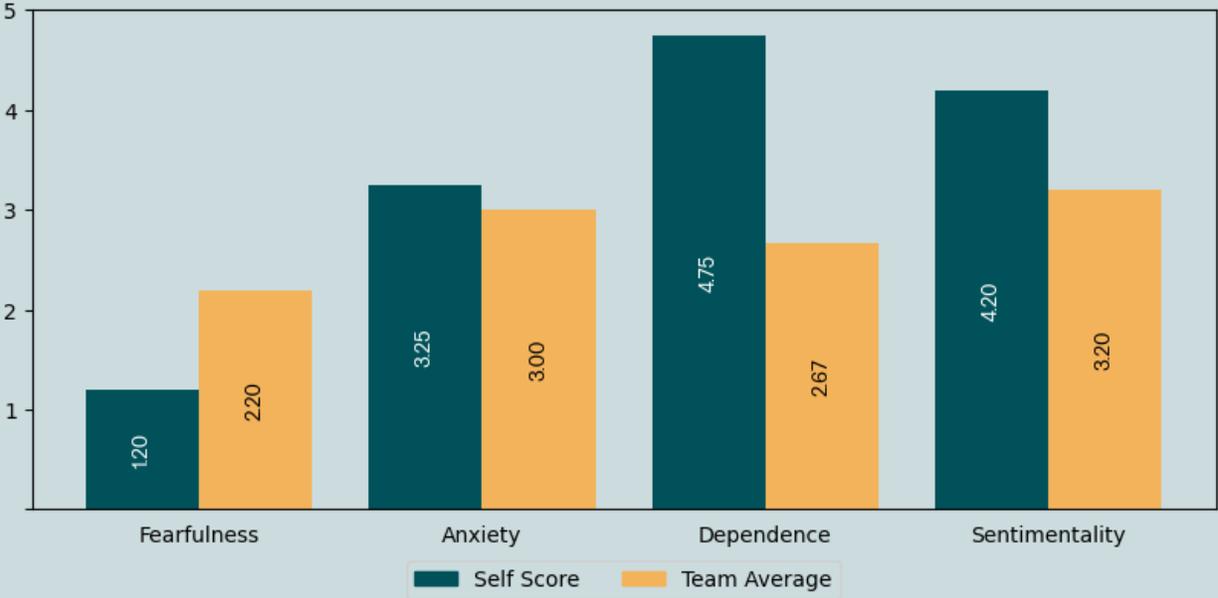
Your Scores



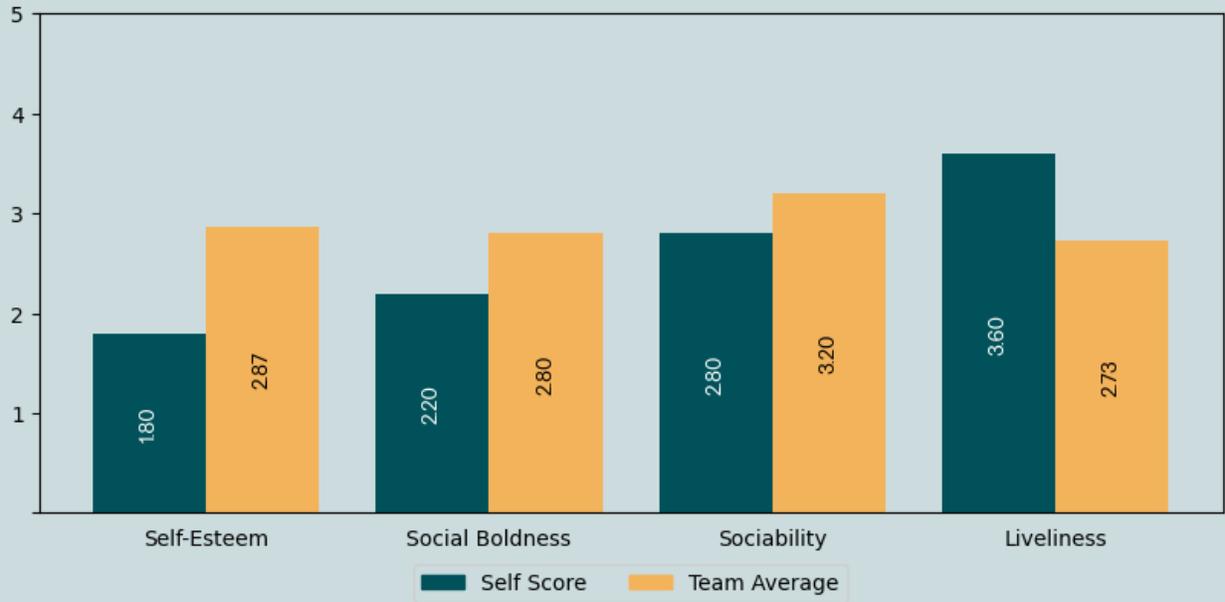
Honesty-Humility Facets Scores



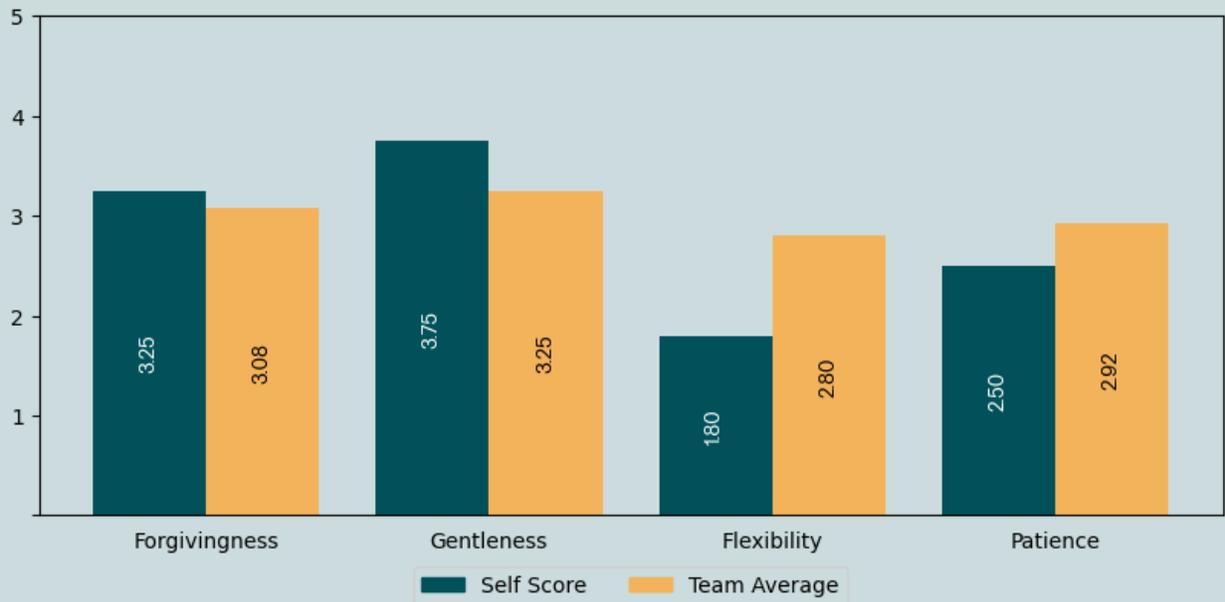
Emotionality Facets Scores



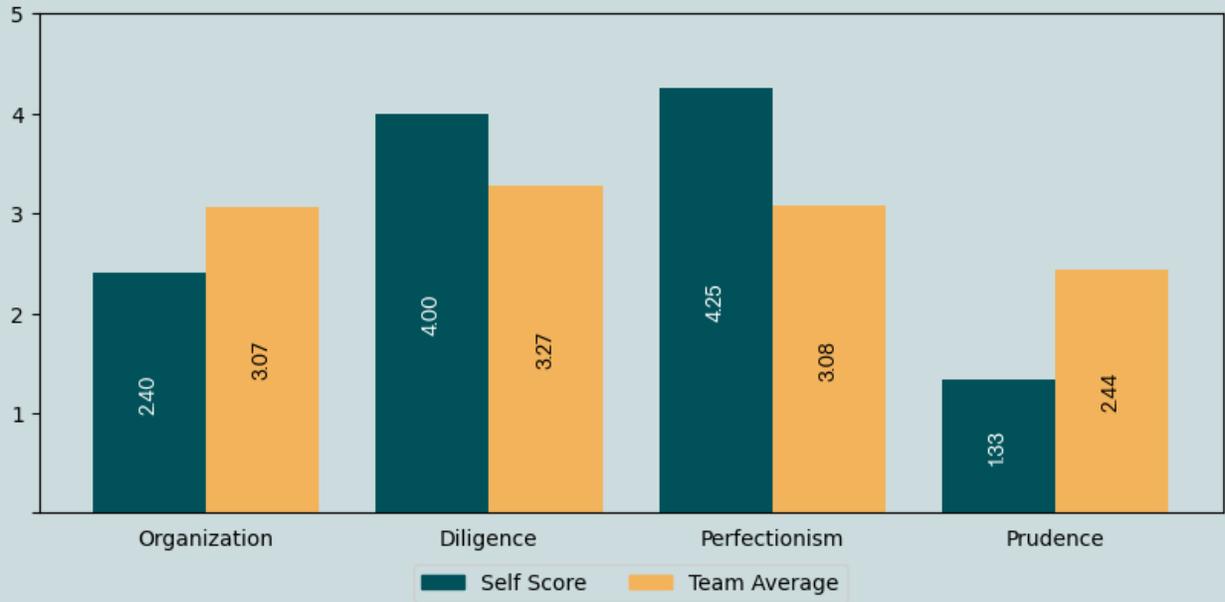
eXtraversion Facets Scores



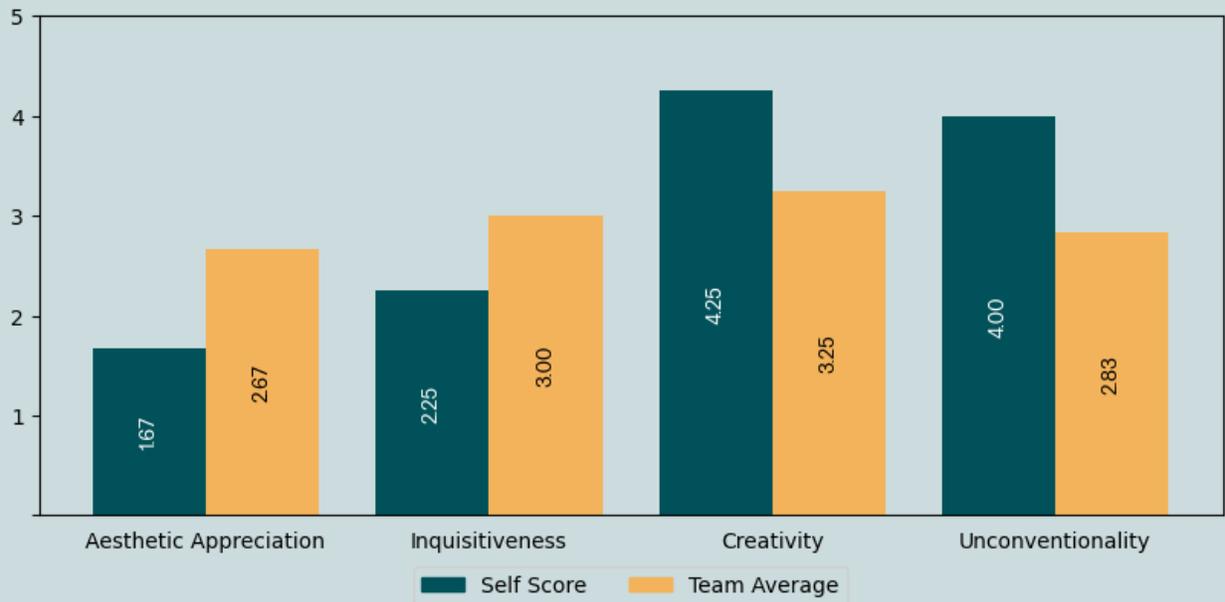
Agreeableness Facets Scores



Conscientiousness Facets Scores



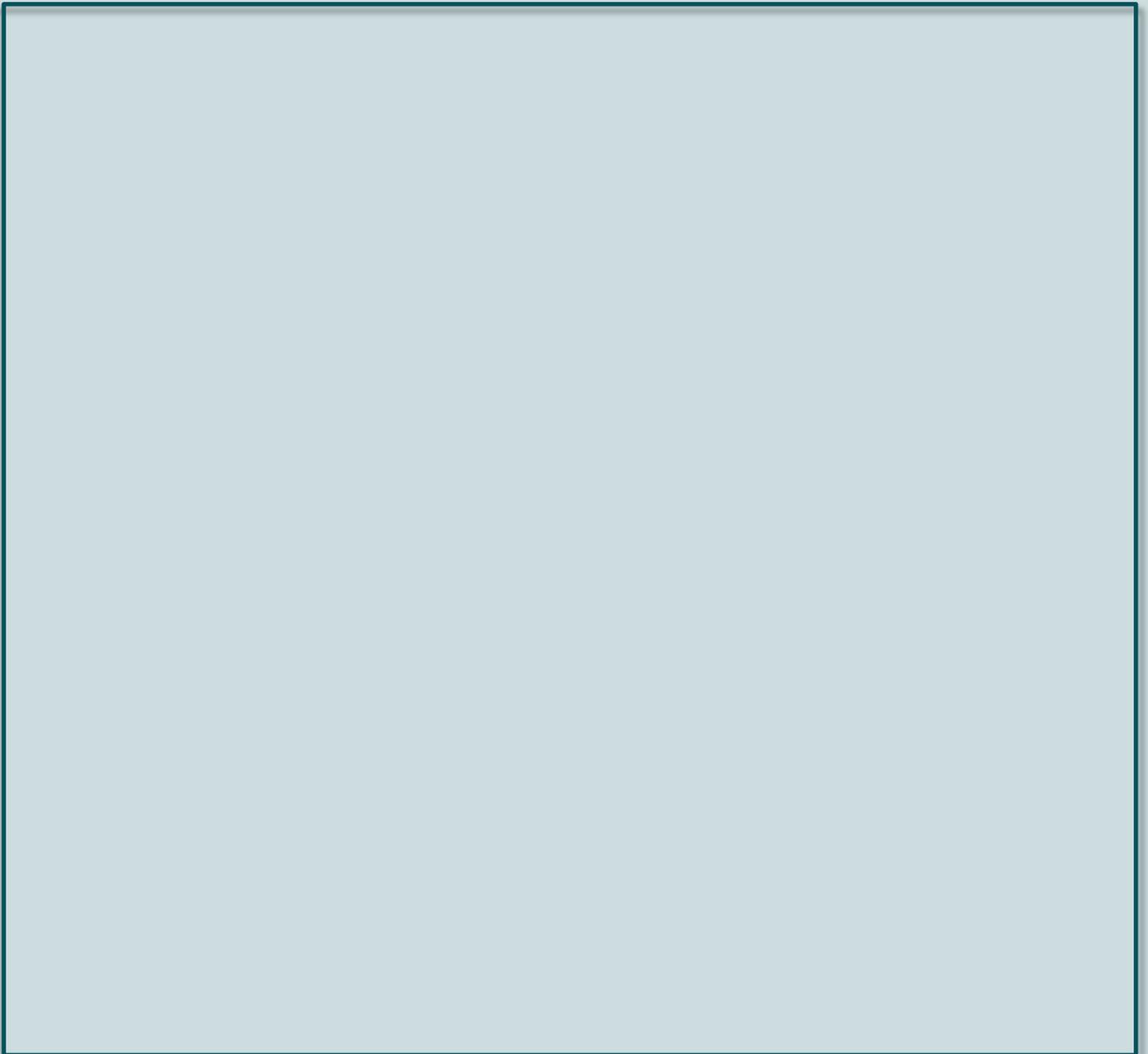
Openness to Experience Facets Scores



Work with the Data

Reaction

After seeing your results, what surprised you? Did anything confirm what you already felt? Jot your initial impressions down here.

A large, empty rectangular box with a thin black border, intended for the user to write their reaction to the data.

Analysis

Go through the following six pages to explore each of the six factors and how they might pertain to your leadership style.

You don't need to go through each, but the more detail and thought you put into the worksheets, the more you will be able to discover about how to make your development as a leader more effective.

After you are done, there is one more set of exercises that will help you focus more deeply on a few factors. Feel free to save these for another day or whenever you are fresh and motivated to think through the implications of your personality scores on your leadership style and development.

A(nother) Note About Averages and Trait Variability

We put this in here twice because it is so important to remember: personality traits influence the likelihood of certain behaviors. It means that while some behaviors may be more probable than others, our traits don't dictate behavior in every circumstance. This is crucial to understand as you work through your own scores: if you have a high score in one factor, ***it does not mean you are always that way***. It simply means that – all else being equal – you are more likely to find certain behaviors easier or harder than someone who has a different score than you.

As you process your results and possibly discuss them with your teammates, keep this in mind. Personality reveals a tendency – on average, over a long period of time – for certain preferences. It does not define you, nor does it mean being a leader is out of reach. Improving as a leader involves changing your behaviors and mindsets, something you can do no matter if you are high in one personality trait or low in another.

Knowing your tendencies and your personality can help you figure out a good game plan for working on your leadership style, but it should not define you as a leader.

Factor: Honesty-Humility

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Factor: Emotionality

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Factor: Extraversion

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Factor: Agreeableness

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Factor: Conscientiousness

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Factor: Openness to Experience

Benefits of your score

How might this tendency enhance your ability to lead in your desired style?

Risks of your score

How might this tendency inhibit your ability to lead in your desired style?

When you share your scores with your teammates, do you see any possible conflicting personality tendencies? Any alignment?
What does that mean for your team moving forward? What actions should you and your team take?

Impact

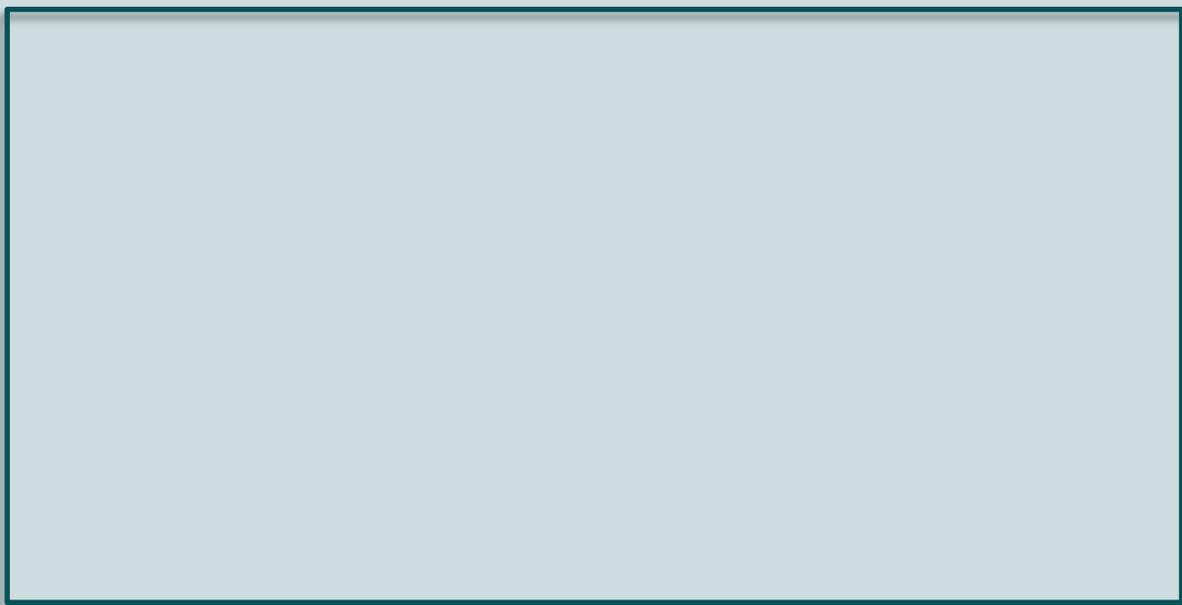
Do any scores strike you as having the greatest impact on your leadership development? Does a tendency of yours make it easier or more difficult for you to be the leader you want to become? How does that manifest in your interactions with your team?

For example, take your score on “Modesty.” How might that personality trait affect your ability to take on a leadership role during a drill or practice?

Try to select at least three scores to analyze even further. They can be overall traits (e.g., Openness to Experience) or facets of a trait (e.g., Inquisitiveness or Creativity) if you care to dig deeper.

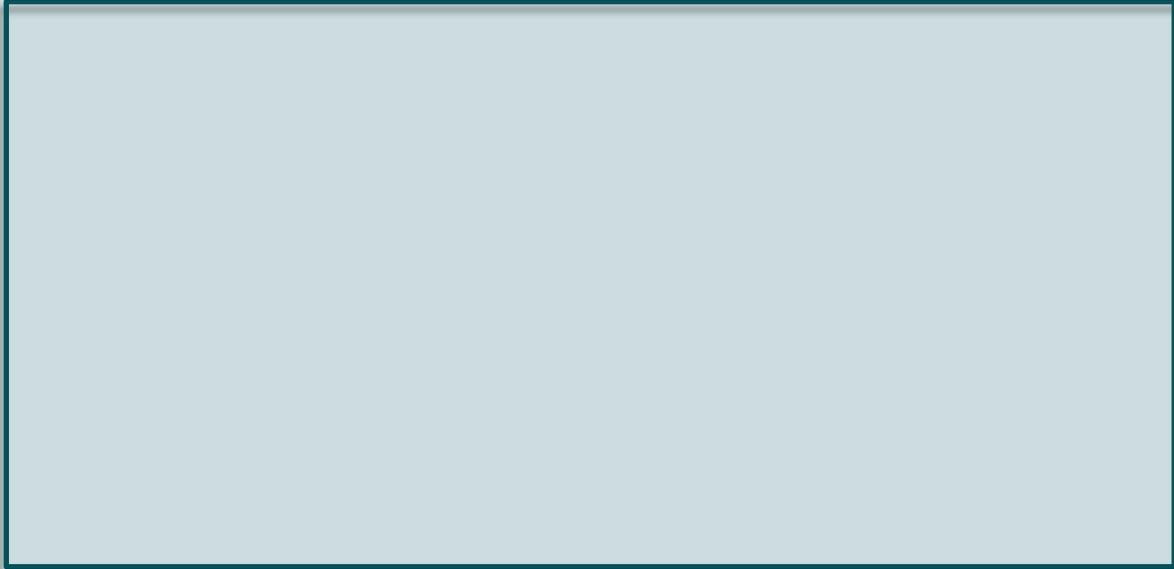
Factor 1: _____

How might your score / tendency here affect your leadership development goals?



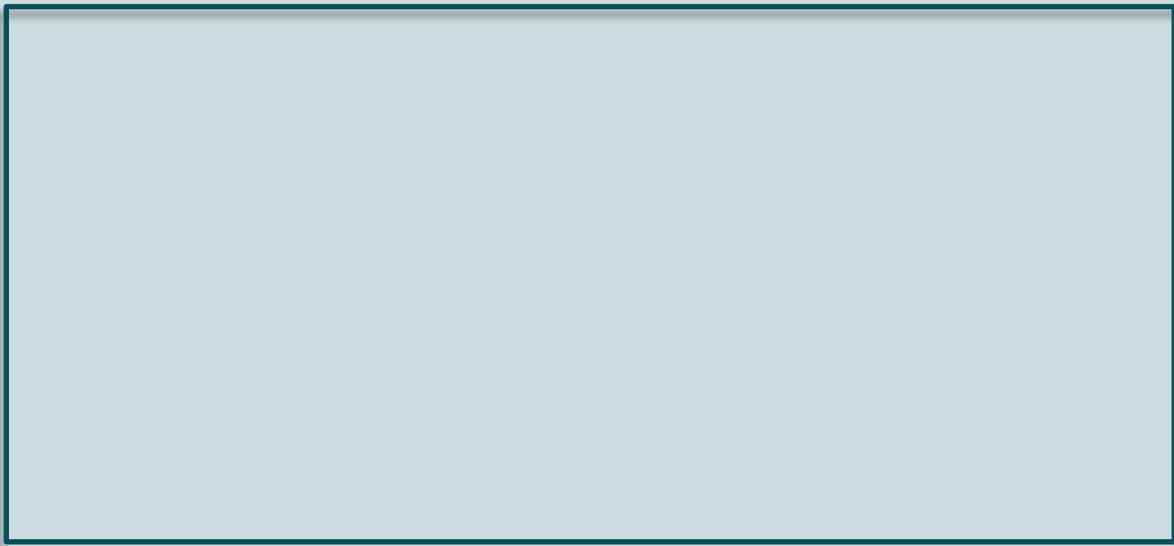
Factor 2: _____

How might your score / tendency here affect your leadership development goals?



Factor 3: _____

How might your score / tendency here affect your leadership development goals?



D
A
L

More resources can be found at
www.developingathleteleaders.com

You can also reach out to us any time at
support@developingathleteleaders.com
with any questions or concerns