SOLUTIONS MANUAL

Fifth Edition

Personality

CLASSIC THEORIES AND MODERN RESEARCH
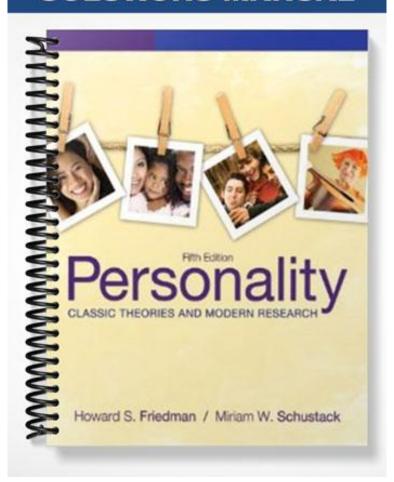
Howard S. Friedman / Miriam W. Schustack

Instructor's Manual

for

Personality:

Classic Theories and Modern Research

Fifth Edition

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INSTRUCTOR'S MANUAL

PREFACE

This instructor's supplement has been created to accompany Friedman and Schustack's **Personality: Classic Theories and Modern Research, 5th Edition**. The textbook provides a comprehensive overview of the field of personality psychology, written in an engaging style that has been shown to appeal to and educate students. The textbook is organized into three major parts: an introduction to the definition of personality and the tools for studying it; eight basic theoretical frameworks for understanding personality; and a unique section on applications to individual differences. There is also a concluding chapter which sums up the high points and looks to the future of personality. The preface to the textbook gives a more detailed overview of the structure, approach, and goals of the book.

The instructor's manual provides you, the professor, with a variety of creative ideas for use in your classroom or laboratory (such as discussion topics, individual and class projects, and suggestions of films and videos to complement lecture material).

There is one chapter in this instructor's manual for each chapter in the textbook. Each chapter in this manual is organized as follows:

1. **Overview.** This section provides a brief overview with suggestions about how to present this chapter.
2. **Possible Lecture Outline.** This is a brief outline of the major topics in the chapter. This may be used as lecture notes by the instructor, or may be copied as a student handout (some students seem to appreciate having an outline to follow).
3. **Classroom Activities, Discussion Topics, and Projects.** This section provides activities and questions that might be used to spark discussions or to enrich lectures. Some of the questions may be modified for use as additional essay questions. In addition, ideas for in-class and out-of-class projects are presented; some of the projects are individual in nature, some are for small groups, and some work well with large groups. These projects may be used as homework assignments, or may be used as ungraded class activities to enrich the classroom experience.
4. **Recommended Outside Readings.** This list suggests several readings for each chapter, which should be intriguing to students or professors. Some readings take students back to primary sources; other readings look at a portion of the chapter in more depth, or provide fuel for classroom discussions. Assigning different readings to small groups of students and having them present their findings to the rest of the class is also effective.
5. **Films/Videos.** Several films or videos are suggested to accompany each chapter, and a brief description accompanies each. Most are produced for educational use, but a few popular movies that have been found to stimulate lively conversation have also been included. These might be assigned for students to watch on their own time if you do not wish to devote time during class; you may find that most of your students have already seen some of the movies and are happy to offer their opinions and thoughts about them.

Following the material for each textbook chapter, you will find two sample syllabi (one for a semester-length class and one for a quarter-length class) and two projects which might be used as alternatives to the traditional term paper. Each of these projects is more involved than any of the projects presented in the chapters and should be assigned early in the term; it is helpful if students are allowed to turn in at least one rough draft.

Personality psychology should not be some dry academic exercise or historical curiosity. Rather, as is maintained throughout the textbook, the study of personality goes to the basis of what it means to be a person.

<div align="right">
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Your comments and feedback on the textbook or this Instructor's Manual will be greatly appreciated and will be considered during future revisions.

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Miriam W. Schustack is Professor of Psychology at California State University in San Marcos (near San Diego), where she currently specializes in individual differences and the use of computers in learning. She previously taught at Harvard University. An honors graduate of Princeton University, Schustack received her master's degree from Yale and her Ph.D. from Carnegie Mellon University.

CHAPTER 1: WHAT IS PERSONALITY?

This chapter introduces the field of personality by explaining the distinctive orientations of the field, its history and origins, its basic approaches, and some key recurring issues such as personal versus situational influences. Consistent with the whole approach of the text, this chapter builds on examples and concepts that students can readily comprehend.

Most students come to the study of personality eager to understand themselves and others. It is valuable to build upon their interests and gradually lead them to grasp and employ the sophisticated and rigorous concepts and methods of personality psychology. Relating theories back to real-life examples helps students understand, retain, and appreciate the material.

Possible Lecture Outline

I. The basic questions that personality psychologists seek to answer are: "What makes each of us unique? "What makes all of us human beings?"

II. Personality psychology is the scientific study of psychological forces.
    A. Unconscious forces
    B. Ego forces
    C. Cognitive forces
    D. Biological forces
    E. Conditioning/shaping forces
    F. Traits
    G. Spiritual/existential forces
    H. Person-situation interaction

III. Because personality psychologists use scientific methods to test their theories, conclusions are much more reliable and valid (compared to those obtained from astrology, palm reading, physiognomy, etc.).
    A. Importance of data and statistics for scientific testing of many theories
    B. Distinction between correlation and causation

IV. What are the sources of personality theories?
    A. Careful observation and deep introspection of insightful thinkers
    B. Systematic empirical research
    C. Concepts borrowed from other disciplines: note that knowledge gleaned from other disciplines may also be used to test present theories—for instance, if new advances in biochemistry show that one theory of personality is impossible, the theory must be reworked to be consistent with current biochemical knowledge.
    D. Most theories utilize some aspects of all three of these.

V. Preview of Eight Different Approaches to Studying Personality
   A. Psychoanalytic
   B. Neo-analytic
   C. Cognitive
   D. Biological
   E. Behaviorist
   F. Trait
   G. Humanistic/existential
   H. Person-situation interactionist

VI. Brief History of Personality Psychology
   A. Theater and self-presentation
   B. Religious influences
   C. Evolutionary biology
   D. Development of testing methodologies

VII. Modern Theories
   A. Gordon Allport: the search for underlying organizational properties, with a focus on individuality
   B. Kurt Lewin: gestalt tradition, integrative nature of perception and thought, a whole that is greater than the sum of the parts; believed in the importance of changing situations
   C. Henry Murray: emphasis on comprehensive orientation, longitudinal design, personology
   D. Margaret Mead: highlighted the importance of cross-cultural comparisons

VIII. Issues to Be Addressed throughout the Course
   A. The importance of the unconscious
   B. The definition of the self
   C. Unique vs. general approaches to studying people (idiographic vs. nomothetic)
   D. Male-female differences
   E. Personal vs. situational influences
   F. Cultural determinants of personality
   G. Usefulness of personality for understanding behavior
   H. The value of understanding each individual

Classroom Activities, Discussion Topics, and Projects

1. Ask students to define, in one paragraph, what is meant by the term "personality." Students should be thorough yet precise. Have students read these paragraphs aloud and focus on the major points that are generally seen as important by your students. Have students save these paragraphs for comparison to each of the perspectives described in the book.

2. Have students describe themselves in a paragraph. Identify how much of what they say about themselves is personality-related and how much relates only to social roles and accomplishments. Discuss how these overlap and what distinguishes them.

3. What were some of the most important early impacts and biases on personality study? Biological understanding of the times? Gender-related beliefs of the times? Religious beliefs and superstitions? What are the important influences today? Gender issues? Cross-cultural issues? Innovations in physiological measurement?

4. Have students write down and turn in questions they have about personality. (They may say things like, "Why are men like my boyfriend so aggressive and untrustworthy in love?") Answer the questions, as appropriate, in lectures throughout the course. (This makes the course feel more relevant to the students' lives.)

5. Have students write down a one-sentence description of each of the eight basic perspectives to be covered in the course (this works best if this is the first class period and the students have not yet read the introductory chapter). Have students share their responses before going briefly over the eight perspectives. Collect the students' responses and save them to hand back at the end of the quarter/semester (students are often surprised to see how much they have learned).

6. Ask students to use three different words to describe their own personality and the personality of a close friend or family member. Have the students share what sorts of words they used. Is it difficult to select only three terms? Are the words used broad traits? Social roles? Specific skills? Ask students to have their friend or family member complete the same task (describing the student and himself or herself). At the next class period, ask students to compare and share with the class the similarities and differences in the words they used and the words used by their friend or family member. Do people see eye to eye on how they describe themselves and others?

7. Ask students to form small groups to generate and discuss popular proverbs and clichés about human nature. Examples may include: "Two heads are better than one"; "You can't teach an old dog new tricks"; and "Better safe than sorry." Have students discuss whether these ideas are valid, and what these proverbs and clichés tell us about the layperson's views of personality.

8. Ask students to debate some of the topics introduced in Chapter 1 as basic themes in the study of personality. Students may break into two different teams which present different answers to questions such as: "Are men and women different?" "Is each person truly unique?" "How important is the situation versus personality?"

9. The Barnum effect refers to people's willingness to interpret vague, general statements as personally meaningful interpretations of their personality. To impress upon students our tendency to do this, complete this exercise with students across two class sessions. It is important to do this activity before students have read Chapter 2. First, ask students to draw pictures of themselves (not just stick figures), and to write out the sentence "I am a student taking personality this term." Have them turn this picture and sentence into you for your "brief analysis." During the next class session, pass out the following typed statement to each student, or email the statement to each student separately before class:

> *You enjoy change and variety in your life, but do not like to have things change too drastically. You are fairly ambitious, but sometimes worry about whether you are making the right choices in your life. Sometimes you are insecure, but you don't think that other people realize this. You think a lot about your personal relationships because they are very important to you. You really value others' opinions and strive to obtain others' approval.*

In order to make it appear that different students have received different analyses (if you hand them out in class), you can use several different colors of paper and ask the students to keep their analyses private. Ask students to rate how well the "analysis" of their drawing describes them (1 = very poor to 5 = excellent). Then poll the class to determine how many students felt the analysis was accurate. Chances are the majority of students will feel that the analysis was a reasonably good description of their personality. Finally, ask a few students to read their analysis. The students will realize that they all received the same analysis and that they are experiencing the Barnum effect.

Recommended Outside Readings

Allport, G. W. (1968). *The person in psychology: Selected essays.* Boston: Beacon Press.

Barenbaum, N. B., & Winter, D. G. (2008). History of Modern Personality Theory and Research. In O. P John, R. W.Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed.). New York: Guilford Press.

Benjamin, L. T., Jr. (Ed.). (1988). *A history of psychology: Original sources and contemporary research*. New York: McGraw-Hill.

Craik, K., Hogan, R., & Wolfe, R. N. (Eds.). (1993). *Fifty years of personality*

psychology. New York: Plenum Press.

Gadlin, H., & Ingle, G. (1975). Through the one-way mirror: The limits of experimental self-reflection. *American Psychologist. 30*, 1003–1009.

John, O. P., Robins, R. W., & Pervin, L. A. (Eds.). (2008). *Handbook of personality: Theory and research* (3rd ed.). New York: Guilford Press.

Loevinger, J. (1987). Study of personality as science. In *Paradigms of personality* (pp. 1–5;). New York: W.H. Freeman & Company.

Murphy, G. (1949). *Historical introduction to modern psychology* (Rev. ed.). New York: Harcourt, Brace.

Sahakian, W. S. (Ed.). (1968). History of psychology: A sourcebook in systematic psychology. Itasca, IL: F. E. Peacock.

Films / Videos

Landmarks in Psychology. (1980). 50 minutes. Insight Media: 212-721-6316; www.insight-media.com. A good introduction to some of the big names in personality psychology presented in a slideshow format. Outlines some major approaches to personality (interpersonal, humanistic, behavioral, existential).

Personality Theories. (2001). 30 minutes. Insight Media: 800-233-9910; www.insight-media.com. Using the example of a specific individual (Nelson Mandela), explores three different approaches to understanding personality.

Theories of Personality. (1994). 20 minutes. Insight Media: 800-233-9910; www.insight-media.com.Examines five theories of personality: psychoanalytic (Freud, Jung, Erikson, and Adler), humanistic (Maslow, May, and Rogers), social-learning (Pavlov, Thorndike, Bandura, and Skinner), cognitive (Kelly), and trait (Allport, Cattell, and Eysenck).

Theories of Personality. (1994). 28 minutes. Lucerne Media. Explains five major schools of thought on the development of personality: psychoanalytic theories, humanistic theories, trait theories, behavioral/ social learning theories, and cognitive theories.

CHAPTER 2: HOW IS PERSONALITY STUDIED AND ASSESSED?

This chapter first explains the importance of careful measurement, then goes on to talk about reliability and validity. Response sets and other biases are explained. The chapter also describes ten basic types of assessment and provides examples of each.

Instructors who spend more time on measurement issues or psychotherapeutic issues can complement this chapter with more material in lectures or discussion sections, since it is written and organized in an open, clear, and simple structure. At the other extreme, instructors who take a more theoretical approach can safely move quickly through this material.

Too many students are turned off (unnecessarily) by issues of measurement and statistics. Students are fascinated, however, when they see assessment as a tool to measure things that they are interested in measuring (such as precisely what makes someone charismatic). Remember also that the "Self Understanding" boxes in Chapters –3–14 provide additional examples of personality assessment relevant to students' lives.

Possible Lecture Outline

I. Subjective Assessment: measurement that Relies on Interpretation
    A. Problems with subjective assessment: judges may not agree in their judgments; even when they do agree, they may still be wrong.
    B. Advantages of subjective assessment: complex phenomena may be examined and valuable insights gained.

II. Reliability is consistency in scores or ratings that are expected to be consistent; random variations in measurement are called "errors of measurement" or "error variance." What about different ways of assessing reliability?
    A. Internal consistency and split-half reliability
    B. Cronbach's coefficient alpha for internal consistency
    C. Test-retest reliability (measure of consistency over time)

III. But what happens when people change, or when our environments influence us in different ways? How can we then have reliable personality assessments?
    A. Look at personality as an underlying influence that affects behavior—that is, specific responses or behaviors might change over time, but consistent underlying patterns should be discernible.
    B. Look for consistency in the short term, but expect changes when looking over periods of many years. Also, expect to see some changes after life-changing transitions and/or traumatic events.

IV. What is validity? Are we measuring what we think we are measuring? Construct

validity is ascertained by finding whether behaviors, attitudes, etc. that are theoretically relevant to the construct can be predicted by the measure.

    A. Convergent validity: a measure is related to what it should be related to

    B. Discriminant validity: a measure is not related to what it should not be related to

    C. Construct validity: the extent to which a test truly measures a theoretical construct

    D. Criterion-related validity: the extent to which a measure can predict important outcome criteria

    E. Content validity: the extent to which a measure accurately measures the domain it is supposed to

    F. Because proper test validation requires the establishment of several different types of validity and the assessment of various traits, it is called "multitrait-multimethod."

V. How does one choose items to include in a personality test?

    A. Items should discriminate among individuals with varying levels of the measured trait.

    B. Items should be inter-correlated, but not so highly that the items are overly redundant.

    C. The final assessment should have a normal distribution (individuals very high or very low, as well as in the middle, should be measurable with the test).

VI. The Problem of Response Sets and What to Do about Them

    A. An acquiescence response set is the tendency for some people to be more likely to agree with anything you ask them.

        1. Some items should be reverse-coded to help eliminate this bias.

    B. A social desirability response set is people's tendency to present themselves in a favorable light.

        1. Items should be worded as neutrally as possible to avoid this bias.

    C. Lie scales may be used to pick up random response patterns, or those who are lying.

    D. It's best to use several different methods of assessment, since none is without bias.

VII. What about the problem of biases in psychological testing? All tests must make assumptions about the background, knowledge, and abilities of the person taking the test. Some of these assumptions will be incorrect. This doesn't mean the tests shouldn't be used, it just means that we must be careful in our interpretations and look at the context to which results are applied.

    A. Ethnic bias is one of the most common forms of bias—a characteristic that may be a strength in one culture is perceived as a weakness or deficiency in another.

    B. Gender bias is also common—characteristics that are strengths for one group, or that are simply not socialized for one group, are perceived as weaknesses or "missing" for another group.

VIII. What are the different kinds of personality tests?
    A. Self-report tests: these are usually pencil-and-paper tests (questionnaires). Some examples include the MMPI, MCMI, NEO-PI, and MBTI.
    B. Q-sort: a special type of self-report test, which may be more flexible than the traditional questionnaire; the individual places cards, each with a descriptive word or term, into piles indicating how characteristic the descriptor is of him or her. The piles are arranged into a forced-normal distribution (that is, only a few of the cards can be placed in the "most characteristic" or "least characteristic" piles).
    C. Ratings and judgments: someone else fills out a questionnaire or answers questions about the target (participant).
    D. Biological measures: early attempts included phrenology and body-typing, while some more modern variations include things like palm reading. More reliable forms of biological assessment include recording brain activity via electrodes, fMRI, ERPs, PET scans, levels of brain chemicals, and hormones.
    E. Behavioral observations: these include actually watching people perform various behaviors as well as experience sampling (such as having a person carry a beeper and then write down what he or she is doing each time the beeper goes off). Expressive behavior can be reliably coded.
    F. Interviews: these include unstructured interviews (which are more free and thus potentially more rich, but also more difficult to assess in terms of validity) and structured interviews (more valid, but also more likely to miss important individual nuances). In general, interviews of any type are easily biased by the preconceptions and behaviors of the interviewer.
        1. A nice example of a structured interview is the interview used to assess the Type A behavior pattern.
    G. Expressive behavior: this involves a careful analysis of how people do things—how they move or talk, for example—rather than what they do. Expressive style is often biased by cultural and gender-related factors.
    H. Document analysis: this technique involves careful analysis of an individual's letters, diaries, etc. Writings such as these are most useful as supplements to other sources of information, but may be a rich source of data in their own right.
    I. Projective tests: these assessment tools require one to draw a picture, complete a sentence, tell a story about an ambiguous stimulus, or interpret an ambiguous stimulus. The goal is to gain access to unconscious motives and concerns, but again, there is a lot of room for bias in interpretation.
        1. Some good examples of projective tests include the Rorschach Inkblot Test, the Thematic Apperception Test, and the Draw-A-Person Test.
        2. The Implicit Associations Test can be viewed as a form of projective test that probes a person's implicit attitudes.
    J. Demographics: this includes gathering information about the person's age, place of birth, religion, family size, etc. Although these variables are not psychological in nature, they can aid in reaching a more complete understanding of the makeup of an individual.

IX. How Not to Test Personality

A. Using the stars to understand personality (astrology) is rarely useful.
B. Physical body measures such as phrenology are not valid.
C. Palm reading, numerology, and handwriting analysis may be fun, but usually do not tell us very much about personality.

X. Research Designs
    A. Case studies
        1. A case study is an in-depth study of an individual.
        2. Different methods including document analysis, self-report measures, and assessments of expressive behavior may be used in combination to learn about an individual.
    B. Correlational studies
        1. Correlational studies assess the degree of relationship between two variables.
        2. Correlations do not tell us anything about causal relationships.
    C. Experiments
        1. Experiments allow us to make inferences about causality.
        2. In a true experimental design, people are randomly assigned to either a treatment group or a control group, and then the two groups are compared.
        3. Quasi-experimental designs (naturally occurring experiments) are used when circumstances make it impossible (or very difficult) to randomly assign people to conditions.

XI. What are some of the ethical issues in personality testing?
    A. Test results will always contain some "error," and thus will always be somewhat inaccurate.
    B. When these tests are used to identify those who should be excluded from something (like school, medical treatment, etc.), these errors become very important.
    C. The fact that errors do occur should not preclude our making use of the psychological assessment tools that are available.
    D. Instead, we must be careful at many points in the assessment process:
        1. in our interpretation of test results
        2. when choosing how to apply our knowledge
        3. in the construction of new tests
        4. open to revision of "tried and true" measures if new information becomes available