YOU KNOW YOU ARE READY FOR THE TEST IF YOU ARE ABLE TO…

- Define personality according to the various perspectives in psychology.
- Discuss Freud’s psychoanalytical perspective on personality including the division of the mind, components of personality, stages of development, and modifications of his theory by the neo-Freudians.
- Describe the behaviorists’ perspective on personality and the social cognitive theory including Albert Bandura’s model.
- Introduce the humanistic perspective of personality including Carl Rogers view of the self and concept of unconditional positive regard.
- Discuss trait theory with regard to the description of personality.
- Explain what is known about the role of biology and heredity in personality development
- Describe major methods of personality assessment including interviews, projective tests, behavioral assessment, and personality inventories.
- Discuss the measurement of intelligence including the Stanford-Binet and Wechsler intelligence tests, test construction issues, and the determination of developmental delay.
- Describe several prominent theories of intelligence including the concepts of giftedness, mental retardation, heredity, and environment.

RAPID REVIEW

Personality is the unique way in which each individual thinks, acts, and feels throughout life. Two components of personality are character, which refers to value judgments made about a person’s morals or ethical behavior and temperament, or the enduring characteristics a person is born with. There are at least four different perspectives regarding personality including the psychoanalytic, behaviorist, humanistic, and trait perspectives.

The psychoanalytic perspective originated with the theories of Sigmund Freud and focuses on the role of unconscious thoughts and desires in the development of personality. It is important to take into account the sexually repressed Victorian era in which Freud grew up when evaluating his theory or personality. Freud believed the mind was divided into three parts: the conscious mind contains all of the things a person is aware of at any given moment, the preconscious mind contains all the memories and facts that can be recalled with only minimal effort, and the unconscious mind is the part of our mind which remains hidden at all times. Freud believed the unconscious mind was the most important factor in directing behavior and personality. In addition to the divisions of the mind, Freud also believed that personality could be divided into three components: the id, ego, and superego. The id resides completely in the unconscious mind and represents the most primitive part of the personality containing all of the basic biological drives such as hunger, thirst, and sex. According to Freud, the id operates on the pleasure principle, which attempts to seek immediate gratification of needs with no regard for consequences. Freud referred to the psychological tension created by a person’s unconscious desires as the libido. The ego represents the mostly conscious and rational aspect of personality, which operates on the reality principle, attempting to satisfy the desires of the id in a way that will minimize negative consequences. The superego is the last part of the personality to develop according to Freud’s theory and represents the moral center of personality. The superego contains the conscience, or the part of personality that makes a person feel good or bad depending on whether they do the right or wrong thing. According to Freud, the id demands immediate satisfaction, while the superego places restrictions on which behaviors are morally acceptable, and the ego is left in the middle to come up with a compromise.

For Freud, the three components of personality develop in a series of psychosexual stages with each stage focused on a different erogenous zone, or area of the body that produces pleasurable feelings. Unresolved conflicts at any of the stages of development can lead to fixation and subsequent emotional or psychological problems as an adult. The first stage is called the oral stage because the erogenous zone is
the mouth. Fixation can occur in this stage if the baby is weaned from the mother’s breast too soon or too late. The second stage in Freud’s theory is the anal stage, during which time period the anus serves as the erogenous zone and the conflict centers around toilet training. Fixation resulting from openly rebelling against the toilet training results in adults who are characteristically messy and are referred to as anal expulsive personalities. Fixation resulting from overly strict toilet training results in adults who are stingy, stubborn, and excessively neat and would be referred to as anal retentive personalities. The third stage is the phallic stage and focuses on the child’s own genitals. During this stage the child develops a sexual attraction to the opposite-sex parent, becomes jealous of the same-sex parent, develops anxiety due to the attraction and the jealousy, and resolves the anxiety through sexual repression and identification with the same-sex parent. Freud referred to this process in boys as the Oedipus complex and suggested that girls go through a similar process with their fathers as the target of their affection. The process of identification leads to the development of the superego so that by the end of Freud’s third stage of development, all three components of personality are in place. The fourth stage, known as the latency stage, consists of repressed sexual feelings during which children focus on intellectual, physical, and social development but not sexual development. The final stage occurs around the start of puberty when sexual feelings can no longer be repressed and is referred to as the genital stage.

A number of psychologists, referred to as neo-Freudians, agreed with parts of Freud’s theories but not all aspects. Carl Gustav Jung believed that there were two parts of the unconscious, a personal unconscious similar to the unconscious described by Freud and a collective unconscious which contained universal human memories that Jung called archetypes. Alfred Adler felt that the motivating factor of behavior was not the pleasure-seeking drive of the libido suggested by Freud, but rather the seeking of superiority through defense mechanisms such as compensation. Karen Horney disagreed with Freud’s emphasis on sexuality and thought personalities were shaped more by a child’s sense of basic anxiety, which if unattended to could lead to the development of neurotic personalities. Erik Erikson developed eight psychosocial stages of development which focused on the role of social relationships in the development of personality.

Although Freud’s theory has had a significant impact on the culture of modern Western societies, his theory has been criticized on the scientific grounds due to the fact that it was not developed based on scientific experiments but rather on Freud’s personal observations in his private practice as a psychiatrist, and that Freud’s personal observations were limited to a specific group of wealthy Austrian women living in the sexually repressed Victorian era.

According to the behaviorists’ perspective, personality consists of a set of learned responses or habits. A variation on the behaviorist perspective is that of the social cognitive learning theorists, who emphasize the role of conditioning along with an individual’s thought processes in the development of personality. A strong proponent of the social cognitive view, Albert Bandura, suggested that the environment, behavior, and personal/cognitive factors all act together to determine an individual’s actions in a process Bandura referred to as reciprocal determinism. An important component of the cognitive factors is the person’s sense of self-efficacy, or perception of how effective a behavior will be in a particular context. Julian Rotter proposed that individuals develop a relatively set way of responding and this behavior represented “personality.” An important determinant of the individual’s response was his or her sense of locus of control. According to Rotter, the individual’s expectancy and the response’s reinforcement value were the two key factors that determined how an individual would react.

The humanistic perspective of personality focuses more on qualities that are considered uniquely human such as free will and subjective emotions. Carl Rogers proposed that humans are always striving to fulfill their innate capacities in a process known as the self-actualizing tendency. Rogers defined positive regard as warmth, affection, love, and respect that comes from significant others. In order for an individual to work towards self-actualization, they need to be exposed to a certain level of unconditional positive regard from the significant others in their lives. Rogers felt that conditional positive regard would restrict a person’s ability to become a fully functioning person. Rogers believed an individual’s image of oneself, or self-concept, also played a role in becoming fully functional. The self-concept was based on what an individual is told by others and also his or her own sense of self.
According to Rogers, self-concept could be divided into a real self and an ideal self. If the real self and ideal self concept were too far apart, anxiety and neurotic behavior would result.

**Trait theories** of personality have focused on describing personality and predicting behavior based on that description. A trait is a consistent, enduring way of thinking, feeling, or behaving. Gordon Allport identified approximately 200 traits in the English language that he felt were “wired” into each person’s nervous system. Raymond Cattell narrowed the number of traits down further by dividing traits into *surface traits*, such as the 200 traits described by Allport and *source traits*, or the more basic traits that underlie the surface traits and form the core of personality. *Introversion* is an example of a source trait. Cattell believed that there were 16 basic, or source traits. Later researchers narrowed this list to five source traits and developed the personality model known as the *five-factor model*, or the Big Five. The five trait dimensions are openness, conscientiousness, extraversion, agreeableness, and neuroticism. Critics of the five-factor model have argued that the situation plays a more significant role in determining an individual’s behavior than is suggested by trait theory and have proposed a theory that includes a *trait-situation interaction*.

Methods for assessing personality have been developed based on specific theories of personality as well as the various goals of classification, self-insight, and the diagnosis of psychological disorders. An *interview* is a method of personality assessment in which the professional asks questions of the client and allows the client to answer in either a structured or unstructured manner. Interviews are limited by the fact that clients can lie, intentionally or unintentionally, and the interviewers can bring their own biases into their interpretations including the halo effect, which is the tendency of a person’s first impression to influence later assessments. Psychoanalysts have developed *projective tests* in an attempt to assess a person’s unconscious conflicts or desires by having them projected onto an ambiguous visual stimulus. Two of the most commonly used projective tests are the *Rorschach inkblot test* and the *Thematic Apperception Test* or TAT. Projective tests are highly subjective and have been found to have very low reliability and validity. A behaviorist would be more likely to measure personality by directly observing an individual’s actions. In direct observation, the psychologist would observe an individual in a specific setting and record his or her behaviors through the use of a rating scale or a frequency count. Critics of this approach have pointed out the possibility for both the observer effect and observer bias. Trait theorists would be most likely to use a *personality inventory*, which consists of a questionnaire that has a standard list of questions that require specific answers such as “yes” or “no.” Examples of commonly used personality inventories include Cattell’s 16 PF, the Neuroticism/Extraversion/Openness Personality Inventory (NEO-PI), the Myers-Briggs Type Indicator (MPTI) and the Minnesota Multiphasic Personality Inventory, Version II (MMPI-2). The advantage of personality inventories is that they are scored objectively, which eliminates the possibility of observer bias, and they have been found to have very high reliability and validity scores. However, the inventories are still based on self-report.

A large number of personality tests are accessible over the Internet; however, the results of such tests should be interpreted with an appropriate level of skepticism.

**Intelligence** can be defined as the ability to learn from one’s experiences, acquire knowledge, and use resources effectively in adapting to new situations or solving problems. Currently, there is still much disagreement on exactly what is meant by the term “intelligence.” In 1904, Charles Spearman proposed that intelligence was split between two abilities. The first ability was a general intelligence, labeled the g factor, and the other was a specific intelligence referred to as the s factor. Spearman believed that both the g and s factors could be measured using standardized intelligence tests. Howard Gardner, on the other hand, proposed that at least nine different kinds of intelligence exist. Sternberg’s triarchic theory of intelligence suggests that intelligence comprises analytical, creative, and practical aspects.

In France in 1916, Alfred Binet and Theodore Simon developed the first formal test for intelligence in order to determine a child’s mental age. The Stanford-Binet test used a ratio of mental age to chronological age to determine an individual’s *intelligence quotient* or IQ. In the U.S., the Wechsler intelligence tests are now used more frequently that the Stanford-Binet and IQ scores are now based on individual *deviation IQ scores* rather than a ratio. The Wechsler tests are designed for specific age groups and can be administered individually. To determine the quality of a psychological test, you need to
look at the test’s validity, reliability, and procedure used to obtain the norms. Validity refers to how well the test measures what it claims to measure, while reliability indicates the test’s ability to produce the same result when given to the same person under similar conditions. Norms are determined by the standardization group selected by the researchers and should be a representative sample of the population who will be taking the test. All psychological tests should also be examined for the cultural biases.

Mental retardation, now more commonly referred to as developmental delay, occurs in about 3 percent of the U.S. population and is defined by an IQ score of 70 (two standard deviations below the mean) or lower along with adaptive behaviors significantly below the expected level for the person’s age group. Diagnosis of developmental delay is determined by the person’s intellectual and adaptive behavior skills, psychological and emotional levels, physical health considerations, and environmental factors. Developmental delay is classified from mild to moderate, severe, and profound. The three most common biological causes of developmental delay are Down syndrome, fetal alcohol syndrome, and fragile X syndrome.

Individuals who receive scores of 130 or above on intelligence tests are referred to as gifted. Lewis Terman conducted a longitudinal study of the traits and behaviors of over 1,500 gifted children. The children were known as Terman’s Termites and his findings showed that many of the common myths about the “nutty genius” were unfounded.

More recently, the concept of emotional intelligence has also been suggested as an important factor for success in life. Further research in this area is still needed. The role of a person’s environment or nurture, and heredity, also referred to as nature, on the development of intelligence continues to be debated. Studies of identical and fraternal twins raised together and apart have provided one method for investigating the role of nature and nurture.

The field of behavioral genetics studies the role of inherited traits in personality. Twin studies have found that identical twins are more similar than fraternal twins or unrelated people in certain aspects of personality such as intelligence, leadership, tendency to follow rules, assertiveness, and aggressiveness. Regarding intelligence, by comparing the IQ scores of twins reared together or apart, as well as persons of other degrees of relatedness, researchers can get a general idea of how much influence heredity has had over the trait of intelligence, but there are numerous factors to consider, including social and environmental.

In an attempt to describe “national personalities,” Geert Hofstede conducted a cross-cultural study for IBM which resulted in a description of each country along four basic dimensions. The dimensions Hofstede observed were individualism/collectivism, power distance, masculinity/femininity, and uncertainty avoidance.

**STUDY HINTS**

1. Students often confuse the levels of awareness suggested by Freud with his three components of personality. The next two exercises should help you keep them straight. To start with let’s think about your levels of awareness. For each of the levels listed, list at least three examples of the information or memories that would be found there. Start with the conscious level.

   My conscious level of awareness might contain the following:

   __________________________________________________________
   __________________________________________________________
My preconscious level of awareness might contain the following:

_______________________________________________________

_______________________________________________________

My unconscious level of awareness might contain the following:

_______________________________________________________

_______________________________________________________

2. Now think about the three components that Freud suggested make up an individual’s personality; the id, the ego, and the superego. For each of the situations listed below, describe how a person’s id, ego, and superego might respond. The first example has been completed for you. Notice how the ego always represents the compromise between the two extremes.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Id</th>
<th>Ego</th>
<th>Superego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone cuts you off in traffic as you are driving down the freeway</td>
<td>Speed up, cut in front of them and then slow way down.</td>
<td>I’ll yell a few words at the driver from my own car but remain driving at the speed limit.</td>
<td>It’s wrong to break the law and we don’t know what is happening with that person, maybe they have an emergency.</td>
</tr>
<tr>
<td>Your alarm goes off for school but you still feel completely exhausted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your co-worker asks you to work her shift for you so that she can have the night off to go to a concert.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Situation | Id | Ego | Superego
--- | --- | --- | ---
Your roommate just made a batch of chocolate chip cookies and said he is going to take most of them to work with him tomorrow. | | | |
You just finished watching two hours of TV and still have a lot of homework to do for tomorrow but you don’t feel like doing it. | | | |

3. The two most commonly used methods to assess any psychological test are to determine the validity and reliability of the test. Examine the following test descriptions and determine whether the test has a potential problem with its reliability or validity.

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<td>A personality test gives a very different score for the same person when they retake it six months later.</td>
<td>reliability – the scores are not consistent over time for the same person</td>
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<td>An individual takes an online IQ test that measures how long she can hold her breath.</td>
<td>validity – does holding your breath give a very accurate assessment of your IQ?</td>
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<td>A 5-year-old child is diagnosed as developmentally delayed based on his IQ scores, but when he is brought back and given the same test, his scores fall in the above average range.</td>
<td>This question illustrates that without reliability a test will also lack validity. The test scores are inconsistent over time, which indicates that the test is not really measuring what it claims to measure since we assume that intelligence is a fairly constant factor.</td>
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Suggested answers to Question 3

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LEARNING OBJECTIVES

11.1 What is personality, and how do the various perspectives in psychology view personality?

11.2 How did Freud’s historical view of the mind and personality form a basis for psychodynamic theory?

11.3 How did Jung, Adler, Horney, and Erikson modify Freud’s theory?

11.4 How does modern psychoanalytic theory differ from that of Freud?

11.5 How do behaviorist and social cognitive theorists explain personality?

11.6 How do humanists such as Carl Rogers explain personality?

11.7 What are the history and current views of the trait perspective?

11.8 What are the advantages and disadvantages of the following measures of personality: interviews, projective tests, behavioral assessment, personality inventories, and online personality tests?

11.9 How do psychologists define intelligence, and how do various theories of intelligence differ?

11.10 How is intelligence measured, and how are intelligence tests constructed?

11.11 What is mental retardation, and what are its causes?

11.12 What defines giftedness, and does being intellectually gifted guarantee success in life?

11.13 What part do biology, heredity, environment, and culture play in personality and intelligence?

PRACTICE EXAM

For the following multiple choice questions, select the answer you feel best answers the question.

1. The unique way in which each individual thinks, acts, and feels throughout life is called ________.
   a) character
   b) personality
   c) temperament
   d) the unconscious

2. One limitation of the trait perspective compared to the other perspectives is there is not much
   a) description.
   b) research.
   c) material.
   d) explanation.

3. Many have compared Freud's idea of the mind to an iceberg. If that were the case and you were standing on the deck of a ship in Alaska, what part of the mind would you see above the water?
   a) ego
   b) superego
   c) id
   d) preconscious

4. Information that cannot be recalled even when a person makes a determined effort to retrieve it would be said by Freud to be residing in the
   a) conscious.
   b) preconscious.
   c) unconscious.
   d) superego.
5. In Sigmund Freud's theory, the _____ operates according to the pleasure principle.
   a) id
   b) ego
   c) thanatos
   d) superego

6. According to Freud, the last component of an individual’s personality to develop is the
   a) ego.
   b) superego.
   c) id.
   d) libido.

7. What is Freud's term for the executive of the personality that has a realistic plan for obtaining
   gratification of an individual's desires?
   a) id
   b) ego
   c) superego
   d) preconscious

8. Freud called the developmental stage in which the Oedipus complex occurs the
   a) oral stage.
   b) anal stage.
   c) phallic stage.
   d) latency stage.

9. Freud believed that the personality characteristics of overeating, gum chewing, being too dependent
   or overly optimistic developed due to fixation during the
   a) oral stage.
   b) anal stage.
   c) phallic stage.
   d) latency stage.

10. Which neo-Freudian viewed personality disturbances as resulting from the feelings of inferiority all
    people share?
    a) Carl Jung
    b) Alfred Adler
    c) Carl Rogers
    d) Karen Horney

11. Karen Horney disagreed with Freud about the unconscious force that influences behavior. She
    believed the force was not sexual desire, but rather
    a) feelings of inferiority.
    b) basic anxiety.
    c) the collective unconscious.
    d) self-regard.

12. Which of the following is NOT a current criticism of Freud’s psychoanalytic theory?
    a) the significant impact it has had on culture
    b) the lack of empirical evidence
    c) observations based on Freud’s personal clients
    d) role of women in Freud’s theory
13. Albert Bandura's notion that people are affected by their environment but can also influence that environment is known as  
   a) self-efficacy.  
   b) locus of control.  
   c) phenomenology.  
   d) reciprocal determinism.

14. A baseball player's son is quite talented; he has received lots of awards over the years. When he gets up to bat he expects to get a hit, and when he is in the field he expects to make every catch. According to Bandura, what characteristic does this young man seem to have?  
   a) self-regard  
   b) self-centeredness  
   c) self-efficacy  
   d) self-actualization

15. __________ theory is called the third force in personality theory.  
   a) Psychoanalytic.  
   b) Behaviorist  
   c) Cognitive  
   d) Humanistic

16. In Carl Rogers's theory, our perception of our abilities, behaviors, and characteristics is known as ___________.  
   a) personality  
   b) self-regard  
   c) self-esteem  
   d) self-concept

17. Which of the following represents an example of unconditional positive regard?  
   a) a mother telling her son that she hopes he becomes an engineer like his father  
   b) a father telling his daughter that he will really only be proud of her if she gets all As like she did last semester  
   c) an owner only pays attention to her dog when he is well-behaved  
   d) a parent telling his son he loves him even though he just wrecked the family car

18. What did Gordon Allport think about traits?  
   a) He thought they were like stages.  
   b) He thought they were wired into the nervous system.  
   c) He thought they were learned.  
   d) He thought they were the result of cognitive modeling.

19. How many source traits did Raymond Cattell discover through the process of factor analysis?  
   a) 5  
   b) 16  
   c) 200  
   d) 4,500

20. What psychoanalytic theorist most notably influenced the Big Five theory of personality?  
   a) Freud  
   b) Jung  
   c) Erikson  
   d) Horney
21. The fact that an outgoing extravert might be very talkative at a party but very quiet at a funeral is an example of
   a) trait-situation interaction.
   b) cross-cultural similarities.
   c) source trait reliability.
   d) neuroticism.

22. What major conclusion about personality traits emerged from the Minnesota twin study?
   a) Identical twins are more similar than any other type of sibling.
   b) Siblings reared apart were much more similar than identical twins.
   c) Fraternal twins reared together were much more similar than identical twins.
   d) Personality scores for twins were not related in either case.

23. Which of the following countries would NOT be considered a collectivist country according to the studies by Geert Hofstede?
   a) Japan
   b) United States
   c) Mexico
   d) Korea

24. Which of the following terms describes the cultural personality of the United States according to Hofstede's dimensions of cultural personality?
   a) individualistic
   b) high in power distance
   c) low in individualism
   d) high in uncertainty avoidance

25. Which of the following is NOT considered a disadvantage in the use of interviews for personality assessment?
   a) halo effect
   b) answers are based on self-report
   c) bias of the interviewer
   d) natural flow of the questions

26. Which personality test relies on the interpretation of inkblots to understand personality?
   a) MMPI
   b) 16PF
   c) TAT
   d) Rorschach

27. Which of the following is NOT a criticism of projective tests?
   a) They are a projection of the person’s unconscious concern.
   b) They are low in reliability.
   c) Their interpretation is more an art than a science.
   d) They lack validity.

28. Direct observation is most like
   a) case studies.
   b) naturalistic observation.
   c) experimental methods.
   d) correlation.
29. The most commonly used personality inventory is the
   a) MMPI-2.
   b) MBTI.
   c) TAT.
   d) CPI.

30. Which of the following is an advantage to using personality inventories?
   a) observer bias
   b) They are standardized.
   c) biases of interpretation
   d) They rely on self-report.

31. A personality test that results in statements that are so general that they could apply to just about anyone is a good example of
   a) high validity.
   b) the Barnum Effect.
   c) observer bias.
   d) inter-rater reliability.

32. Measuring intelligence by testing is a rather new concept in the history of the world. It is roughly ___________ years old.
   a) 50
   b) 100
   c) 200
   d) 500

33. An 8-year-old child who scores like an average 10-year-old on an intelligence test would have a mental age of ______ and an IQ of ______.
   a) eight; 80
   b) eight; 125
   c) ten; 100
   d) ten; 125

34. Because of the need to measure the IQ of people of varying ages, newer IQ tests base their evaluation of IQ on ___________.
   a) mental age alone
   b) deviation scores from the mean of the normal distribution
   c) giving extra points for older folks to compensate for their slower processing times
   d) none of these

35. If a test consistently produces the same score when administered to the same person under identical conditions, that test can be said to be high in
   a) reliability.
   b) validity.
   c) accuracy.
   d) norms.
36. Denny has a flat upper lip, wide-set eyes, and problems with his heart in addition to being mildly retarded. Denny most likely suffers from
   a) Down syndrome.
   b) fetal alcohol syndrome.
   c) fragile X syndrome.
   d) cretinism.

37. Which two of the following aspects are included in the definition of developmental delay?
   a) IQ scores and adaptive behavior
   b) age and socioeconomic status
   c) race and country of origin
   d) Only IQ scores are considered.

38. Which of the following statements about the gifted is true?
   a) They are more likely to suffer from mental illnesses.
   b) They are physically weaker than nongifted persons.
   c) They are often skilled leaders.
   d) They are socially unskilled.

39. Which was NOT a finding of the Terman and Oden (1974) study of gifted kids?
   a) They were socially well adjusted.
   b) They were more resistant to mental illness.
   c) They were clearly much more likely to be females.
   d) They were average in weight, height, and physical attractiveness.

40. The “g” in Spearman’s g factor of intelligence stands for
   a) gifted intelligence.
   b) general intelligence.
   c) graded intelligence.
   d) The g does not stand for anything.

41. If intelligence is determined primarily by heredity, which pair should show the highest correlation between IQ scores?
   a) fraternal twins
   b) identical twins
   c) brothers and sisters
   d) parents and children

42. If a researcher believed that nature was the most important factor in determining an individual’s intelligence level, she would most closely agree with which of the following statements?
   a) Intelligence is largely inherited from your parents.
   b) Intelligence has no relationship to your biological family.
   c) The environment is the most important factor in determining a child’s intelligence level.
   d) A child’s intelligence can be greatly increased by providing stimulating toys throughout infancy.

**PRACTICE EXAM ANSWERS**
1. b Temperament and character are both part of personality. Character refers to value judgments made about a person’s morals, and temperament refers to the enduring characteristics that a person is born with.
2. a Trait theories are descriptive and deal with the actual end result of personality.
3. a The ego is the part of the mind that is conscious and in view.
4. c Freud thought that information sometimes seeped out of the unconscious through our dreams or slips of the tongue, but for the most part, the information was not readily available to our conscious awareness.
5. a According to Freud, the id represents the most basic part of the personality and operates on the pleasure principle. The ego operates on the reality principle.
6. b Freud’s theory states that the superego develops during the phallic stage or when an individual is around 5-6 years old.
7. b The ego is in charge of reality and decisions and the superego is there for moral judgments, but the ego makes the decisions.
8. c The Oedipus complex leads to the development of the superego and occurs during the phallic stage.
9. a Freud described those personality traits as resulting from fixation during the oral stage of development.
10. b Adler viewed personality disturbances as resulting from the feelings of inferiority all people share. Jung focused on archetypes in the collective unconscious.
11. b Horney believed that basic anxiety was the unconscious driving force behind many of the behaviors people exhibited.
12. a The impact of Freud’s theory on culture is not considered a criticism.
13. d Self-efficacy refers to one's perception of how effective a behavior will be in any particular circumstance, whereas reciprocal determinism is Bandura's notion that people are affected by their environment but can also influence that environment.
14. c Self-efficacy refers to one's perception of how effective a behavior will be in any particular circumstance. Self-actualization has to do with self-fulfillment and reaching one's full potential.
15. d Humanistic theory is called the third force in personality theory; the first two are psychoanalytic theory and behaviorist theory.
16. d Self-esteem has more to do with one's sense of worth.
17. d Rogers defined unconditional positive regard as being love, affection, and respect with no strings attached.
18. b Allport thought traits were not learned, but rather were wired into the nervous system.
19. b Cattell proposed that there were 16 source traits of personality.
20. b Freud's views are not involved in trait theory, but Jung's theory mentioned extroversion, which is one of the Big Five traits.
21. a The trait-situation interaction focuses on the interaction of source traits with the specific environment or situation that a person is in.
22. a Identical twins, who share the same genes, are more similar in personality than are any other type of siblings.
23. b The Hofstede study found that the United States could be described as more of an individualistic culture.
24. a Americans expect power to be well distributed rather than held by an elite few; democracies are typically low in power distance.
25. d The natural flow of the interview process is one of the advantages of this method.
26. d The Rorschach is a projective test that relies on the use of inkblot interpretation.
27. a The reason a psychologist would use a projective test is in order to get a “projection” of that individual’s unconscious concerns.
28. b In naturalistic observation, one directly observes behavior in a relatively natural environment. Doing case studies involves gathering information through interviews rather than through actually observing the individual in a natural setting.
29. a The MMPI-2 is used more than any other inventory.
30. b The fact that personality inventories are standardized represents one of the greatest advantages to using this assessment technique.
31. b The Barnum Effect can also be seen in daily horoscope readings.
32. b Alfred Binet started testing children in France in 1916.
33. d The IQ is based on a mental age of 10 divided by a chronological age of 8 and multiplied by 100. This gives an IQ = 125.
34. b Deviation IQ scores are based on the norms of a representative sample of the population (also known as the standardization group).
35. a Reliability indicates a test consistency, while validity indicates accuracy, or how well the test measures what it says it measures.
36. b Denny most likely suffers from fetal alcohol syndrome.
37. a The diagnosis of developmental delay is based on IQ scores as well as how well the individual is able to function in day-to-day life.
38. c C is the only true statement, the other three statements are myths that have not been supported by research.
39. c There were actually slightly more males than females in the sample of subjects selected for the Terman study.
40. b Spearman proposed a two-factor theory of intelligence. The g factor was for general intelligence and the s factor was for specific intelligence.
41. b Identical twins should show the strongest correlation since they share 100 percent of the same genes.
42. a Nature refers to the influence of heredity on behaviors and traits. A is the only selection that focuses on inheritance of genes.

CHAPTER GLOSSARY

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreeableness</td>
<td>the emotional style of a person which may range from easy-going, friendly, and likeable to grumpy, crabby, and unpleasant.</td>
</tr>
<tr>
<td>Albert Bandura</td>
<td>born 1925. Bandura developed the theory of reciprocal determinism to explain personality development.</td>
</tr>
<tr>
<td>Alfred Adler</td>
<td>1870–1937. One of the Neo-Freudians who continued the pursuit of the unconscious. Adler focused on the need for power as a driving force in an individual’s life.</td>
</tr>
<tr>
<td>anal expulsive personalities</td>
<td>a person fixated in the anal stage who is messy, destructive, and hostile.</td>
</tr>
<tr>
<td>anal retentive personalities</td>
<td>a person fixated in the anal stage who is neat, fussy, stingy, and stubborn.</td>
</tr>
<tr>
<td>anal stage</td>
<td>second stage occurring from about 1 to 3 years of age, in which the anus is the erogenous zone and toilet training is the source of conflict.</td>
</tr>
<tr>
<td>archetypes</td>
<td>Jung’s collective, universal human memories.</td>
</tr>
<tr>
<td>basic anxiety</td>
<td>type of anxiety proposed by Karen Horney that is created when a child is born into the bigger and more powerful world of older children and adults.</td>
</tr>
<tr>
<td>behavioral genetics</td>
<td>field of study devoted to discovering the genetic bases for personality characteristics.</td>
</tr>
<tr>
<td>Carl Jung</td>
<td>1875–1961. Swiss psychiatrist who was a pioneer in the psychoanalytic school of thought and was heavily influenced by Freud.</td>
</tr>
<tr>
<td>Carl Rogers</td>
<td>1902–1987. Humanist psychologist who focused on the role of the self-concept and positive regard on personality development.</td>
</tr>
<tr>
<td>character</td>
<td>value judgments of a person’s moral and ethical behavior.</td>
</tr>
<tr>
<td>collective unconscious</td>
<td>Jung’s name for the memories shared by all members of the human species.</td>
</tr>
<tr>
<td>conditional positive regard</td>
<td>positive regard that is given only when the person is doing what the providers of positive regard wish.</td>
</tr>
<tr>
<td>conscience</td>
<td>a person’s sense of morality, or sense of right and wrong.</td>
</tr>
<tr>
<td><strong>conscientiousness</strong></td>
<td>the care a person gives to organization and thoughtfulness of others, dependability.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>conscious mind</strong></td>
<td>level of the mind which is aware of immediate surroundings and perceptions.</td>
</tr>
<tr>
<td><strong>developmental delay</strong></td>
<td>condition in which a person’s behavioral and cognitive skills exist at an earlier developmental stage than the skills of others who are the same chronological age. A more acceptable term for mental retardation.</td>
</tr>
<tr>
<td><strong>deviation IQ score</strong></td>
<td>a type of intelligence measure which assumes that IQ is normally distributed around a mean of 100 with a standard deviation of about 15.</td>
</tr>
<tr>
<td><strong>direct observation</strong></td>
<td>assessment in which the professional observes the client engaged in ordinary, day-to-day behavior in either a clinical or natural setting.</td>
</tr>
<tr>
<td><strong>ego</strong></td>
<td>part of the personality that develops out of a need to deal with reality, mostly conscious, rational and logical.</td>
</tr>
<tr>
<td><strong>emotional intelligence</strong></td>
<td>the awareness of and ability to manage one’s own emotions as well as the ability to be self-motivated, able to feel what others feel, and socially skilled.</td>
</tr>
<tr>
<td><strong>erogenous zone</strong></td>
<td>an area of the body especially sensitive to sexual stimulation.</td>
</tr>
<tr>
<td><strong>expectancy</strong></td>
<td>a person’s subjective feeling that a particular behavior will lead to a reinforcing consequence.</td>
</tr>
<tr>
<td><strong>extraversion</strong></td>
<td>dimension of personality referring to one’s need to be with other people.</td>
</tr>
<tr>
<td><strong>extraverts</strong></td>
<td>people who are outgoing and sociable.</td>
</tr>
<tr>
<td><strong>five-factor model</strong></td>
<td>also known as the Big Five, model of personality traits that describes five basic trait dimensions.</td>
</tr>
<tr>
<td><strong>fixation</strong></td>
<td>disorder in which the person does not fully resolve the conflict in a particular psychosexual stage, resulting in personality traits and behavior associated with that earlier stage.</td>
</tr>
<tr>
<td><strong>frequency count</strong></td>
<td>assessment in which the frequency of a particular behavior is counted.</td>
</tr>
<tr>
<td><strong>fully functioning person</strong></td>
<td>a term proposed by Carl Rogers to describe a person who is in touch with and trusting of their own innermost urges and feelings.</td>
</tr>
<tr>
<td><strong>g factor</strong></td>
<td>the ability to reason and solve problems, or general intelligence.</td>
</tr>
<tr>
<td><strong>genital stage</strong></td>
<td>fifth stage of Freud’s theory occurring from adolescence on; sexual energy is focused on sexual activity with others.</td>
</tr>
<tr>
<td><strong>gifted</strong></td>
<td>the two percent of the population falling on the upper end of the normal curve and typically possessing an IQ of 130 or above.</td>
</tr>
<tr>
<td><strong>habits</strong></td>
<td>in behaviorism, sets of well-learned responses that have become automatic.</td>
</tr>
<tr>
<td><strong>halo effect</strong></td>
<td>tendency of an interviewer to allow positive characteristics of a client to influence the assessments of the client’s behavior and statements.</td>
</tr>
<tr>
<td><strong>humanistic perspective</strong></td>
<td>the “third force” in psychology that focuses on those aspects of personality that make people uniquely human, such as subjective feelings and freedom of choice.</td>
</tr>
<tr>
<td><strong>id</strong></td>
<td>part of the personality present at birth and completely unconscious.</td>
</tr>
<tr>
<td><strong>ideal self</strong></td>
<td>one’s perception of who one should be or would like to be.</td>
</tr>
<tr>
<td><strong>identification</strong></td>
<td>defense mechanism in which a person tries to become like someone else to deal with anxiety.</td>
</tr>
<tr>
<td><strong>intelligence</strong></td>
<td>the ability to learn from one’s experiences, acquire knowledge, and use resources effectively in adapting to new situations or solving problems.</td>
</tr>
</tbody>
</table>
interview  method of personality assessment in which the professional asks questions of the client and allows the client to answer, either in a structured or unstructured fashion.

introversion  dimension of personality in which people tend to withdraw from excessive stimulation.

introverts  people who prefer solitude and dislike being the center of attention.

Karen Horney  1885–1952. A neo-Freudian who focused on more equal representation of men and women in psychoanalytic theory and also the role of basic anxiety as a motivating force.

latency stage  fourth stage occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways.

libido  the instinctual energy that may come into conflict with the demands of a society’s standards for behavior.

 locus of control  the tendency for people to assume that they either have control or do not have control over events and consequences in their lives.

neo-Freudians  followers of Freud who developed their own, competing theories of psychoanalysis.

neurotic personalities  personality type proposed by Karen Horney in which the individual is characterized by maladaptive ways of dealing with relationships.

neuroticism  degree of emotional instability or stability.

Oedipus complex  situation occurring in the phallic stage in which a child develops a sexual attraction to the opposite-sex parent and jealousy of the same sex-parent.

openness  one of the five factors, willingness to try new things and be open to new experiences.

oral stage  first stage occurring in the first year of life, and in which the mouth is the erogenous zone and weaning is the primary conflict.

personal unconscious  Jung’s name for the unconscious mind as described by Freud.

personality  the unique and relatively stable ways in which people think, feel, and behave.

personality inventory  paper and pencil or computerized test that consists of statements that require a specific, standardized response from the person taking the test.

phallic stage  third stage occurring from about 3 to 6 years of age, in which the child discovers sexual feelings.

pleasure principle  principle by which the id functions; the immediate satisfaction of needs without regard for the consequences.

positive regard  warmth, affection, love, and respect that come from significant others in one’s life.

preconscious mind  level of the mind in which information is available, but not currently conscious.

projection  defense mechanism involving placing, or “projecting” one’s own unacceptable thoughts onto others, as if the thoughts actually belonged to those others and not to oneself.

projective tests  personality assessments that present ambiguous visual stimuli to the client and ask the client to respond with whatever comes to mind.

psychoanalysis  Freud’s term for both the theory of personality and the therapy based on it.

psychoanalytic perspective  Freud’s term for both the theory of personality and the therapy based upon it.

psychosexual stages  five stages of personality development proposed by Freud and tied to the sexual development of the child.
<table>
<thead>
<tr>
<th><strong>rating scale</strong></th>
<th>assessment in which a numerical value is assigned to specific behavior that is listed in the scale.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>real self</strong></td>
<td>one’s perception of actual characteristics, traits, and abilities.</td>
</tr>
<tr>
<td><strong>reality principle</strong></td>
<td>principle by which the ego functions; the satisfaction of the demands of the id only when negative consequences will not result.</td>
</tr>
<tr>
<td><strong>reciprocal determinism</strong></td>
<td>Bandura’s explanation of how the factors of environment, personal characteristics, and behavior can interact to determine future behavior.</td>
</tr>
<tr>
<td><strong>reliability</strong></td>
<td>the tendency of a test to produce the same scores again and again each time it is given to the same people.</td>
</tr>
<tr>
<td><strong>Rorschach inkblot test</strong></td>
<td>projective test that uses 10 inkblots as the ambiguous stimuli.</td>
</tr>
<tr>
<td><strong>s factor</strong></td>
<td>the ability to excel in certain areas, or specific intelligence.</td>
</tr>
<tr>
<td><strong>self</strong></td>
<td>an individual’s awareness of his or her own identity.</td>
</tr>
<tr>
<td><strong>self-actualizing tendency</strong></td>
<td>the striving to fulfill one’s innate capacities and capabilities.</td>
</tr>
<tr>
<td><strong>self-concept</strong></td>
<td>the image of oneself that develops from interactions with important, significant people in one’s life.</td>
</tr>
<tr>
<td><strong>self-efficacy</strong></td>
<td>individual’s perception of how effective a behavior will be in any particular circumstance.</td>
</tr>
<tr>
<td><strong>Sigmund Freud</strong></td>
<td>1856-1939. Founder of the psychoanalytic school of thought which focuses on the role of the unconscious on behavior.</td>
</tr>
<tr>
<td><strong>social cognitive learning theorists</strong></td>
<td>theorists who emphasize the importance of both the influences of other people’s behavior and of a person’s own expectancies on learning.</td>
</tr>
<tr>
<td><strong>social cognitive view</strong></td>
<td>learning theory that includes cognitive processes such as anticipating, judging, memory, and imitation of models.</td>
</tr>
<tr>
<td><strong>source traits</strong></td>
<td>the more basic traits that underlie the surface traits, forming the core of personality.</td>
</tr>
<tr>
<td><strong>subjective</strong></td>
<td>referring to concepts and impressions that are only valid within a particular person’s perception and may be influenced by biases, prejudice, and personal experiences.</td>
</tr>
<tr>
<td><strong>superego</strong></td>
<td>part of the personality that acts as a moral center.</td>
</tr>
<tr>
<td><strong>surface traits</strong></td>
<td>aspects of personality that can easily be seen by other people in the outward actions of a person.</td>
</tr>
<tr>
<td><strong>temperament</strong></td>
<td>the enduring characteristics with which each person is born.</td>
</tr>
<tr>
<td><strong>Thematic Apperception Test (TAT)</strong></td>
<td>projective test that uses twenty pictures of people in ambiguous situations as the visual stimuli.</td>
</tr>
<tr>
<td><strong>trait</strong></td>
<td>a consistent, enduring way of thinking, feeling, or behaving.</td>
</tr>
<tr>
<td><strong>trait theories</strong></td>
<td>theories that endeavor to describe the characteristics that make up human personality in an effort to predict future behavior.</td>
</tr>
<tr>
<td><strong>trait-situation interaction</strong></td>
<td>the assumption that the particular circumstances of any given situation will influence the way in which a trait is expressed.</td>
</tr>
<tr>
<td><strong>unconditional positive regard</strong></td>
<td>positive regard that is given without conditions or strings attached.</td>
</tr>
<tr>
<td><strong>unconscious mind</strong></td>
<td>level of the mind in which thoughts, feelings, memories, and other information is kept that is not easily or voluntarily brought into consciousness.</td>
</tr>
<tr>
<td><strong>validity</strong></td>
<td>the degree to which a test actually measures what it’s supposed to measure.</td>
</tr>
</tbody>
</table>
11.1  p. 384

**personality**
- unique way in which each individual thinks, acts, and feels throughout life

**psychodynamic perspective**
- behavioral and social cognitive views
- humanistic
- trait

**Theories of Personality**

11.2–4  pp. 384–393

**psychosexual stages of personality development**
- id exists at birth; ego and superego develop in childhood
- different erogenous zones are sources of conflict as individual ages; unresolved conflicts result in individuals getting stuck or fixed at that stage

- a group of Freud's students and followers of the psychoanalytic perspective, called the neo-Freudians, modified his theory and altered the focus of psychoanalysis

- Jung
- Adler
- Horney
- Erikson

**Psychodynamic Perspective**

- modern psychoanalytic theory maintains focus on unconscious mind, concept of defense mechanisms is still useful

- despite several criticisms, Freud's theory still important—first to suggest that personality develops through stages, that we are not always consciously aware of reasons for behavior, and that early life experiences influence who we are later in life

11.8  pp. 401–407

**personality**
- can be assessed through various methods, based on perspective endorsed

**Personality: Assessment**

<table>
<thead>
<tr>
<th>Table 11.4 Who Uses What Method?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF ASSESSMENT</td>
</tr>
<tr>
<td>Interviews</td>
</tr>
<tr>
<td>Projective Tests</td>
</tr>
<tr>
<td>Thematic Apperception Test</td>
</tr>
<tr>
<td>Behavioral Assessments</td>
</tr>
<tr>
<td>Direct Observation</td>
</tr>
<tr>
<td>Rating Scales</td>
</tr>
<tr>
<td>Frequency Counts</td>
</tr>
<tr>
<td>Personality Inventories</td>
</tr>
<tr>
<td>Thematic Apperception Test</td>
</tr>
<tr>
<td>Minnesota Multiphasic Personality Inventory</td>
</tr>
<tr>
<td>Myers-Briggs Type Indicator</td>
</tr>
<tr>
<td>Strong Interest Inventory</td>
</tr>
</tbody>
</table>

11.9–10  pp. 407–412

**theories**
- Spearman: intelligence comprised of two primary abilities, general intelligence (g factor) and task-specific intelligence (s factor)
- Gardner's multiple intelligences: overall intelligence comprises nine different types
- Sternberg's triarchic theory: intelligence comprises three different aspects (analytical, creative, practical)

**Intelligence**
- (the ability to learn from one's experiences, acquire knowledge, and use resources effectively)

**measuring intelligence**

- tests
  - Binet's Mental Ability Test
  - Stanford-Binet
  - Wechsler Tests

- test construction

- good tests are valid, reliable, and have standardized administration, scoring, and comparison norms
Behavioral, Social Cognitive, and Humanistic Perspectives

- **Behaviorsial and Social Cognitive**
  - for behaviorists, personality is set of learned responses and habits, gained through classical and operant conditioning
  - in social cognitive view, both learning (individual and through imitation of models) and cognitive processes (such as anticipation, judgment, and memory) are important
  - Bandura: focused on self-efficacy and idea that personality is result of reciprocal determinism between environment, behavior, and individual's personal or cognitive factors
  - Rotten: focused on locus of control and how expectancy and reinforcement value influences someone's behavior/personality

- **Humanistic**
  - referred to as the third force in psychology (after psychoanalysis and behaviorism); based largely on work of Rogers and Maslow
  - Rogers: like Maslow, believed that humans have self-actualizing tendency
  - self-concept: image of oneself
  - self-actualization: achieving all of one's innate capacities and capabilities
  - when there is congruence between real and ideal selves, one is considered to be fully functioning and capable of reaching the goal of self-actualization

Trait Theories

- Mischel and others have suggested that there is a trait-situation interaction; there is evidence of the Big Five trait dimensions across various cultures
- several groups' work resulted in the **five-factor model** (Big Five, OCEAN—openness, conscientiousness, extraversion, agreeability, neuroticism (see Table 11.3))

Individual Differences in Intelligence

- can be assessed through IQ tests and functional behavior assessments; used to identify individuals that differ significantly from average
- developmentally delayed/mental retardation = IQ < 70
  - 2 SD below mean; adaptive skills significantly below age-appropriate level, & limitations present before age 18
- giftedness = IQ > 130 (2 SD above mean), > 140 are called geniuses; typically grow up to be well-adjusted adults EXCEPT when “pushed” to achieve at younger and younger ages
- emotional intelligence = awareness of and ability to manage one’s own emotions, self-motivation, empathy, and social skills; may be related to traditional intelligence but data is still being collected

Individual Differences/Biology

- the biology of personality and intelligence
  - field of behavioral genetics is devoted to study of how much an individual's personality, intelligence, and other behavioral characteristics are due to inherited traits
  - identical twins reared together show a correlation of .86 between their IQ's
  - heritability estimates apply within groups of people, not between groups, not to individuals, and only in a general sense
  - correlation is not 1.00 so environment has to also play a part
  - current heritability estimate is about .50
11.1 Theories of Personality

11.2-11.4 Psychodynamic Perspective
Table 11.1 **The Psychological Defense Mechanisms**

<table>
<thead>
<tr>
<th>DEFENSE MECHANISM AND DEFINITION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denial:</strong> refusing to recognize or acknowledge a threatening situation.</td>
<td></td>
</tr>
<tr>
<td><strong>Repression:</strong> “pushing” threatening or conflicting events or situations out of conscious memory.</td>
<td></td>
</tr>
<tr>
<td><strong>Rationalization:</strong> making up acceptable excuses for unacceptable behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Projection:</strong> placing one’s own unacceptable thoughts onto others, as if the thoughts belonged to them and not to oneself.</td>
<td></td>
</tr>
<tr>
<td><strong>Reaction formation:</strong> forming an emotional reaction or attitude that is the opposite of one’s threatening or unacceptable actual thoughts.</td>
<td></td>
</tr>
<tr>
<td><strong>Displacement:</strong> expressing feelings that would be threatening if directed at the real target onto a less threatening substitute target.</td>
<td></td>
</tr>
<tr>
<td><strong>Regression:</strong> falling back on childlike patterns as a way of coping with stressful situations.</td>
<td></td>
</tr>
<tr>
<td><strong>Identification:</strong> trying to become like someone else to deal with one’s anxiety.</td>
<td></td>
</tr>
<tr>
<td><strong>Compensation (substitution):</strong> trying to make up for areas in which a lack is perceived by becoming superior in some other area.</td>
<td></td>
</tr>
<tr>
<td><strong>Sublimation:</strong> turning socially unacceptable urges into socially acceptable behavior.</td>
<td></td>
</tr>
<tr>
<td>Ben is an alcoholic who denies being an alcoholic.</td>
<td></td>
</tr>
<tr>
<td>Elise, who was sexually abused as a child, cannot remember the abuse at all.</td>
<td></td>
</tr>
<tr>
<td>“If I don’t have breakfast, I can have that piece of cake later on without hurting my diet.”</td>
<td></td>
</tr>
<tr>
<td>Keisha is attracted to her sister’s husband but denies this and believes the husband is attracted to her.</td>
<td></td>
</tr>
<tr>
<td>Matt is unconsciously attracted to Ben but outwardly voices an extreme hatred of homosexuals.</td>
<td></td>
</tr>
<tr>
<td>Sandra gets reprimanded by her boss and goes home to angrily pick a fight with her husband.</td>
<td></td>
</tr>
<tr>
<td>Four-year-old Jeff starts wetting his bed after his parents bring home a new baby.</td>
<td></td>
</tr>
<tr>
<td>Marie really admires Suzy, the most popular girl in school, and tries to copy her behavior and dress.</td>
<td></td>
</tr>
<tr>
<td>Reggie is not good at athletics, so he puts all of his energies into becoming an academic scholar.</td>
<td></td>
</tr>
<tr>
<td>Alain, who is very aggressive, becomes a professional hockey player.</td>
<td></td>
</tr>
</tbody>
</table>
Table 11.2 *Freud's Psychosexual Stages*

<table>
<thead>
<tr>
<th>STAGE</th>
<th>AGE</th>
<th>FOCUS OF PLEASURE</th>
<th>FOCUS OF CONFLICTS</th>
<th>DIFFICULTIES AT THIS STAGE AFFECT LATER . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Birth to $\frac{1}{2}$ years old</td>
<td>Oral activities (such as sucking, feeding, and making noises with the mouth)</td>
<td>Weaning</td>
<td>- Ability to form interpersonal attachments&lt;br&gt;- Basic feelings about the world&lt;br&gt;- Tendency to use oral forms of aggression, such as sarcasm&lt;br&gt;- Optimism or pessimism&lt;br&gt;- Tendency to take charge or be passive</td>
</tr>
<tr>
<td>Anal</td>
<td>$\frac{1}{2}$ to 3 years old</td>
<td>Bowel and bladder control</td>
<td>Toilet training</td>
<td>- Sense of competence and control&lt;br&gt;- Stubbornness or willingness to go along with others&lt;br&gt;- Neatness or messiness&lt;br&gt;- Punctuality or tardiness</td>
</tr>
<tr>
<td>Phallic</td>
<td>3 to 6 years old</td>
<td>Genitals</td>
<td>Sexual awareness</td>
<td>- Development of conscience through identification with same-sex parent&lt;br&gt;- Pride or humility&lt;br&gt;- Ability to get along with others</td>
</tr>
<tr>
<td>Latency</td>
<td>6 years old to puberty</td>
<td>Social skills (such as the ability to make friends) and intellectual skills; dormant period in terms of psychosexual development</td>
<td>School, play, same-sex friendships</td>
<td></td>
</tr>
<tr>
<td>Genital</td>
<td>Puberty to death</td>
<td>Sexual behavior</td>
<td>Sexual relationship with partner</td>
<td>- Immature love or indiscriminate hate&lt;br&gt;- Uncontrollable working or inability to work</td>
</tr>
</tbody>
</table>

Note: Freud thought that the way a person finds pleasure or is prevented from satisfying urges for pleasure at each stage affects personality. Thus, like Erikson's stage model described in Chapter Seven, Freud's model argues that the way a person deals with particular psychological challenges or potential areas of conflict has long-term effects on personality.
11.5–11.6 Behaviorist, Social Cognitive, and Humanistic Views

Figure 11.2 Reciprocal Determinism

Environment
Reinforcers

Behavior

Personal/Cognitive Factors
Beliefs, expectancies, personal dispositions

Figure 11.3 Real and Ideal Selves

Ideal self
Real self

Match = Harmony

Ideal self
Real self

Mismatch = Anxiety

Theories of Personality and Intelligence 303

CHAPTER 11
Figure 11.4  Cattell's Self-Report Inventory

1. Reserved
2. Concrete thinker
3. Easily upset
4. Submissive
5. Serious; sober
6. Rule-defying
7. Shy
8. Tough-minded
9. Trusting
10. Practical
11. Forthright
12. Self-assured
13. Conservative
14. Group-dependent
15. Undisciplined
16. Relaxed

Outgoing
Abstract thinker
Emotionally stable; calm
Dominant
Happy-go-lucky; enthusiastic
Conscientious
Bold
Sensitive; tender-minded
Suspicious
Imaginative
Shrewd; worldly
Apprehensive; insecure
Experimenting
Self-sufficient
Self-controlled
Tense

---

Airline pilots
Writers
Table 11.3 The Big Five

<table>
<thead>
<tr>
<th>HIGH SCORER CHARACTERISTICS</th>
<th>FACTOR (OCEAN)</th>
<th>LOW SCORER CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative, artistic, curious, imaginative, nonconforming</td>
<td>Openness (O)</td>
<td>Conventional, down-to-earth, uncreative</td>
</tr>
<tr>
<td>Organized, reliable, neat, ambitious</td>
<td>Conscientiousness (C)</td>
<td>Unreliable, lazy, careless, negligent, spontaneous</td>
</tr>
<tr>
<td>Talkative, optimistic, sociable, affectionate</td>
<td>Extraversion (E)</td>
<td>Reserved, comfortable being alone, stays in the background</td>
</tr>
<tr>
<td>Good-natured, trusting, helpful</td>
<td>Agreeableness (A)</td>
<td>Rude, uncooperative, irritable, aggressive, competitive</td>
</tr>
<tr>
<td>Worrying, insecure, anxious, temperamental</td>
<td>Neuroticism (N)</td>
<td>Calm, secure, relaxed, stable</td>
</tr>
</tbody>
</table>

*Source: Adapted from McRae and Costa (1990)*.

11.8 Personality Assessment
### Table 11.4 Who Uses What Method?

<table>
<thead>
<tr>
<th>TYPE OF ASSESSMENT</th>
<th>MOST LIKELY USED BY . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews</td>
<td>Psychoanalysts, Humanistic Therapists</td>
</tr>
<tr>
<td>Projective Tests</td>
<td>Psychoanalysts</td>
</tr>
<tr>
<td>Rorschach</td>
<td></td>
</tr>
<tr>
<td>Thematic Apperception Test</td>
<td></td>
</tr>
<tr>
<td>Behavioral Assessments</td>
<td>Behavioral and Social Cognitive Therapists</td>
</tr>
<tr>
<td>Direct Observation</td>
<td></td>
</tr>
<tr>
<td>Rating Scales</td>
<td></td>
</tr>
<tr>
<td>Frequency Counts</td>
<td></td>
</tr>
<tr>
<td>Personality Inventories</td>
<td>Trait Theorists</td>
</tr>
<tr>
<td>Sixteen Personality Factor Questionnaire (16PF)</td>
<td></td>
</tr>
<tr>
<td>Neuroticism/Extraversion/Openness Personality Inventory (NEO-PI)</td>
<td></td>
</tr>
<tr>
<td>Minnesota Multiphasic Personality Inventory, Version II (MMPI-2)</td>
<td></td>
</tr>
<tr>
<td>Myers-Briggs Type Indicator (MBTI)</td>
<td></td>
</tr>
<tr>
<td>Eysenck Personality Questionnaire (EPO)</td>
<td></td>
</tr>
<tr>
<td>Keirsey Temperament Sorter II</td>
<td></td>
</tr>
<tr>
<td>California Psychological Inventory (CPI)</td>
<td></td>
</tr>
</tbody>
</table>

---

Figure 11.5 **Rorschach Inkblot Example**

---

---
Figure 11.6 Thematic Apperception Test Example

11.9-11.10 Intelligence
Table 11.5 Paraphrased Items from the Stanford-Binet Intelligence Test

<table>
<thead>
<tr>
<th>AGE*</th>
<th>TYPE OF ITEM</th>
<th>DESCRIPTION OF ITEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Board with three differently shaped holes</td>
<td>Child can place correct shape into matching hole on board.</td>
</tr>
<tr>
<td>4</td>
<td>Building block bridge</td>
<td>Child can build a simple bridge out of blocks after being shown a model.</td>
</tr>
<tr>
<td>7</td>
<td>Similarities</td>
<td>Child can answer such questions as “In what way are a ship and a car alike?”</td>
</tr>
<tr>
<td>9</td>
<td>Digit reversal</td>
<td>Child can repeat four digits backwards.</td>
</tr>
<tr>
<td>Average adult</td>
<td>Vocabulary</td>
<td>Child can define 20 words from a list.</td>
</tr>
</tbody>
</table>

*Age at which item typically is successfully completed.


Table 11.6 Paraphrased Sample Items from the Wechsler Adult Intelligence Scale

<table>
<thead>
<tr>
<th>VERBAL SCALE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>What is steam made of? What is pepper? Who wrote Tom Sawyer?</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Why is copper often used in electrical wire? What is the advantage of keeping money in a bank?</td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Three women divided eighteen golf balls equally among themselves. How many golf balls did each person receive?</td>
</tr>
<tr>
<td>Similarities</td>
<td>If two buttons cost $.15, what will be the cost of a dozen buttons?</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>In what way are a circle and a triangle alike? In what way are a saw and a hammer alike?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERFORMANCE SCALE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Arrangement</td>
<td>A story is told in three or more cartoon panels placed in the incorrect order; put them together to tell the story.</td>
</tr>
<tr>
<td>Picture Completion</td>
<td>Point out what’s missing from each picture.</td>
</tr>
<tr>
<td>Block Design</td>
<td>After looking at a pattern or design, try to arrange small cubes in the same pattern.</td>
</tr>
<tr>
<td>Object Assembly</td>
<td>Given pieces with part of a picture on each, put them together to form objects such as a hand or a profile.</td>
</tr>
<tr>
<td>Digit Symbol</td>
<td>Learn a different symbol for each number and then fill in the blank under the number with the correct symbol. (This test is timed.)</td>
</tr>
</tbody>
</table>

Simulated items similar to those in the Wechsler Adult Intelligence Scale, Third Edition (1997).
Figure 11.7 The Normal Curve

11.11-13 Individual Differences/Biology
### Table 11.7 Classifications of Developmental Delay

<table>
<thead>
<tr>
<th>CLASSIFICATION</th>
<th>RANGE OF IQ SCORES</th>
<th>ADAPTIVE LIMITATIONS</th>
<th>PERCENTAGE OF DEVELOPMENTALLY DELAYED POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>55–70</td>
<td>Can reach sixth-grade skill level. Capable with training of living independently and being self-supporting. (This category makes up the vast majority of those with developmental delays.)</td>
<td>90%</td>
</tr>
<tr>
<td>Moderate</td>
<td>40–55</td>
<td>Can reach second-grade skill level. Can work and live in sheltered environments with supervision.</td>
<td>6%</td>
</tr>
<tr>
<td>Severe</td>
<td>25–40</td>
<td>Can learn to talk and perform basic self-care but needs constant supervision.</td>
<td>3%</td>
</tr>
<tr>
<td>Profound</td>
<td>Below 25</td>
<td>Very limited ability to learn, may only be able to learn very simple tasks, poor language skills and limited self-care.</td>
<td>1%</td>
</tr>
</tbody>
</table>

*Source: Table based on classifications in DSM-IV-TR (American Psychiatric Association, 2000).*
Figure 11.8 \textit{Correlations Between IQ Scores of Persons with Various Relationships}

<table>
<thead>
<tr>
<th>Type of comparison</th>
<th>Nature’s influence</th>
<th>Nurture’s influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identical twins together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fraternal twins together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological siblings together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrelated individuals together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological parents and children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adoptive parents and children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

![Graph showing correlations between IQ scores and various types of relationships](image-url)