



PSYCHOLOGY

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Chapter 11: Personality

Courtesy Dr. Julie Gralow

LEARNING OBJECTIVE: Part 1

- LO 1 Define personality.
- LO 2 Distinguish how the perspectives of psychology explain personality development.
- LO 3 Illustrate Freud's models for describing the mind.
- LO 4 Summarize Freud's use of psychosexual stages to explain personality.
- LO 5 Explain how the neo-Freudians' theories of personality differ from Freud's.
- LO 6 Describe how Maslow's hierarchy of needs relates to personality.
- LO 7 Discuss Roger's view of self-concept, ideal self, and unconditional positive regard.
- LO 8 Use learning theories to explain personality development.
- LO 9 Summarize Rotter's view of personality.
- LO 10 Discuss how Bandura uses the social-cognitive perspective to explain personality.

LEARNING OBJECTIVE: Part 2

- LO 11 Distinguish trait theories from other personality theories.
- LO 12 Identify the biological roots of the five-factor model of personality.
- LO 13 Explain why reliability and validity are important in personality assessment.
- LO 14 Define projective tests and evaluate their strengths and limitations.
- LO 15 Describe objective personality tests and evaluate their strengths and limitations.

An Introduction to Personality: Part 1

WHAT IS PERSONALITY?

Personality

- Unique, core set of characteristics that influence the way one thinks, acts, and feels, and that are relatively consistent and enduring throughout the life span
- We should point out that personality is not the equivalent of character. When people discuss character, they often are referring to qualities of morality or culture-specific ideas about what makes a person “good” or “bad.” A person who is untrustworthy or makes “poor” choices might be described as having a weak character, while someone who stands up for what she believes might be said to have a strong character.
- Psychologists try to describe behaviors and characteristics objectively.

TEMPERAMENT

Temperament

- Some aspects of adult personality appear to derive from temperament, the distinct patterns of emotional reactions and behaviors observed early in life.
- Because various temperaments are evident in infants, they appear to have a genetic basis.
- Temperament is one dimension of the broader construct of personality
- Distinct patterns of emotional reactions and behaviors observed early in life
- Remain somewhat stable across the life span but can be molded by environment



HELLO TANK

The Computer Science Department at Carnegie Mellon University has a robotic receptionist named Tank.

Some of Tank's behaviors are amazingly humanlike; he blinks, flares his nostrils, and even displays emotional expressions consistent with what he is saying. (Simmons et al., 2011)



HELLO TANK

But no matter how "human" Tank may seem, he does not possess a true personality.

An Introduction to Personality: Part 2

Psychoanalytic Approach

- Personality develops early in life; we are greatly influenced by processes of which we are unaware (e.g., internal conflicts, aggression, sexual urges). The development of personality depends on the expression of unconscious processes and how caregivers respond.
- Ignores importance of current experiences; overemphasis on the unconscious and the role of sexuality in personality; theory based on a biased, non-representative sample; concepts difficult to operationally define and empirically test

Behavioral Approach

- Originates from the learning theories. Explains how the environment shapes personality and specifically how classical conditioning and reinforcers influence behaviors. Personality is shaped by interactions with the environment, specifically through learning (classical conditioning, operant conditioning, and observational learning). Observation and modeling also play a role in personality development.
- Narrow focus on behavioral processes; ignores influence of unconscious processes and emotional factors

An Introduction to Personality: Part 3

Humanistic Approach

- We have capabilities we can and should exploit as we strive for personal growth; the choices we make in life influence our personalities; the focus is on the positive aspects of human life.
- People are innately good and control their own destinies; they have a force moving them toward growth.
- Concepts difficult to operationally define and empirically test; ignores the negative aspects of human nature.

Social-cognitive Approach

- Emphasizes relationships, environmental influences, individual behavior, and mental processes that come together to form personality.
- Focuses on social influences and mental processes that affect personality; emphasis on the combination of environment, cognitive activity, and individual behavior.
- Narrow focus on social-cognitive factors; ignores influence of unconscious processes and emotional factors.

An Introduction to Personality: Part 4

Biological Approach

- Physiological and genetic factors, including gene-environment interactions, influence personality development; hormones and neurotransmitters influence personality expression, which correlates with activity in certain brain areas.
- Emphasizes the physiological and genetic influences on personality development; incorporates gene–environment explanations for the emergence of certain characteristics.
- Inconsistent findings regarding the stability of the personality dimensions; varying estimates of environmental influences.

Trait Approach

- Focuses on personality traits and dimensions; theories describe and predict behavior, focusing on the present rather than the past.
- Looks at current traits of the individual to describe and predict personality.
- Underestimates the environmental influences on personality; neglects to explain foundations of personality.

THE FUNNY THING ABOUT PERSONALITY

Humor is used to connect with others, for enjoyment, and to cope with challenges.

Research findings

- 30–47 percent of variation in humor styles can be attributed to genetics; some research shows an even higher proportion.
- Humor is grounded in biology but shaped by life experiences.

Silly Games



- Identical twins, who have all the same genes, are more likely to have similar humor styles than fraternal twins, who share only about half their genes. (Baughman et al., 2012)
- This suggests that sense of humor is to some degree inherited.

Show What You Know: Part 1

1. Personality is the unique core set of characteristics that influence the way one thinks, acts, and feels.

2. Which perspective describes and explains personality based on the effects of the environment and reinforcers?
 - a. psychoanalytic
 - b. trait
 - c. social-cognitive
 - d. behavioral

Show What You Know: Part 2

3. How do character and temperament differ from personality?

- *Personality* is a unique core set of characteristics that influence the way one thinks, acts, and feels, which are relatively consistent and enduring throughout the life span.
- *Temperament* is a distinct pattern of emotional reactions and behaviors that can be observed early in life, and *character* encompasses the qualities of morality or culture-specific ideas about what makes a person good or bad.

Psychoanalytic Theories: Part 1



Little Freud

NEVER GOOD ENOUGH FOR DAD

Freud and his father Jacob—we can't help but wonder how this father–son relationship influenced the development of the younger Freud's personality.

Freud believed that events and conflicts from childhood—particularly those involving parents influence adult personality.

Psychoanalytic Theories: Freud and The Mind

Freud proposed that the mind has three levels of consciousness

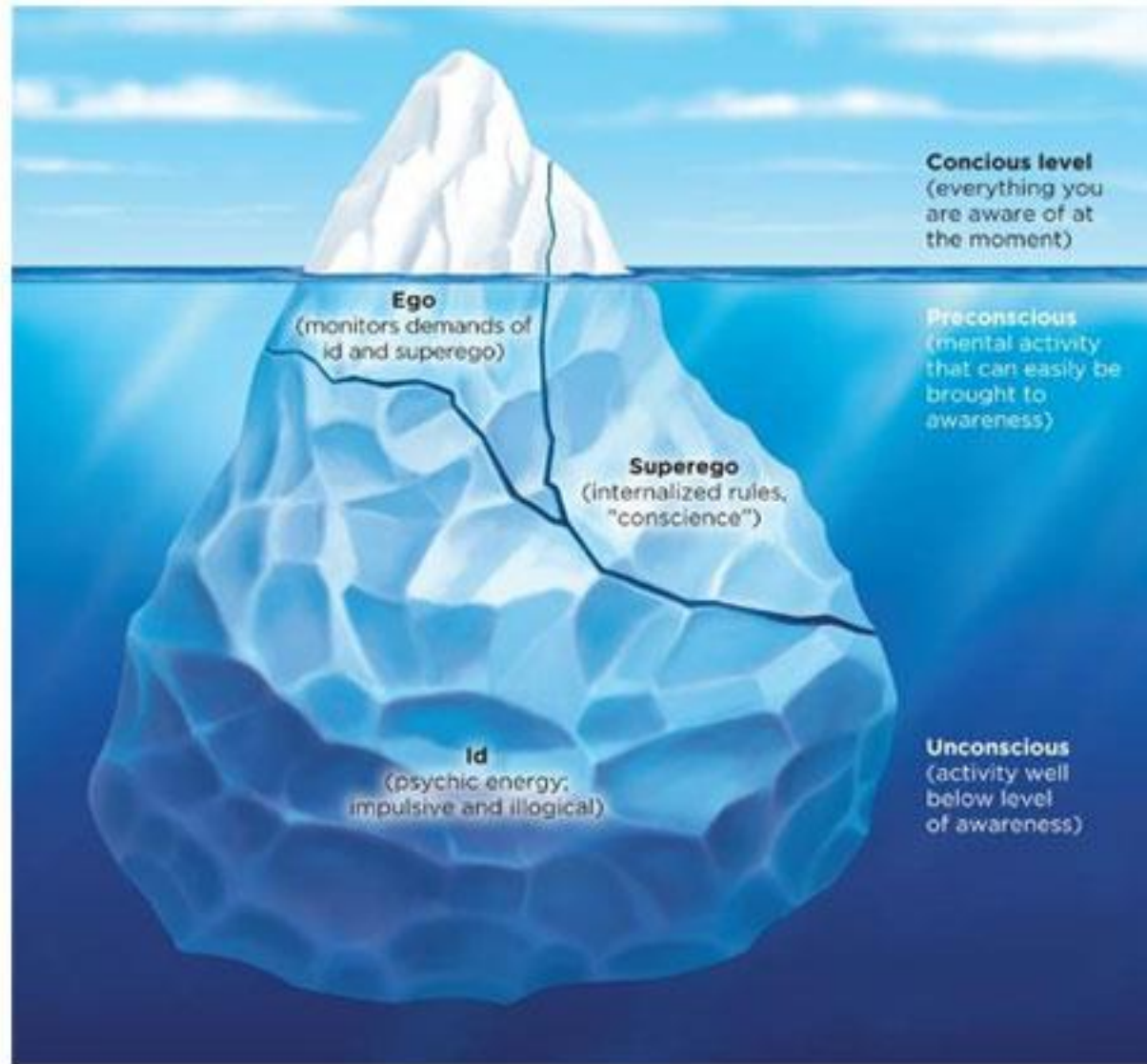
- *Conscious*: Mental activities outside your current awareness, but that can be brought easily to your attention
- *Preconscious*: Mental activities outside your current awareness, but that can be brought easily to your attention
- *Unconscious*: Level of consciousness outside of awareness, which is difficult to access without effort or therapy

Psychoanalytic Theories: Part 2

ID, EGO, AND SUPEREGO: THE STRUCTURAL MODEL OF THE MIND

- **Id**: Most primitive structure of the mind, the activities of which occur at the unconscious level and are guided by the pleasure principle
- **Ego**: Structure of the mind that uses the reality principle to manipulate situations, plan for the future, solve problems, and make decisions go
- Ego uses the reality principle to negotiate between the id and the environment.
- **Superego**: Structure of the mind that guides behavior to follow the rules of society, parents, or other authority figures

Psychoanalytic Description of the Mind



Psychoanalytic Theories: Ego Defense Mechanisms

Ego defense mechanisms

- Distort our perceptions and memories of the “real” world, without our awareness, to reduce the anxiety created by the conflicts among the id, ego, and superego

Projection

- Occurs when the expression of a thought or urge is so anxiety provoking that the ego makes us see it in someone else or accuse another of harboring these same urges

Repression

- Way the ego moves uncomfortable thoughts, memories, or feelings from the conscious level to the unconscious

Ego Defense Mechanisms



FROM MORE TO LESS ADAPTIVE

- SUBLIMATION
- IDENTIFICATION
- DISPLACEMENT
- REPRESSION
- RATIONALIZATION
- PROJECTION
- DENIAL

Psychoanalytic Theories: Freud's Psychosexual Stages of Development

According to Freud, humans pass through psychosexual stages of development, from birth to adulthood, each of which has an erogenous zone as well as a conflict that must be dealt with.

- Oral
- Anal
- Phallic
- Latency period
- Genital

Let's take a closer look!

ORAL FIXATION



The average baby (birth to 18 months) spends 108 minutes per day sucking on a pacifier and another 33 minutes mouthing other objects. (Juberg, Alfano, Coughlin, & Thompson, 2001)

Freud identified this phase of life with the oral stage of psychosexual development.

Psychoanalytic Theories: Freud's Psychosexual Stages of Development

Table 11.2 FREUD'S PSYCHOSEXUAL STAGES

Stage	Age	Erogenous Zone	Focus	Types of Conflict	Results of Fixation
Oral	Birth-1½ years	Mouth	Sucking, chewing, and gumming	Weaning	Smoking, drinking, nail biting, talking more than usual
Anal	1½-3 years	Anus	Eliminating bodily waste and controlling bodily functions responsible for them	Toilet training	Rule-bound, stingy, chaotic, destructive
Phallic	3-6 years	Genitals	Sexual feelings and awareness of self	Autoeroticism	Promiscuity, flirtation, vanity, or overdependence, and a focus on masturbation
Latency Period	6 years-puberty	Period during which children develop mentally, socially, and physically			
Genital	Puberty and beyond	Genitals	Reawakening of sexuality, with focus on relationships	Sexuality and aggression	Inability to thrive in adult activities such as work and love

According to Freud, psychological and sexual development proceeds through distinct stages. Each stage is characterized by a certain pleasure area, or "erogenous zone," and a conflict that must be resolved. If resolution is not achieved, the person may develop a problematic "fixation."

Just Like Dad



Young boys often look up to their fathers and strive to be like them.

Freud believed this is the way boys resolve the Oedipus complex.

Unable to displace his powerful father, the son stops trying to compete and begins to identify with his dad.

Psychoanalytic Theories: Appraisal of Psychoanalytic Theory

Strengths

- Important historical figure in psychology

Weaknesses

- Dismissed possibility that people can change and ignored influence of current development
- Placed too much weight on unconscious forces
- Objection to emphasis on sexuality and role in personality development
- Flawed methodology; non-representative sample

Controversies

HOW BIRTH ORDER MAY—OR MAY NOT—AFFECT YOUR PERSONALITY

Accurate or not accurate?

- Firstborns are conscientious and high achieving. They play by the rules, excel in school, and become leaders in the workforce.
- Middle children tend to get lost in the shuffle, but they learn to be self-sufficient.
- The youngest children, favored and coddled by their parents, grow up to be gregarious and rebellious.

Despite over 2000 scientific papers, there is still active scholarly debate on the topic. Confounding variables make it difficult to support these stereotypes.

Do you know what some of these variables might be?

Psychoanalytic Theories: Neo-Freudians

Albert Adler

- Theory of individual psychology. Personality is strongly influenced by the drive to conquer feelings of inferiority.
- Failure to succeed at this endeavor paves the way for an inferiority complex

Carl Gustav Jung

- Analytic psychology
Collective unconscious:
Universal experiences of humankind passed from generation to generation, including memories
- *Personal unconscious:*
Similar to preconscious and unconscious

Karen Horney

- Role of child–caregiver relationship emphasized
- People use three strategies:
 1. Moving toward people
 2. Moving away from people
 3. Moving against people

Show What You Know: Part 2

1. According to Freud, all children go through psychosexual stages as they mature into adulthood. If conflicts are not successfully resolved along the way, a child may suffer from a fixation.

2. Freud's topographical model of the mind includes three levels: conscious, preconscious, and unconscious.
 - a. structural model of the mind
 - b. individual psychology
 - c. developmental model
 - d. topographical model of the mind

Show What You Know: Part 3

3. Jung believed personality is made up of the ego, a personal unconscious, and the collective unconscious:

a. id.

b. collective unconscious.

c. superego.

d. preconscious.

Show What You Know: Part 4

- 4. How did the theories of the neo-Freudians differ from Freud's psychoanalytic theory, in regard to personality development?
- Answers will vary, but could include the following. Some of *Freud's followers* branched out on their own due to disagreements about certain issues, such as his focus on the instincts of sex and aggression, his idea that personality is determined by the end of childhood, and his somewhat negative view of human nature.
- Adler proposed that humans are conscious and intentional in their behaviors.
- Jung suggested that we are driven by psychological energy (as opposed to sexual energy), which encourages positive growth, self-understanding, and balance.
- Horney emphasized the role of relationships between children and their caregivers, not erogenous zones and psychosexual stages.

Humanistic Theories: Humanistic Perspective

Humanistic Perspective

Humanism theorizes that people are innately good and are in control of their destinies. Positive aspects of human nature drive the development of personality.

Humanistic Theories: Part 1



MASLOW AND ROGERS

Maslow and personality

- Behavior motivated by biological and psychological needs.
- Needs are universal and arranged in hierarchy.

Pope Francis

- Known for his humility and commitment to helping the poor; he is the type of person Maslow might have called self-actualized.

Humanistic Theories: Part 2

ATTRIBUTES OF SELF-ACTUALIZERS

- Realistic perception of reality
- Acceptance of self and others
- Spontaneous and creative
- Independent and private
- Freshness of appreciation
- Peak experiences
- Social interest and fellowship
- Profound interpersonal relations
- Democratic character structure
- Autonomous

MASLOW AND ROGERS

Rogers and personality

- Posited people have innate urge to move toward people and situations that support growth and to avoid those who may inhibit growth
- Highlighted importance of self-concept, ideal self, and unconditional positive regard

Humanistic Theories: Appraisal of Humanistic Theories

Strengths

- Perspective has led to less negative and more balanced view of human nature.
- Field of positive psychology has drawn on this approach.

Weaknesses

- Subjective approach makes experimental inquiry difficult—if not impossible.
- Constant praising can be counterproductive.

Show What You Know: Part 4

1. Abraham Maslow was a **humanist** who was interested in exploring people who are self-actualizers. Carl Rogers, also a humanist, discussed self-concept and problems that can arise when it is incongruent with our experiences in the world.

2. The total acceptance of a child regardless of her behavior is known as:

- a. conditions of worth.
- b. repression.
- c. the real self.
- d. unconditional positive regard.

Show What You Know: Part 5

3. How do the psychoanalytic and humanistic perspectives differ in regard to personality development?

Answers will vary, but could include the following. The psychoanalytic perspective assumes that personality development begins early in life and is heavily influenced by processes of which we are unaware (like conflict, aggression, sexual urges) and the way caregivers respond. The **humanistic perspective** suggests that we have capabilities we can and should take advantage of as we strive for personal growth, the choices we make in life influence our personalities, and we are innately good and control our own destinies. The psychoanalytic perspective states that we have little control over our development and personality, while the **humanistic perspective** states that we can influence growth.

Tank Time



ROBOTS CAN LEARN, TOO

A student at the Edinburgh International Science Festival interacts with a robot that is capable of developing game strategies.

This robot is engaging the student in “rock–scissors–paper.”

Who do you think won this round?

What would Freud say if asked if robots might one day be capable of possessing personality?

Learning and Social-Cognitive Theories: Part 1

THE ROLE OF LEARNING, THOUGHT, AND ENVIRONMENT

Social-cognitive perspective

- Rejected behaviorist exclusive focus on observable behaviors
- Acknowledged that personality may be shaped by learning

Learning and Social-Cognitive Theories: Part 2

THE ROLE OF LEARNING, THOUGHT, AND ENVIRONMENT

Rotter and personality

- Locus of control is key component of personality
 - Internal locus of control
 - External locus of control
- Expectancy
- Reinforcement value

Learning and Social-Cognitive Theories: Part 3

THE ROLE OF LEARNING, THOUGHT, AND ENVIRONMENT

Bandura and personality

- Exclusive focus on observable behaviors rejected: Importance of cognitions, reinforcers, and environmental factors
- Personality results from patterns of thinking, relationships, and other environmental factors.
 - Self-efficacy
 - Reciprocal determinism



Psychologist Albert Bandura asserts that personality is molded by a continual interaction between cognitions and social interactions, including observations of other people's behaviors. His approach is known as the social-cognitive perspective.

Learning and Social-Cognitive Theories: Part 4

APPRAISAL OF LEARNING AND SOCIAL-COGNITIVE THEORIES

Strengths

- Among first theories to recognize that people are not exclusive products of environment, but dynamic agents capable of altering the environment
- Several important cognitive aspects of personality proposed: locus of control; expectancy.

Weaknesses

- Importance of unconscious processes and emotional influences ignored.

Show What You Know: Part 5

1. According to learning theory, personality is the compilation of behaviors that have been shaped via reinforcement and conditioning.

2. Julian Rotter proposed that personality is influenced by locus of control, one's beliefs about where responsibility or control exists.
 - a. reinforcement
 - b. locus of control
 - c. expectancy
 - d. reinforcement value

Show What You Know: Part 6

3. Reciprocal determinism represents a complex multidirectional interaction among beliefs, behavior, and environment.

Answers will vary, but can be based on the following definition (and see Infographic 11.2) Reciprocal determinism refers to the multidirectional interactions among cognitions, behaviors, and the environment guiding our behavior patterns and personality.

4. Draw a diagram illustrating how reciprocal determinism explains one of your behavior patterns.

Trait Theories and Their Biological Basis: Trait Theory

Traits

- Relatively stable properties that describe elements of personality

Trait theories

- Theories that focus on personality dimensions and their influence on behavior; can be used to predict behaviors

Trait Theories and Their Biological Basis: Part 1

WHO'S WHO IN TRAIT THEORY

Allport and personality

- One of first trait theorists who created comprehensive list of traits to be used to operationalize terminology used in personality research
 - Personal traits
 - Temporary states
 - Social evaluations
 - Metaphorical and doubtful

Trait Theories and Their Biological Basis: Part 2

WHO'S WHO IN TRAIT THEORY

Cattell and personality

- Grouped list of personality traits into two major categories
 - Surface traits
 - Source traits
- With factor analysis, list of 16 personality factors were produced and considered primary source traits.
 - Sixteen Personality Factor Questionnaire (16PF)

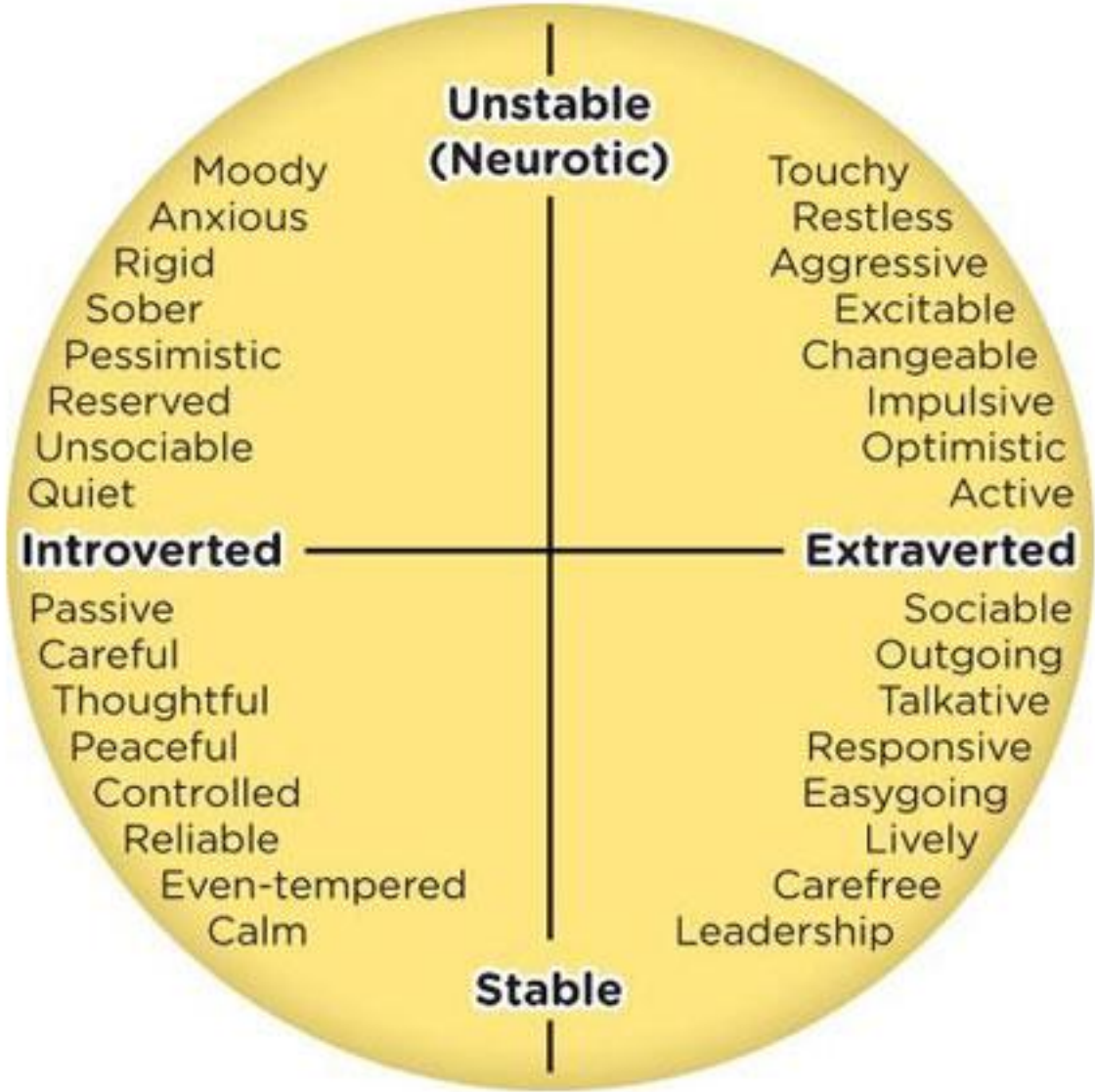
Trait Theories and Their Biological Basis: Part 3

WHO'S WHO IN TRAIT THEORY

Eysenck and personality

- Proposed three dimensions of personality
 - Introversiion-extroversion
 - Neuroticism
 - Psychoticism
- Worked to find biological basis for dimensions

Eysenck's Dimensions of Personality



Trait Theories and Their Biological Basis: Part 4

WHO'S WHO IN TRAIT THEORY

The Big Five (Five-factor model of personality)

- McCrae and Costa proposed five dimensions to describe personality (OCEAN)
 - Openness to experience
 - Conscientiousness
 - Extraversion
 - Agreeableness
 - Neuroticism

The Five-Factor Model of Personality: Part 1

Openness

- Conforming Uncreative Practical
- Unconforming Creative Imaginative

Conscientiousness

- Unreliable Lazy Spontaneous
- Reliable Ambitious Punctual

Extraversion

- Loner Quiet Reserved
- Sociable Talkative Affectionate

The Five-Factor Model of Personality: Part 2

Agreeableness

- Rude Uncooperative Critical
- Good-natured Trusting Helpful

Neuroticism

- Calm Even - tempered Secure
- Emotional Temperamental Worried

Trait Theories and Their Biological Basis: Part 5

Table 11.4 HERITABILITY OF THE BIG FIVE TRAITS

Big Five Personality Dimensions	Heritability
Openness	.61
Conscientiousness	.44
Extraversion	.53
Neuroticism	.41
Agreeableness	.41

Heritability is the degree to which heredity is responsible for a particular characteristic. Here, we can see the percent of variation in the Big Five traits attributed to genetic make-up, leaving the remainder to be attributed to environmental influences.

SOURCE: JANG, LIVESLEY, AND VERNON (1996).

The Big Five (Five-factor model of personality)

Support for model

- General stability over time for dimension traits
- Empirical support established for model using cross-cultural testing.
- Twin and adoption studies point to genetic base of five factors.
- Some gender differences reported.

“BIG,” BUT NOT UNIVERSAL



The five-factor model of personality is useful for the vast majority of people in today's world, but it does not apply to everyone. The Big Five did not find strong support in a recent study of Bolivia's indigenous Tsimane people. (Gurven, von Rueden, Massenkoff, Kaplan, & Lero Vie, 2013)

CULTURE OF PERSONALITY

Have you ever traveled to another country? Did you have an expectation about what people would be like?

- Terracciano and colleagues (2005) used personality tests to assess the Big Five traits of nearly 4000 people from 49 cultures.
- When they compared the results of the personality tests to national stereotypes, they found no evidence that the stereotypes mirrored reality.

Trait Theories and Their Biological Basis: Appraisal of Trait Theories

Strengths

- Important psychological research is facilitated by trait theory.

Weaknesses

- Origins of personality are not explained.
- Environmental influences on personality are underestimated.

Open Mind, Longer Life

THE TRAIT OF OPENNESS IMPROVES HEALTH THROUGH CREATIVITY

Turiano reported that higher openness predicted longer life. Other studies have similarly linked lower metabolic risk, higher self-rated health and more appropriate stress response.

What specific aspects of openness better predicted survival rates than overall rates?
Only creativity!

- Creativity draws on a variety of neural brain networks. Thus, keeping the brain healthy is one of the most important parts of successful aging.

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Show What You Know: Part 7

1. The relatively stable properties that describe elements of personality are:
 - a. traits.
 - b. expectancies.
 - c. reinforcement values.
 - d. ego defense mechanisms.

2. The traits we easily observe and quickly describe based on someone's behavior or characteristics are called surface traits.

Show What You Know: Part 8

- 3. Name the **Big Five traits** and give one piece of evidence for their biological basis.
- Answers will vary (and see Table 11.4). The Big Five traits include openness, conscientiousness, extraversion, agreeableness, and neuroticism. Three decades of twin and adoption studies point to a genetic (and therefore biological) basis of these five factors. The proportion of variation in the Big Five traits attributed to genetic make-up is substantial (ranging from .41 to .61), suggesting that the remainder can be attributed to environmental influences.

Personality Assessment: Is It Legit? Reliability and Validity

Qualities that increase test effectiveness

- *Reliability*: Degree to which assessment produces stable and consistent results
 - Test-retest reliability
 - Interrater reliability
- *Validity*: Degree to which a test measures what it is intended to measure

Personality Assessment: Part 1

INTERVIEWS

- Unstructured
- Semi-structured
- Structured

Strengths

- Allows view of client in natural, realistic setting

Weaknesses

- May involve lying, misrepresenting, sharing distorted memories to interviewer
- May be influenced by interviewer bias

Personality Assessment: Projective Personality Tests

Projective personality tests

- Assessments that present stimuli without a specified meaning to test takers, whose responses can then be interpreted to uncover underlying personality characteristics

Personality Assessment: Part 2

THE RORSCHACH INBLOT

- Most well-known projective personality test is the Rorschach
- Developed by Rorschach and updated by Exner in 1970
- Responses to inkblot systematically compared with answers given by others who have known personality characteristics and diagnoses

THE THEMATIC APPERCEPTION TEST (TAT)

- Development by Murray and colleagues
- Assumes test taker will project underlying conflicts onto the ambiguous stimuli of the picture; the job of the test administrator is to unearth them

Personality Assessment: Part 3



The Rorschach has 10 cards with symmetrical inkblots, 5 in color and 5 in black and white. The participant is prompted to give multiple responses for each image, identifying details

Test Interpretation



These sample responses are representative for this inkblot. Most participants interpret this Rorschach inkblot as two figures (Burstein & Loucks, 1989).

Examining the Unconscious: Projective Personality Test

Test administration

The best-known projective tests, the Thematic Apperception Test (TAT) and the Rorschach Inkblot Test, are both conducted in the same way (Lilienfeld, Wood, & Garb, 2005): The test administrator presents a series of picture cards, one at a time, then records the participant's responses. The administrator also notes behaviors such as gestures, tone of voice, and facial expressions.



The standard administration of the TAT presents a selection of 5 to 12 cards. The participant is asked to tell a Story for each scene, including What the characters are feeling and how the story might end.

Personality Assessment: Part 4

APPRAISAL OF PROJECTIVE PERSONALITY TESTS

Strengths

- Used by clinicians to provide way to form picture of client
- Used as part of a multifaceted approach

Weaknesses

- Testing time is lengthy.
- Subjectivity in result interpretation

Social Media and Psychology

IT'S WRITTEN ALL OVER YOUR FACEBOOK

- Facebook provides insight into personalities of participants.
- Research reveals accuracy between personality assessment and Facebook profiles when it came to traits of extraversion and openness.

What does your profile photo say about you?

Personality Assessment: Objective Personality Tests

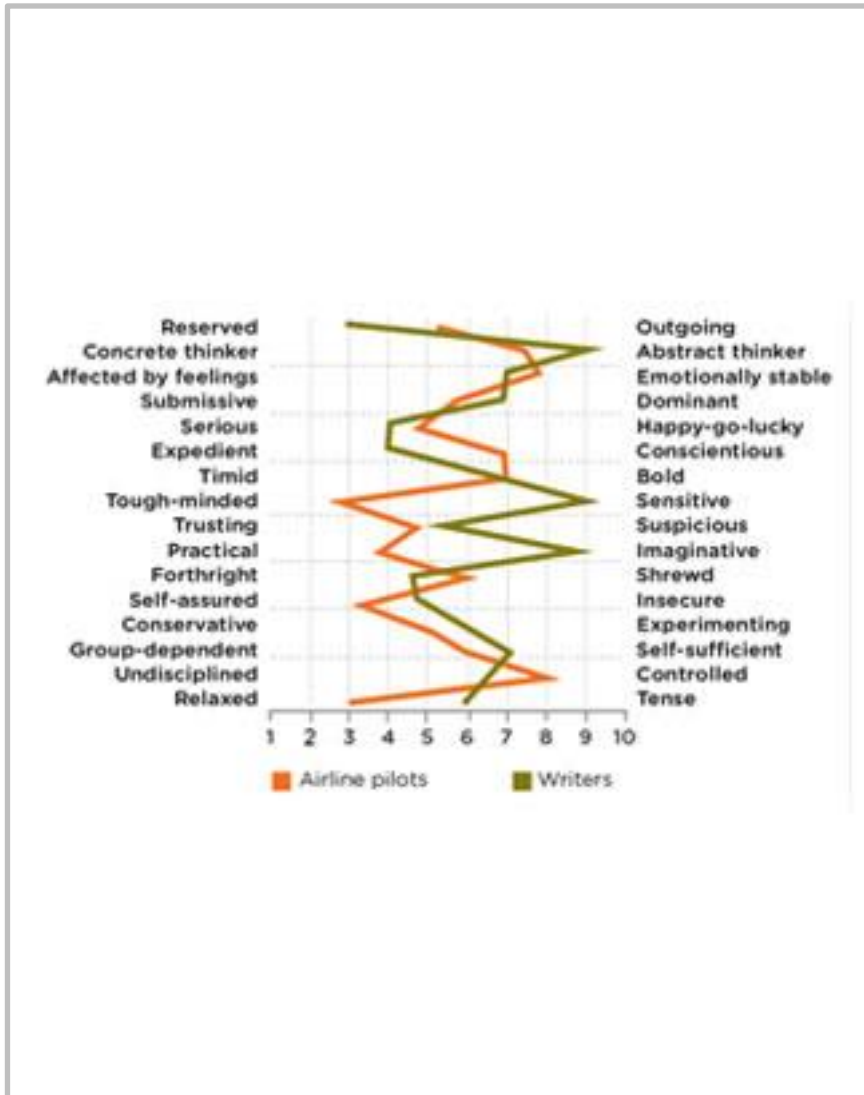
MMPI-2

- Most commonly used objective personality test developed to identify disorders and abnormal behaviors
- Often used to inform decisions about custody or other legal issues and variety of nonclinical settings
- Contains 10 clinical scales and validity scales

Myers-Briggs

- Personality types related to four dimensions: Extraversion versus introversion; sensing versus intuiting; thinking versus feeling; judgment versus perception.

Example Profiles Generated By The 16pf



On Cattell's 16PF, writers appear to be more reserved, sensitive, and imaginative than airline pilots.

Pilots, on the other hand, tend to fall on the tough-minded end of the continuum.

Are you surprised that they also appear to be more relaxed?

Source: Cattell (1973b)

Personality Assessment: Part 5

APPRAISAL OF OBJECTIVE PERSONALITY TESTS

Strengths

- Often includes measures for checking validity of test taker's answers

Weaknesses

- People may lie.
- Social desirability can influence the results.

Show What You Know: Part 8

1. Projective personality tests present ambiguous test stimuli to the test taker, so the tester can interpret and uncover underlying personality characteristics based on that participant's responses.

a. Objective

b. Projective

c. 16PF

d. Myers–Briggs

Show What You Know: Part 9

2. Objective personality tests are made up of a set of standardized questions with previously established answers (for instance, true/false or multiple choice), and are assessed free of:

a. intuition or bias.

b. reliability.

c. validity.

d. objectivity.

Show What You Know: Part 10

- 3. A psychologist gives a client several personality tests to help her choose a career path. What might the consequences be if the tests are not valid? What if they are not reliable?
- Answers will vary, but can be based on the following definition. A *valid measure* is one that can be shown to measure what it intends to measure. If measure is not valid, a client might be given information that is not meaningful because the findings have not been shown to measure their intended topic. A reliable measure provides consistent results across time as well as across raters or people scoring the measure. If findings from a personality test are not reliable, a client may be given information that will not reflect a consistent pattern, or may be questionable due to problems with scoring.