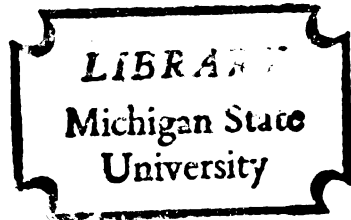


IS LEVEL GENERAL?

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
KENNETH HANLEY PRICE
1969

THEMS



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ABSTRACT

IS LEVEL GENERAL?

By

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A perceiver's level is his general tendency to make favorable or unfavorable judgments about another person.

The main goal of this study was to assess the generality of a perceiver's level. The hypotheses being tested were:

1. The level of favorable evaluations a judge uses in evaluating one person is positively correlated with the level he uses in evaluating other persons.
2. The level of favorable evaluations a judge uses on one instrument is positively correlated with the level he uses on other instruments.
3. Training that improves the accuracy of level in judging one person will generalize to the improvement of the accuracy of level in judging another person.

The results revealed that judges did not, in general, use a similar level of favorable evaluations across heterogeneous objects. Similarly, level scores were generally not correlated across independent measures of level, nor were improvements in the accuracy of level correlated across objects. The main conclusion that emerged revealed the specificity of the levelling tendency. That is, judges

Kenneth Hanley Price

tended to use different levels of favorable evaluations in predicting the behavior of different objects.


While this study dealt with the generality of rating levels, its findings are relevant to a much wider field. An attempt was made to explain the findings of previous research which conflict with the results of the present study. The influential factor leading to level generality in other studies appears to be the inability of judges to differentiate between the objects subject to prediction. Unmeasured stereotype biases appear to link the objects together and lead to generality.

The major limitation of this study was the low reliability of the measuring instrument. Future research, therefore, should seek to verify the present results utilizing an instrument with more acceptable coefficients of internal consistency.

Approved


Committee Chairman

Date

 June 4, 1969

IS LEVEL GENERAL?

By

Kenneth Hanley Price

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of Psychology

1969

G58376

10/22/69

DEDICATION

To my parents, whose sacrifices enabled me to continue my
education.

ACKNOWLEDGEMENTS

I would like to thank Dr. Henry Clay Smith for his valuable guidance, criticisms, and continuing encouragement.

I would also like to thank Drs. James L. Phillips and John H. Wakeley for their helpful suggestions.

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INTRODUCTION

Smith (1966) defines "level" as a perceiver's general tendency to make favorable or unfavorable judgments about another person. His review of the literature led to the formation of two hypotheses which are held with a high degree of confidence. These include the beliefs that level represents a stable and central aspect of a perceiver's personality, and that level exerts a constant influence on judgments made across objects and instruments.

It was the purpose of this study to test these hypotheses by (1) attempting to develop a reliable instrument to measure the levelling tendency across heterogeneous objects, (2) correlating the level scores of the same subject across different instruments, and (3) determining if improvement in the accuracy of level in judging some persons would generalize to the judgments of a different person. These methodological steps reflect the core of this research which is assessing the generality of the levelling phenomena.

HISTORY

Origins of the Level Concept

The direct origins of the levelling concept are reflected in the literature that sought to examine the process of understanding others or "interpersonal sensitivity." In his landmark study, Cronbach (1955) demonstrated that many of the earlier instruments measuring this ability contained unsuspected sources of variation. These sources of variation were not random, but revealed the diverse processes involved when individuals were asked to make judgments about others. One source of variation is of primary interest due to its relation to the levelling concept. It was termed elevation and is defined below:

Elevation: The judge's central tendency of responding across all traits and objects being rated. Basically, it represents the manner in which the judge uses the response scale in making his predictions. (Cronbach, 1955, p. 178)

The elevation component was isolated from the total accuracy score by a complex statistical analysis. It suggested that some individuals were characteristically high or low raters on certain traits. No mention was made, however, regarding the relation between elevation and any

specific dimensional bias of the judge. Elsewhere, Gage, Leavitt, and Stone (1957) have indicated that a response bias of favorability might have been confounding the measurement of sensitivity. That is, some individuals tend to describe others in a favorable manner. If this coincides with the objects level of self-evaluations, then the judge would receive a spuriously high accuracy score. Similarly, Smith (1966) has suggested that some investigators were not measuring generalized sensitivity, but rather the ability of judges to describe themselves and others in desirable ways.

The correlates of the levelling tendency are also mirrored in the literature that has identified specific response biases in the use of rating scales. One response tendency that has been isolated by many investigators, including Guilford (1954) and Guion (1965), has been termed the "leniency error." It refers to the situation in which some raters are "soft" and tend to give only favorable ratings, while other raters are "hard" and tend to describe others in undesirable terms. The presence of a "halo" effect in ratings also appears to confirm the presence of a general evaluative set. A generally favorable or unfavorable impression about an object frequently leads to similar judgments on specific traits.

Other investigators (Levy and Dugan, 1960) have also indicated the important role that an evaluative bias

of favorability plays in our perceptions. Such conclusions were reached through the use of factor analysis which revealed the centrality of such an evaluative dimension. Within the area of individual differences, Dubin, Burke, Neel, and Chestle (1954), and Edwards (1959) have indicated that individuals differ in their tendencies to describe others in desirable ways. Furthermore, Gage and Cronbach (1955) have suggested that such dispositions go beyond any identifiable stimuli originating from the object.

Generality of Rating Levels

The ultimate effect of level, conceptualized as an evaluative bias effecting judgmental accuracy, depends on its generality. Here, if generality is great, then the influence of level across a judge's predictions is large. If on the other hand, there is little evidence for generality, then the levelling factor is of less overall significance. One is interested, here, in the consistency of an individual's level of favorable evaluations across heterogeneous traits and objects.

The generality of rating levels can be studied from a variety of perspectives. Judges could be asked to predict the self-ratings or behavior of a single object or predictions could be requested concerning a series of heterogeneous objects. Similarly, judgments could be made along a single rating dimension or across a number of dimensions.

The research which has investigated the generality of rating levels can be most conveniently classified, however, according to its corresponding rating orientation. Bronfenbrenner, Harding, and Gallwey (1958) developed this rating scheme which is presented below. The generality of level can be studied within or across any of these rating orientations.

Self-Orientation:	How do I rate myself?
First-Person Orientation:	How do I think he rates me?
Second-Person Orientation:	How do I think he rates himself?
Third-Person Orientation:	How do I think others rate him?
Personal Orientation:	How do I think he rates?
Behavioral Orientation:	How do I think he behaves?

The following sections will seek to review the research which has dealt with the generality of the levelling tendency. The organization of this review will correspond to the above rating scheme developed by Bronfenbrenner et al. (1958). Initially, studies will be summarized which have investigated the generality of level within a single rating orientation, e.g., self-orientation, second-person orientation. A later section will outline materials relevant to the generality of level across orientations or where predictions have been required from a variety of intrajudge orientations at a single time. The reader should be aware, however, that the generality of level has not been studied within all possible rating orientations or in depth across all orientations. Therefore, there are

noticeable omissions in the following presentation. It should also be noted that Siegel (1966) conducted a similar review and the interested reader is advised to consult his study for additional information.

Self Orientation

The generality and stability of self-orientation ratings have been well documented. Kelly's (1955) findings represented a small part of the literature dealing with the consistency of attitudes. His results indicated that scores in self-confidence had a correlation of .61 after a twenty-year period. These findings are congruent with the general conclusions of Smith (1966):

"Differences in the level of self-evaluation seems to be one of the most stable aspects of personality. Widely varying efforts to outline the basic dimensions of personality regularly reveal a self-evaluation factor: self-confidence, social pressure, boldness, dominance, etc.". (Smith, 1966, p. 62)

Second-Person Orientation

The research of Crow and Hammond (1957) clearly demonstrated the generality of second person rating levels. In this study, medical students were shown thirty, six-minute film interviews between a doctor and his patient. The experimentation was conducted over three different testing sessions separated by six month intervals. At each testing session, the medical students (judges) saw a set of

ten films and were asked to predict the self-ratings of the patients (objects) along seven personality dimensions. Individual level scores, within each scale, were calculated by summing the ratings of each medical student across each set of ten patients. According to the scale, the correlation of judgmental level scores from one set of ten patients to another set of ten patients six months later ranged from .39 to .67; and from .30 to .68 for sessions twelve months apart. The median correlation for sessions six months apart was .53, while the median correlation for sessions twelve months apart was .46. Interestingly, the level scores proved to have higher generality over time than the predictive accuracy scores.

Personal Orientation

Gross (1961) reports similar results concerning the generality of personal orientation ratings. She asked sixty judges to rate thirty men and women on a series of traits measuring general activity, sociability, emotional stability, ascendance, masculinity-femininity, rathymia, and friendliness. The judgments were made after viewing short thirty-second films about each of the objects. The results revealed that individuals tended to be quite consistent in their ratings of the objects. That is, judges tended to rate all of the objects on a single trait, e.g., general activity in a similar manner. The consistency of level

scores within the seven scales ranged from .25 to .75. Gross also sought to determine the relationship between level scores across the different traits. She reported that a judge's level tends to be general across the seven scales; a correlation of .57 was reported.

Gottlieb and Kerr (1950) conducted a field experiment in which they asked employees to rate the favorableness of their attitudes towards both their membership union and the company that employed them. Their results suggested that workers who expressed the most satisfaction towards the union also indicated the greatest satisfaction with the company. The correlation between these two attitudes was .74. Gottlieb and Kerr concluded that cooperative attitudes between union and management leads to positive integrated attitudes on the part of the worker. It seems likely, however, that these results could be explained by the levelling construct. Individuals who express favorable attitudes towards union and management are likely to view other people and objects from a similar perspective. The research of Stagner (1954) suggests such a conclusion. He correlated average employee attitudes towards union with average employee attitudes towards management for eight different companies. Stagner reported a considerably smaller relationship between these two attitudes, as correlation of average attitudes eliminated the effects of individual differences in rating levels upon the final computations.

Generality Across Orientations

The results reported by Phillips (1951), Fey (1955), and Omwake (1954) broadly indicate that individuals who are more self-acceptant tend to be more acceptant of others, and feel more accepted by others. Phillips found correlations for four different populations of .74, .54, .67, and .51 between self-acceptance and acceptance of others. Fey revealed that individuals high in self-acceptance tend to accept others $r = .43$, and feel accepted by others $r = .71$. Finally Omwake, after correlating a number of different instruments, reported there was a consistent tendency for those individuals who are more self-accepting to be more accepting of others, while perceiving others as being more self-acceptant. Similarly, those people who are more self-rejecting tend to reject others and see other individuals as more self-rejecting. The difficulty in applying these results to the study of generality is, as Shrauger and Altrocchi (1964) point out, the necessity of separating those studies measuring favorability of descriptions from those measuring acceptance of others. Rogers (1951) has stated that the self-accepting person is better able to recognize negative aspects of other individuals. However, the extent the above instruments measured the precise Rogerian concept seems open to question. It appears more likely that these instruments were measuring favorability of descriptions. The

results, therefore, seem to provide additional support regarding the generality of level.

Siegel (1966) designed an experiment to determine the generality of level across all possible rating orientations. He reported correlations of $r = .74$ between self and first-person orientations; $r = .60$ between personal and third-person orientations; $r = .42$ between personal and first-person orientations; $r = .38$ between third and second-person orientations; and finally $r = .38$ between self and personal orientations. None of the other ten orientational pairs which were investigated reached significance. Siegel also attempted to determine the generality within second and third-person rating orientations. That is, he asked judges to predict how a series of objects had rated themselves and how other people would rate these objects. The data indicated no generality of second-person rating levels across objects and only slight, but significant, generality of third-person rating levels. In retrospect, Siegel's failure to find more conclusive support for generality, both within and across orientations, seems in part due to inadequacies of his diagnostic instrument. Siegel indicated many of the items measuring level were ambiguous in terms of their social desirability. Unfortunately, these items comprised the scales measuring both second-person and behavioral orientation rating levels. It seems unlikely, therefore, that these orientations were really being measured.

Such a factor would account for the large number of non-significant correlations which were obtained.

Consistency Within Instruments

Attempts have been made to measure the levelling tendency which can not be classified according to the rating scheme developed by Bronfenbrenner et al. (1958). These studies have combined a number of different types of ratings. For example, judges have been asked to predict both the self-ratings of a series of objects and to evaluate their behavior. The judge's level score reflects a combination of both types of ratings. Following this type of model, Grossman (1963) developed the Employee Rating Scale. This instrument was primarily a measure of rating generosity. One was only interested in favorability of descriptions and not accuracy of response. Use of this instrument revealed that judges tended to be quite consistent in their levelling habits. The correlation between the averages of 15 odd-numbered and 15 even-numbered ratings was .90 (Smith, 1966).

Grossman (1965) also developed the ALAS Judgment Test. This instrument contained three sections. In the first section, judges were asked to predict the percentage of men who indicated they liked a certain interest, activity, or occupation. The second section asked similar questions about females. In the third section, judges were

asked to predict the degree to which college men had indicated that a specific personality trait aptly described themselves. This instrument did not provide a measure of rating generosity. Instead, it measured level accuracy or the relationship between the level of favorable evaluations employed by a judge and the objectively correct level for the object. Analysis of the ratings revealed individuals tended to be consistently high or low levellers in terms of the accuracy of their responses. This is illustrated by the coefficients of internal consistency (Kuder-Richardson #20) which were obtained. The corresponding indices were .67 for the high level accuracy key, and .74 for the low level accuracy key.

Generality Across Heterogeneous Objects
and Consistency Within Instruments

Within the psychological literature there has been some controversy concerning the degree to which the consistency of rating levels is a function of the personality of the perceiver. Smith (1966) has hypothesized that an individual's implicit personality theory is the factor that leads to response consistency. Gross (1961) has suggested that stimulus factors appear to be more important than judge factors in determining the ratings of perceivers. This is illustrated by the research of Crow and Hammond (1957) where medical students were used as judges and

hospital patients as objects. It is possible, here, that individual level scores were highly consistent across objects due to the influence of unmeasured response biases. Medical students were not really rating "heterogeneous" objects. Rather, the students tended to perceive all of the objects as being highly similar due to the influence of their professional role. A strong stereotype was binding the objects together which probably led to the high generality of level scores. Thus while the literature provides ample evidence supporting the generality of rating levels, less is known concerning the factors that lead to such consistency. It is hoped that this research will shed some light on this question.

PROBLEM

It was the purpose of this study to test three hypotheses growing out of the previous research and opinion on the consistency of level scores within instruments and the generality of level across heterogeneous objects.

The hypotheses being tested are:

1. The level of favorable evaluations a judge uses in evaluating one person is positively correlated with the level he uses in evaluating other persons.
2. The level of favorable evaluations a judge uses on one instrument is positively correlated with the level he uses on other instruments.
3. Training that improves the accuracy of level in judging one person will generalize to the improvement of the accuracy of level in judging another person.

The first two hypotheses were held with a high degree of confidence based on opinion and an analysis of the relevant research. The success of hypothesis three depends, in part, on confirmation of hypotheses one and two. That is, if individuals use a similar level of favorable evaluations in making judgments across heterogeneous objects and instruments, then one would expect increases in the accuracy of level to generalize from judgments of a specific person to judgments of a different person.

METHOD

This study was divided into two phases. The first phase investigated the relationship between the level scores of the same subject on different independent measures of level. The second phase was divided into two parts. The first part was concerned with determining if a judge uses a similar level when evaluating a series of heterogeneous objects. The second part attempted to determine if improvement in the accuracy of level will generalize to the judgments of a different person. Towards achievement of these goals, this experimenter developed a Diagnostic Test of Level. This was the central instrument used in testing the various hypotheses.

Subjects

The subjects employed in this experimentation were undergraduates at Michigan State University enrolled in the following courses: Psychology of Business and Personnel, Winter 1967 (N = 16, 22, 29); Psychology of Communications and Persuasion, Spring 1967 (N = 61); Psychology of Personality, Fall 1967 (N = 204); and Psychology of Personality, Winter 1968 (N = 205).

The Diagnostic Test of Level

In testing the hypotheses, as set forth in the problem, an effort was made to develop a test where the favorableness of response to one individual would be related to the favorableness of response to other individuals. The materials used in the development of such an instrument were adopted from Weiss (1963). Weiss gained the cooperation of three undergraduate students, Ruth, Ray, and Ron. Each student recorded a self-interview which covered the major aspects of their lives, and participated in a conference with a psychologist. The purpose of this conference was to gather information regarding the behavior of these three individuals in a variety of situations. The behavior reported by Ruth, Ray and Ron was then verified by interviewing two close friends of each subject.

On the basis of the above information, Weiss constructed the cases of Ruth, Ray, and Ron. Each case was comprised of a short sketch of the individual based on the interview data and a series of twenty-eight behavioral questions. The questions were developed from the materials gathered by the psychologist. Each question contained four alternatives. One alternative was the correct one and indicated how the subject had actually reacted in that situation. The other three alternatives were foils.

Weiss used this instrument to measure predictive accuracy. She asked judges to read the interview data and

predict the behavior of the objects. (See Appendix A for the appropriate materials.)

The above instrument was modified in the following ways, with the ultimate objective of developing a Diagnostic Test of Level. Initially, Ss (Psychology of Business and Personnel, Winter 1967) were presented with a questionnaire which only contained the behavioral questions. The Ss were issued instructions to read the multiple choice items and rank the alternatives, from one to four, according to their social desirability. The rank of one was used to indicate the most desirable alternative and four the least. Sixteen judges ranked the Ruth Case, twenty-two ranked the Ray Case, and twenty-nine ranked the Ron Case. In all instances, the judges received no information about the objects other than their race, social class, present level of education, and marital status.

On the basis of the above rankings, it was possible to assess the social desirability of the correct alternative in relation to its accompanying foils. With this knowledge, the items were modified to contain the correct alternative and two foils. The foils selected for inclusion in the preliminary form of the Diagnostic Test of Level were those which were opposite in social desirability from the correct answer. If such a dichotomy was not evident, then new foils were created by the experimenter to reflect the opposite part of the desirable-undesirable dimension.

An illustration of the revised items are presented below:

Ron went to college because

- 1) his teachers wanted him to go. (Incorrect and Desirable)
- 2) all of his friends were going. (Correct and Undesirable)
- 3) his parents suggested that he go. (Incorrect and Desirable)

The second step involved the administration of the preliminary form of the Diagnostic Test of Level to a group of Ss enrolled in the Psychology of Personality, Fall 1967 (N = 204).¹ At this time, however, a shortened form of the self-interview data of Ruth, Ray, and Ron, was included with the modified behavioral items. The Ss were requested to read the self-interview material and predict the behavior of the corresponding object. The three individual cases were presented consecutively, and the Ss were required to complete one case before moving on to the next. (See Appendix B for the preliminary form of the Diagnostic Test of Level.)

Each judge recorded his predictions on a single I.B.M. answer sheet. Keys were designed to reflect 1) the

¹The case of Ruth had been previously used as a pilot and its behavioral items had been modified (Psychology of Communications and Persuasion, N = 61) to contain only two alternatives. The same procedure that will be outlined in the following section was used in revising the case of Ruth. However, this instrument was readministered with the cases of Ray and Ron for purposes of further modification.

most desirable alternative, 2) the most undesirable alternative, 3) the incorrect desirable alternative, 4) the incorrect undesirable alternative, and 5) the correct alternative.

The primary focus of such analyses was to assess how well this instrument could discriminate between those individuals (upper 27% of the population) who consistently chose the incorrect desirable or incorrect undesirable responses, from those individuals (lower 27% of the population) who demonstrated the least response consistency in choosing the incorrect desirable or undesirable responses. The interest was in developing a diagnostic test that differentiated among people according to the types of predictive errors they made in judging the behavior of others. For these reasons, the keys reflecting the correct, the most desirable, and the most undesirable responses were not of central concern, although, an attempt was made to revise those items which had a low discrimination index.

Based on the incorrect item analyses, questions that failed to discriminate between the upper and lower portions of the populations were either revised or eliminated. In addition, the least discriminating foil was removed from each item. Each revised item was, therefore, comprised of a correct alternative and a single foil judged to be opposite in social desirability. Care was taken to retain an equal number of items where the correct alternative

was desirable and where the correct alternative was undesirable.

Thus, the final form of the Diagnostic Test of Level was comprised of three cases. Each case contained a section dealing with the pertinent facts about an individual's life and a series of twenty behavioral questions. A sample item is presented below: (See Appendix C for the final form of the Diagnostic Test of Level.)

Ron went to college because

- 1) all of his friends were going. (Correct and Undesirable)
- 2) he felt he could do well. (Incorrect and Desirable)

Measurement of Desirability

The levelling tendencies of the judges could be assessed by one of two different techniques. The goal of the first procedure was simply to count the number of times the judge predicted the more socially desirable behavior. This involved construction of a key which reflected the socially desirable alternatives within the cases of Ruth, Ray, and Ron. Basically, this key provided an index of rating generosity. The accuracy or inaccuracy of response was of no interest. This key was termed the Total Desirable Key. A similar key scored the total undesirable predictions of each judge. This Total Undesirable Key simply enumerated the more socially undesirable alternatives within the cases

of Ruth, Ray, and Ron. Again, accuracy of response was of no importance, as the aim was to determine if unfavorableness of response to one individual would be related to the unfavorableness of response to other individuals.

The second technique differed from the first in that it scored the types of errors a judge made in his predictions. Two separate keys were developed. One measured the Incorrect Desirable responses, while the second measured the Incorrect Undesirable responses. The former key enumerated those items in which the incorrect alternative was also more socially desirable, while the latter key contained those items where the incorrect alternative was more socially undesirable. Thus, any judge could have two possible scores. One was the number of incorrect desirable responses, while the other was the number of incorrect undesirable responses. A judge's incorrect responses could be calculated separately for each case.

It should be pointed out that both of the above scoring techniques should generate similar data. That is, each method is simply an alternative manner in which to measure the favorability of response. In general, the expectation was that analysis by each key would offer complementary results.

Other Instruments Measuring Level

As stated elsewhere, Grossman developed the Employee Rating Scale and the ALAS Judgment Test. The former instrument required judges to read a short sketch of three individuals, predict their self-ratings, and evaluate their behavior. Each judgment was made along a five point scale. A total of thirty ratings were made, ten pertaining to each object. An index of response generosity was obtained for each judge. That is, there was no correct answer to any of the items. The aim was only to assess the level of favorable evaluations an individual used in his judgments. A judge's level was determined by summing his ratings across all of the objects and dividing by the total number of items. Use of this instrument revealed people tended to be quite consistent in their ratings of the objects. Again, the split-half reliability of fifteen even-numbered and fifteen odd-numbered ratings was .90.

The ALAS Test requested judges to predict (1) the percentage of men and (2) the percentage of women who indicated they liked a specific occupation, interest, or activity. The third section asked individuals to determine whether the average college man had rated himself high or low on a series of personality traits. All judgments were made along a standardized rating scale. This instrument did not provide a measure of response generosity, but rather

an index of high and low level accuracy. That is, generosity of ratings was not of primary interest but accuracy of response was. A high level score indicated in which instances the judges correctly identified that the largest percentage of men and women liked a specific occupation, etc.. In terms of college men, it required a correct judgment as to which traits were highly descriptive. In contrast, the low level score was comprised of the correctly identified items where few objects had expressed a liking for that occupation, etc., and where college men felt a personality trait was not very descriptive. Analysis of this instrument revealed, again, that individuals tended to be consistent in their judgments. This was clearly demonstrated by the coefficients of internal consistency (Kuder-Richardson #20) which were obtained. The corresponding coefficient for the high level key was .67, while the index for low level was .74. (See Appendix D for the ALAS test and Employee Rating Scale.)

Relationship Between Independent Measures of Level

The subjects used in phase one of this experimentation were enrolled in the Psychology of Personality, Fall 1967 (N = 204). On separate occasions the ALAS Test, the Employee Rating Scale, and the Diagnostic Test of Level were administered.

The goal of this study was to determine if the level of favorable evaluations a judge uses on one instrument is positively correlated with the level he uses on other instruments. To assess this relationship, coefficients of correlation were computed between the tendency to choose the most desirable responses across the cases of Ruth, Ray, and Ron, rating generosity on the Employee Rating Scale, and high level accuracy on the ALAS Test. It should be noted, however, that at the time of administration the Diagnostic Test of Level had not reached its final stage of revision. The preliminary form of the test was used. Such a factor, however, seems to be of minimal significance. There was not a large gain in reliability across cases, in scoring by the total desirability key, after the final revision. The coefficients of internal consistency (Kuder-Richardson #20) of the final form was .56, while the corresponding coefficient for the preliminary form was .45.

The Training Program

The attempt to improve level accuracy was part of a larger sensitivity training program which sought to increase understanding of the generalized other. Approximately 200 Ss participated in this program. These individuals were enrolled in the Psychology of Personality, Winter 1968 and represented a variety of backgrounds.

Four sessions were devoted to the improvement of level accuracy. These sessions are described in more detail in the following paragraphs. The interested reader can consult Spier (1969) for a detailed description of the larger training program.

Training Session 2

During the second session (N = 188), the final form of the Diagnostic Test of Level was administered to all participants. The trainees were asked to read the self-interview data and predict the behavior of Ruth, Ray, and Ron. It is important to note that the responses of the participants were used for other purposes than just the improvement of level accuracy. Such responses were employed to determine if the level of favorable evaluations a judge uses in evaluating one individual is related to the level he uses in evaluating other individuals.

Training Session 8

In the first part of the eighth session, the trainees received a lecture where the concept of level was defined and its relation to social sensitivity was discussed. During the latter part of the session, each trainee was presented with a profile concerning his levelling tendencies. The profile (see Appendix E) was derived from the trainee's responses on the Diagnostic Test of Level. Based

on the profiles, the participants could assess their levelling tendencies on each case and across all three cases.

Training Session 9

This session (N = 139) marked the first direct attempt at improving level accuracy. For these purposes, the case of Ray, was modified for training (see Appendix F). At the beginning of the ninth session, all of the trainees were handed the revised case of Ray. They were asked to read the self-interview data and answer the eight pretest questions. After completion of this task, the following training procedures were instituted:

Diagnosis of Levelling Tendencies: Each trainee was asked to review his diagnostic profile and keep in mind the types of levelling errors he might be making.

Programmed Instruction: The participants were asked to complete the training questions dealing with the case of Ray and individual predictions were discussed by the entire group. In addition, the correct answer was provided for each item so the trainees could assess the accuracy of their responses.

Panel Method: Six volunteers discussed their own predictions for Ray in front of the entire group. The panel also led a group discussion of their responses, both before and after the correct answers were provided.

Pooling Method: Each participant was asked to choose from among the people he knew well, a representative pool of four individuals that resembled Ray. The trainees were instructed to use the average behavior of these individuals in helping to guide their predictions about Ray.

At the conclusion of the training period, the pretest questions were readministered (post-test) to determine if training had improved judgmental accuracy.

Training Session 10

The tenth session marked the last attempt to improve level accuracy. The case of Ron was revised in the same manner as that employed with the case of Ray (see Appendix G). The only variation in procedures was that the trainees received feedback concerning their performance on the previous training materials. Such information was provided after completing the pretest questions dealing with Ron, but prior to completing the post-test.

The final few minutes of this session were spent in reading the interview data associated with the case of Ruth, and answering the appropriate behavioral questions. This case was readministered in its original form to determine if improvements in the accuracy of level would generalize to the judgments of a different person.

RESULTS

The experimental results will be presented in four sections. The reliability of the Diagnostic Test of Level will be discussed in section one. Section two will explore the generality of behavioral orientation rating levels. Section three will examine the relationships between independent measures of level. Finally, section four will assess the effectiveness of a training program designed to increase the accuracy of level.

Reliability

Table 1 presents the major results bearing upon the reliability of the final form of the Diagnostic Test of Level. Response consistency within each case has been evaluated through the computation of coefficients of internal consistency (Kuder-Richardson #20). Four different scoring keys were subject to analysis, as each method simply represents an alternative manner of measuring the desirability of response. Inspection of the following table reveals that favorability of response was, at best, only moderately related within any single case. That is, judges were not highly consistent in responding to the desirable or

Table 1.--Reliability coefficients of the final form of the Diagnostic Test of Level (Kuder-Richardson #20, N = 188)

	Total Desira- bility	Incorrect Desira- bility	Total Undesira- bility	Incorrect Undesira- bility
Ruth Case	.42	.18 (.31)*	.41	.26 (.41)*
Ray Case	.41	.29 (.45)*	.37	.23 (.37)*
Ron Case	.41	.24 (.39)*	.47	.16 (.28)*

*Corrected by Spearman-Brown.

undesirable responses within the cases of Ruth, Ray, and Ron. According to the scoring key employed, however, considerably different coefficients of internal consistency were obtained. The total desirable and total undesirable keys regularly revealed higher coefficients of internal consistency than the incorrect desirable and incorrect undesirable keys. Almost all of these differences can be explained by noting that the former keys contained twice as many items as the latter keys. Correction of the obtained coefficients, according to the Spearman-Brown formula, reveals that similar indices of internal consistency would have been obtained if all scoring keys contained an equivalent number of items.

Generality of Behavioral Orientation Rating Levels

One of the major goals of this research was to determine if a judge uses a similar level of favorable

evaluations in predicting the behavior of heterogenous objects. Towards this goal, an attempt was made to develop a test where the favorableness of response to one individual would be related to the favorableness of response to other individuals. The success of this attempt mirrors the above goal and has been evaluated, in part, through the use of coefficients of correlation.

Initially, interest was in determining if judges consistently made the same type of level errors across cases. That is, was the tendency to choose the incorrect desirable or incorrect undesirable responses on any one case related to similar tendencies on other cases. The data concerning this hypothesis is presented in Tables 2 and 3. Separate correlational analyses were conducted for each incorrect response classification and the subjects were divided according to sex.

Examination of the data reveals that errors of an incorrect desirable nature were essentially unrelated across the cases of Ruth, Ray, and Ron. None of the inter-correlations proved to be significant. The same general type of finding appears to be true regarding the across case consistency of incorrect undesirable responses. Here, only two correlations proved to be significant. One was of such low magnitude (.19) that it is of questionable psychological significance. The second (.30) indicated a small relationship, for female subjects, between incorrect

Table 2.--Judgmental consistency in choosing the incorrect desirable responses across the Diagnostic Test of Level

	Ruth		Ray		Ron	
	Males (N=67)	Females (N=108)	Males (N=67)	Females (N=108)	Males (N=67)	Females (N=108)
Ruth	---	---	.11	.10	.03	-.01
Ray	---	---	---	---	-.16	.07
Ron	---	---	---	---	---	---

Table 3.--Judgmental consistency in choosing the incorrect undesirable responses across the Diagnostic Test of Level

	Ruth		Ray		Ron	
	Males (N=56)	Females (N=108)	Males (N=67)	Females (N=108)	Males (N=67)	Females (N=108)
Ruth	---	---	.08	.19*	.03	.30**
Ray	---	---	---	---	.07	.17
Ron	---	---	---	---	---	---

Note:

All significance levels are for a two-tailed test.

* r significant at the .05 level.

** r significant at the .01 level.

desirable responses on the Ruth and Ron case. In general, therefore, the judges were not consistent in their error tendencies from case to case. The implication is individuals do not use the same level of favorable evaluations in predicting the behavior of Ruth, Ray, and Ron. This conclusion rests, of course, on the assumption that meager across case correlations were not due to the low reliability of the measuring instrument. Rather, they reflect the fact that favorability of response is only slightly related across objects. Additional support for this type of interpretation comes from another direction.

Similar intercorrelations were computed utilizing the total desirable key. This key provides an alternative method of measuring the desirability of response. It has the advantage, however, of possessing higher within case coefficients of internal consistency. That is, the responses of the judges appear to be more consistent when measured by the total desirable key. If favorability of response is essentially unrelated across cases, then analysis of response generality through the total desirable key should again reveal low intercorrelations. If on the other hand, the low reliability of the incorrect desirable and incorrect undesirable keys were primarily responsible for the low across case correlations, then one would expect the opposite type of finding.

That the results were consistent with the previous analyses can be confirmed upon inspection of Table 4. The data reveals that the majority of the intercorrelations were, again, non-significant. The one correlation that

Table 4.--Judgmental consistency in choosing the total desirable responses across the Diagnostic Test of Level

	Ruth		Ray		Ron	
	Males (N=54)	Females (N=75)	Males (N=54)	Females (N=75)	Males (N=54)	Females (N=75)
Ruth	---	---	.20	.28*	-.14	.15
Ray	---	---	---	---	.05	.10
Ron	---	---	---	---	---	---

Note:

All significant levels are for a two-tailed test.

* r significant at the .05 level.

** r significant at the .01 level.

was significant indicated a small relationship for female subjects in responding to the desirable alternatives across the cases of Ruth and Ray. The general finding, therefore, is that individuals use different levels of favorable evaluations in predicting the behavior of heterogeneous objects. This appears to be true regardless of the index used to measure desirability of response. It should also be noted

that intercorrelation of the total undesirable responses across the cases of Ruth, Ray, and Ron would generate the exact same correlations as those found in Table 4. Scoring by the total desirable and total undesirable keys does not essentially change the rank order between the judges. For this reason a table intercorrelating the total undesirable responses across the cases of Ruth, Ray, and Ron would simply be redundant and need not be reproduced here.

It still seems plausible to consider that some judges might have manifested a specific levelling tendency within each case. That is, some individuals might have made a specific levelling error in predicting the behavior of each object, while failing to demonstrate the same error tendency across all three cases. It can be recalled that each case contained an equivalent number of incorrect desirable and incorrect undesirable items. Negative correlations between these response classifications, within each case, would indicate judges tended to make more of one type of error than another. Data regarding such hypotheses is presented in Tables 5 and 6.

The correlations in Tables 5 and 6 are admittedly of low magnitude. If one takes into consideration, however, the consistency of direction and the fact that these correlations were based on ten items then it seems likely that the tendency to be a high or low leveller is relatively specific to the object being judged.

Table 5.--Coefficients of correlation between incorrect desirable and incorrect undesirable response classifications (Male Judges, N = 67)

	Ruth Incorrect Un- desirable	Ray Incorrect Un- desirable	Ron Incorrect Un- desirable
Ruth Incorrect Desirable	-.17	----	----
Ray Incorrect Desirable	----	-.35**	----
Ron Incorrect Desirable	----	----	-.25*

Table 6.--Coefficients of correlation between incorrect desirable and incorrect undesirable response classifications (Female Judges, N = 108)

	Ruth Incorrect Un- desirable	Ray Incorrect Un- desirable	Ron Incorrect Un- desirable
Ruth Incorrect Desirable	-.43**	----	----
Ray Incorrect Desirable	----	-.13	----
Ron Incorrect Desirable	----	----	-.35**

Note:

All correlations are for a two-tailed test.

* r significant at the .05 level.

** r significant at the .01 level.

Relationship Between Independent Measures of Level

It has been hypothesized that the level of favorable evaluations a judge uses on one instrument would be related to the level used on other instruments. To test this hypothesis, coefficients of correlation were computed between the tendency to choose the most desirable responses on the Diagnostic Test of Level, rating generosity on the Employee Rating Scale, and high level accuracy on the ALAS Judgment Test. The data bearing upon this hypothesis is presented in Table 7.

The relationship between level scores across instruments appears to be minimal. Only one correlation was significant (.01 level). It reveals a moderate relationship for female subjects between scores on the Diagnostic Test of Level and the Employee Rating Scale. In general, therefore, these results appear to tentatively indicate that individuals do not use the same level of favorable evaluations across independent measures of level.

Evaluation of the Training Program

Initially, a major assumption of this research was that individuals would use a similar level of favorable evaluations in predicting the behavior of heterogeneous objects. This assumption was held with a high degree of confidence based on prior research and opinion. The

Table 7.--Relationship between level scores on independent measures of level

	Total Desirability		Employee Rating Scale		ALAS Test	
	Males (N=50)	Females (N=50)	Males (N=50)	Females (N=50)	Males (N=50)	Females (N=50)
Total Desirability	----	----	-.19	.38**	.08	-.13
Employee Rating Scale	----	----	----	----	.17	-.11
ALAS High Level	----	----	----	----	----	----

Note:

All significant levels are for a two-tailed test.

* r significant at the .05 level.

** r significant at the .01 level.

training program that sought to increase the accuracy of level based both its methods of training and techniques of evaluation upon this assumption. The specific hypothesis being tested attempted to determine if improvements in the accuracy of level in the judgments of one person would generalize to the judgments of a different person. Since the data failed to support the generality of behavioral orientation rating levels, one would not expect the hypothesis under investigation to be confirmed. The primary rationale is that judges do not necessarily make the same type of level errors in predicting the behavior of

heterogeneous objects. Correction of error tendencies in any one case might bear little relation to the sources of inaccurate prediction on other cases.

Due to the above reasons, the results of the training program were largely negative. There is, therefore, little need to reproduce all of the training data here. Since the case of Ruth was used as the criteria to assess the effects of training, mean pretest, mean post-test, and mean gain scores have been recorded in Table 8. Individuals have been divided into groups according to their initial accuracy scores, while the items have been subdivided according to their level of difficulty. (See the next page for Table 8.)

Table 12.--Mean pretest, mean post-test, mean gain scores on the criterion instrument (N = 109)

Group Accuracy Rank Pretest****	Group Difficulty of Criterion Items**			
	Easy (7 items)	Moderate (6 items)	Hard (7 items)	Total (20 items)
Low Group (N = 27)	Post-test	3.11	1.67	9.93
	Pretest	2.07	1.07	7.77
	Difference	+1.04	+ .60	+2.16
	T Value	+3.85**	+2.13*	+5.17**
Moderate Group	Post-test	3.33	1.82	10.52
	Pretest	3.37	1.42	10.53
	Difference	- .04	+ .40	- .01
	T Value	- .19	+2.49*	- .052
High Group (N = 25)	Post-test	3.16	1.72	10.40
	Pretest	4.12	1.76	12.32
	Difference	- .96	- .04	-1.92
	T Value	-4.44**	- .13	-5.33**

***Low group pretest accuracy: raw score range from 5-9; Moderate group pretest accuracy: raw score range from 10-11; High group pretest accuracy: raw score 12 and above.

***Easy item difficulty range 0-31; Moderate item difficulty range 32-66; Hard item difficulty range 67+.

**p < .01.

*p < .05.

DISCUSSION

The purpose of this study was to test three hypotheses. These hypotheses grew out of the previous research and opinion concerning the consistency of level scores within instruments and the generality of level across heterogeneous objects. The hypotheses tested were:

1. The level of favorable evaluations a judge uses in evaluating one person is positively correlated with the level he uses in evaluating other persons.
2. The level of favorable evaluations a judge uses on one instrument is positively correlated with the level he uses on other instruments.
3. Training that improves the accuracy of level in judging one person will generalize to the improvement of the accuracy of level in judging another person.

The results of this research failed to demonstrate significant support for any of the hypotheses under investigation. Level scores were not found to be positively correlated across heterogeneous objects. This finding held in spite of the strenuous efforts which were made to develop a test where favorableness of response would be related across objects. Similarly, individuals did not use the same level of favorable evaluations across

independent measures of level nor were improvements in the accuracy of level general across objects.

This experimentation strongly suggests, therefore, that behavioral orientation rating levels tend to be specific to the object being judged. In addition, it indicates that individuals do not use the same level of favorable evaluations across independent measures of level and that training should be based upon improvements in the accuracy of level towards single rather than heterogeneous objects.

Evidence for the Specificity of Behavioral Orientation Rating Levels

The majority of this experimentation was concerned with the development of a test where the favorableness of response to one individual would be related to the favorableness of response to other individuals. To determine if favorability of response was related across objects, judgmental predictions were correlated across the cases of Ruth, Ray, and Ron utilizing a variety of scoring keys. The data indicated that most of the intercorrelations were non-significant. This finding held regardless of the key employed to measure desirability. Essentially, the conclusion that emerged revealed that favorability of response was, in general, unrelated across heterogeneous objects. Instead, the indication was that many individuals tended to use one level of favorable evaluations in

predicting the behavior of one object and a different level when judging the behavior of other objects.

The basic limitation to the above finding was the low reliability of the Diagnostic Test of Level. While response consistency within each case varied according to the measure of desirability, in no instances were the coefficients of internal consistency greater than low to moderate magnitude. This raises the possibility that the low intercorrelations were due to the low within case reliability of the measuring instrument. If this was in fact true, it would cast serious doubt on the finding that level scores are uncorrelated across heterogeneous objects. Such a finding would simply be an artifact of the low within case response consistency. It is this experimenter's opinion, however, that judges would use different levels of favorable evaluations across the Diagnostic Test of Level even if response consistency within each case had been considerably higher. While this interpretation is based more on inference than empirical data, the results of this experimentation do seem to suggest such an interpretation. That is, regardless of the key employed to measure favorability of response, approximately zero level intercorrelations were obtained. Even though the total desirable and total undesirable keys possessed considerably higher coefficients of internal consistency than the incorrect desirable and incorrect undesirable keys, it would seem that across case response

consistency was not dependent upon the degree of within case consistency. The implication, therefore, is that individuals do not use the same level of favorable evaluations across heterogeneous objects.

In this research, within case response consistency was found, at best, to be only of moderate magnitude. This finding might be explained by the small number of items that comprised each case and by the fact that the items were of a true-false nature. It seems likely that increases in the number of behavioral questions would raise the within case coefficients of internal consistency to a more acceptable level.

Relationship Between Independent Measures of Level

Coefficients of correlation were computed between the tendency to choose the most desirable response across the Diagnostic Test of Level, rating generosity on the Employee Rating Scale, and high level accuracy on the ALAS Judgment Test. Again, the majority of the intercorrelations were non-significant.

Since the Diagnostic Test of Level (Total Desirable Key) and the Employee Rating Scale measured judgmental tendencies in choosing the most desirable response, the accuracy of an answer was of no importance. On the ALAS test, however, judges were only given credit where they correctly

identified the high level response. This instrument was felt to measure the accuracy of the level of favorable evaluations. The failure to find a high positive correlation between scores on the ALAS Test and the other diagnostic instruments appears to have a readily identifiable explanation. That is, there need not be a necessary relationship between the accuracy of the level of favorable evaluations used on one instrument and the tendency to respond to the desirable alternatives on other instruments. High level accuracy might imply something different than simply responding to the desirable alternative.

The relationship between scores on the Diagnostic Test of Level and the Employee Rating Scale seem somewhat more complex. A positive correlation of .38 was recorded between scores for females on the two instruments and a negative correlation of $-.19$ was obtained for males. This sex difference in response consistency might at first seem somewhat surprising as both instruments were essentially measuring favorability of response. Upon closer examination, however, these results do seem congruent with a newer conceptualization of the consistency of rating levels which is presented in greater detail in later sections. Basically, this newer model predicts that level scores will be most similar across heterogeneous objects when judges are unable to clearly differentiate between the objects. In the above instruments, two of the three objects on the

Diagnostic Test of Level and all of the objects on the Employee Rating Scale were males. Since total level scores on each instrument were correlated, it seems likely that the higher consistency of female scores across instruments represented their inability to clearly differentiate between male objects. Here, female judges tended to perceive male college students and male employees from a similar perspective. It is probable that a strong stereotype of males was operating and was influential in both raising the level of response consistency across instruments and determining the level of favorable evaluations that females employed. On the other hand, male judges used a different level of favorable evaluations across instruments due to their ability to differentiate between the objects. Being a member of the male sex enabled them to more clearly distinguish among individuals in their membership group. For male judges, therefore, strong stereotypes were not operating to raise the level of response consistency across instruments.

The Training Program

It was hypothesized that improvements in the accuracy of level in judging one person would generalize to the judgments of another person. The training program designed to test this hypothesis was based on the assumption that individuals make the same type of level errors in predicting the behavior of heterogeneous objects. Logically, therefore,

it seemed reasonable to determine if correction of error tendencies within any one case would lead to improvements in predictive accuracy on other cases. In testing this hypothesis, the cases of Ray and Ron were used for training purposes and the case of Ruth was used as the criterion to determine the possibility of generalization.

The results of the training program were negative. This was due to the failure to support the assumptions upon which the training program was based. Since judges do not make the same types of level errors across cases, there would be little reason to suspect that correction of level scores on any one case would lead to increases in predictive accuracy on other cases. Any gains in predictive accuracy on the Ruth case appeared to be a function of the initial magnitude of accuracy on the pretest, rather than any specific contributions of the training program. Individuals simply tended to regress towards the mean in a comparison of pretest and post-test performance.

It should also be noted that improvements in the accuracy of level could not be easily assessed with respect to judgments made about specific objects. While pretest and post-test scores were obtained on the Ray and Ron cases, these indices were based on responses to only eight items. This was due to the nature of the training program which sought to use the above cases for training purposes and not for specific evaluation of improvements in the

accuracy of level. For these reasons, the training data has not been reproduced here, although the training materials did not reveal any significant increases in predictive accuracy.

Inconsistencies With Prior Research

Prior research, in general, has provided strong support concerning the generality of rating levels. In the past, it has been demonstrated that individuals would use a similar level of favorable evaluations across objects irrespective of the rating orientation under investigation. Since this study failed to confirm the previous findings, some effort will be made to outline the differences between this and previous research.

Experimentation which has confirmed the generality of rating levels exclusively used rating scales in their diagnostic instruments. In addition, they have either asked judges to predict the self-ratings of specific objects, to predict the self-ratings of the generalized other, or to evaluate the behavior of a series of objects. In some studies, a combination of two types of judgmental questions were used. On the other hand, the instrument used in this research differed from previous instruments on all of the above characteristics. The Diagnostic Test of Level required judges to predict the actual behavior of a series of well defined objects. Instead of using rating

scales for predictive purposes, specific behavioral questions were employed.

It is conceivable that variations in methodology could account for the differences in findings between this and other studies. In fact, it is hard to assess the precise contribution that the use of rating scales and other procedures common to earlier research made to the finding of generality. But this researcher feels it misses the point to account for the differences in results solely on methodological grounds. There appear to be some overriding considerations that seem more important than structural variations.

An Attempt at Integration

The generality of level scores across objects appears to be intimately tied to judgments made about "homogeneous" rather than "heterogeneous" objects. Such a factor is crucial in that it reflects judgments concerning objects which are perceived as being highly similar. This similarity between objects might have little basis in objective reality, but unmeasured biases of the perceiver might tend to link the objects together. The nature of these unmeasured biases could well be the stereotypes the judge holds concerning the objects under consideration. Stereotypes could form the bond between objects with level representing the evaluative or affective component. This suggests that

level will tend to be general to the extent that stereotypes are influential in unifying the objects. The operation of this factor prevents the judge from differentiating between the objects. The judge's failure to perceive the objects as individuals leads him to rate all people as "good" or "bad" or to engage in the more or less socially desirable behavior. The actual level of favorable evaluations employed will of course depend upon the nature of the stereotypes. Different stereotypes most certainly have different evaluative components.

The above model might become clearer upon re-examination of the previous research where the data has indicated the generality of rating levels. Phillips (1951), Omwake (1954), and Fey (1955) asked judges to rate themselves and predict the self-ratings of people-in-general. They reported a positive relationship, in part, between the way a judge perceives himself and the manner in which he thinks other people perceive themselves. The generality of level scores here, appears closely tied to judgments made about non-differentiated objects. Predictions were not made concerning the self-ratings of specific objects, but the manner in which a generalized object might describe himself. If heterogeneous objects were substituted for judgments made about the generalized other, then it is likely that the data would not have supported the generality of rating levels. There probably would have been

little relationship between self-ratings and descriptions of others.

Gross (1951) made a similar point in interpreting the research of Crow and Hammond (1957). She indicated that the generality of level scores might have been spuriously high due to the influence of specific biases of the judges towards the objects. In this study, medical students were asked to predict the self-ratings of patients after being shown short six-minute films of the objects being interviewed by a doctor. It seems likely, here, that medical students were not rating heterogeneous objects. Instead, due to the influence of their professional role, the medical students tended to perceive all of the objects as being highly similar. Here, a strong stereotype was binding the objects together and probably led to the high generality of level scores across objects. Gross's own research appears to support such an interpretation. While she found strong support for the generality of rating levels across objects and scales, she noted the contribution of any general response set appears to be small. Its appearance or non-appearance depends on other factors which account for more of the total variance in ratings.

That Kelly (1955), and Smith (1966) found support for the consistency of self-orientation rating levels does not conflict with the above interpretations. Judges were rating themselves, and time was the independent variable.

In no instances were judges rating heterogeneous objects. A similar explanation is applicable to the research of Siegel (1966). His study indicated that level scores tended to be general across some rating orientations. For example, judges used a similar level of favorable evaluations in describing themselves and predicting how another person would describe them. In this study, however, the generality of level across rating orientations does not imply generality of level across heterogeneous objects. Judges were only asked to rate a single object from a variety of different orientations. When Siegel later attempted to determine the generality of second and third-person rating levels across heterogeneous objects, his data failed to reveal any strong relationships. At the time it was felt that methodological difficulties were primarily responsible for such findings. But in light of the present study, Siegel's failure to find support for the generality of level across objects appears closer to the truth.

Previous research (Grossman, 1963, 1965) has also indicated the consistency of the levelling tendency within separate diagnostic tests. The ALAS Judgment Test and the Employee Rating Scale revealed, respectively, the consistency of level accuracy scores and the consistency of rating generosity scores within instruments. These findings, however, should not be interpreted as being in conflict with the results of this study. In both cases consistency

within instruments does not necessarily mean individuals used the same level of favorable evaluations across heterogeneous objects. Considering the ALAS Judgment Test first, it should be noted that coefficients of internal consistency (Kuder-Richardson #20) were computed across judgments of men, women, and college males. Such coefficients demonstrated that individuals tended to consistently respond to the high or low level alternatives. The source of such response consistency, however, is open to question. Judges might have been responding in a consistent manner to predictions concerning men, to predictions concerning women, and to predictions concerning college males, but not across each group of objects. The Kuder-Richardson formula tends to combine both within group and across group consistency into one index. Thus, it becomes difficult to determine if within instrument consistency need imply generality of level across objects.

Similarly, in terms of the Employee Rating Scale, response consistency within this instrument does not necessarily indicate generality of level scores across objects. It can be recalled that this instrument required judges to make ten ratings for each of three objects. Therefore, a total of thirty ratings were made across all three objects. A split-half correlation of the averages of 15 odd-numbered and 15 even-numbered ratings revealed a coefficient of .90. The general indication was that judges tended to be consistent

in their levelling habits. Consistency within this instrument, however, does not mean consistency across the objects subject to prediction. In reality, judges might have used different levels of favorable evaluations in predicting the behavior of each object and the split-half technique would fail to take this into account. At best, it might be said that response consistency was indicated, but the source of the consistency might be within each object rather than across objects.

In summary, level scores had been demonstrated to be consistent within instruments, general across rating orientations, but not general across heterogeneous objects. Where generality has been indicated across different objects, such a finding appears to be a function of the inability of the judges to differentiate between the objects under consideration. Unmeasured stereotype biases appear to link the objects together and are of critical importance in determining the generality of level across objects.

Future Research

It remains the task of future research to reconfirm the major findings of this experimentation. The emphasis should be upon correcting the major weaknesses of this study. Such a goal would require the development of a test where response consistency towards each object would be of acceptable magnitude, and then determining the relationship

between favorability of response across heterogeneous objects. In this study, steps should be taken to insure that ample biographical information is provided to allow differentiation between the objects. In addition, future research might want to investigate the generality of level scores across objects in a variety of rating orientations aside from that used in this research. Again, care should be taken to eliminate the possibility of unmeasured stereotype biases influencing the final outcome.

The results of this experimentation are most relevant to current programs that seek to improve the accuracy of level. The implication here is that training should seek to improve level accuracy towards single rather than heterogeneous objects. Towards this goal, this experimenter would advocate use of the incorrect desirable and incorrect undesirable keys developed in this research. They enable the experimenter to assess the predictive errors of a judge unconfounded by the possible accuracy of an answer.

SUMMARY AND CONCLUSIONS

The main goal of this research was to assess the generality of behavioral orientation rating levels. To achieve this goal, an attempt was made to develop a test where the favorableness of response to one individual would be related to the favorableness of response to other individuals. Despite strenuous efforts to develop a test of this nature the data indicated that favorability of response was not related across heterogeneous objects. Level scores were not found, in general, to be significantly correlated across the cases of Ruth, Ray, and Ron. Instead, it appeared that many judges used different levels of favorable evaluations in predicting the behavior of each object.

This study also investigated the relationship between level scores across independent measures of level and the possibility of increasing the accuracy of level in the judgment of others. It was found that level scores were related across instruments to the extent that judges were unable to differentiate between the objects subject to prediction. This held true when both instruments measuring

level provided similar indices of rating generosity. When level accuracy scores and rating generosity scores were correlated, no relationship was manifest. Thus, the tendency to use an accurate level of favorable evaluations on one instrument and the tendency to respond to the most desirable alternatives on another instrument were unrelated. In terms of increasing the accuracy of level, the results of the training program were negative. This was explained by the failure to support the assumptions upon which the training program was based. It was felt that future training programs should concentrate upon improvements in the accuracy of level in the judgments of single rather than heterogeneous objects.

While this study dealt with the generality of behavioral orientation rating levels, its findings were felt to be applicable to a wider range of research. An attempt was made to integrate the results of previous experimentation where the data had indicated the generality of level scores across objects. This researcher took into consideration the findings of this study in offering a model to account for the consistency of level scores across objects. Again, the influential factor leading to consistency was the inability of the judges to differentiate between the objects. Unmeasured stereotype biases were felt to provide the linking mechanism leading to response consistency. Furthermore, it was noted that levels of favorable

evaluations were found to be general across rating orientations due to the failure to require predictions about heterogeneous objects. Investigators here have only been concerned with the relationship between ratings towards a single object.

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APPENDICES

APPENDIX A

Ruth Self-Interview

Number one. The educational and vocational goals at the University and in life and how you feel you are progressing.

pause--My educational goal is to receive a B.A. degree in liberal arts in elementary education--pause--and I have two vocational goals--pause--one is either--one is to teach and one is to get married. I want to get my B.A. so that I may teach in case that I want to work after I get married or in the event that something happens to my husband or something that would make it necessary for me to work then I will have something--sigh--to do. I like teaching very much and if I don't get married then I'd like to make this my life's career. Long Pause. And,--sigh--I guess I'm progressing fairly well although I had hoped to graduate this August and now it seems that I can't because I am short one hour. By carrying a maximum load of 19 hours next semester and 10 hours this summer, and I have, that will leave me one extra hour that I won't be able to get and I feel that this is a little unfair because I lost credits by transferring and I am especially bitter about it because my girlfriend has the same educational background as I and she will be graduating this August. But I guess that there are many different things that I can do. I don't know which one of the three I will do, but anyway, I think it will probably turn out for the best. And the extra hours will be that much to my advantage so--pause--I guess it's alright. I can go on and take a correspondence course and can go ahead and teach next fall if I like or I can--pause--not take any summer school courses and go this next semester and get all my 10 hours that I would need or I can go ahead and go this summer and then pick up some next semester and go on and work towards my Master's degree which I will probably never receive, but which I will probably keep working towards.

Number two. Your family including your mother and father and your wife if you are married.

I am not married; I am single, I have two brothers, one older; one younger, and my mother and father. My mother and father have always encouraged me to go to school but this year I haven't had as close a relationship to my mother and father as I have in previous years. I have not kept in close con-contact with them, I haven't the desire to go home that I usually have. I don't know why this is except that I guess I just feel more alone when I go home. They--They're still just as nice to me as they always were and they always enjoy hearing from me and seeing me. My rest of my family includes my two brothers, as I said before, my older brother is married and has one little boy and my younger brother who is still

in high school. I have a very fond, good relationship with my younger brother at home. I enjoy his company very much and he enjoys mine and we have lots of fun together when I go home. And I've always been very very close to my older brother. He's two years older than I am and we've always done everything together all through life but I don't feel as close to him now as I did before since he is married, and I guess I desire a family of my own probably I'm a little bit jealous I don't know.

Number three. How you get along with people of both sexes.

I think I get along fairly well with most people. I like people and they seem to like me. I enjoy being around them. Nothing seems to shock me very much although I don't approve of people who talk vulgarly or--pause--or tell dirty stories and things like that although I don't show this when I'm around them I just don't do it myself but I don't mind if they do. I've been associating with all kinds of different people in my work in a restaurant--uneducated as well as educated people and I have found that they--chuckle--are very very different but I get along very well with all of them, I think.

Number four. Your emotional and physical relationships with the opposite sex.

long pause--I think that my emotional and physical relationships with the opposite sex are probably just as normal as most people's (laugh) although I have been told that I'm very prudish in my--pause--uh, sexual relationships with others, but I guess I have very high standards, moral standards, religious standards that I can't quite do away with even though I am older than--than most girls here at the college probably. (sigh) But I enjoy being with the company of the members of the opposite sex and I enjoy doing many different things with them. I can talk to them easily and am not shy around single individuals--I am sometimes around groups of the opposite sex but usually I get along fairly well with them.

Number five. --laugh--Your financial situation:

Well,--sigh--right now (pause) I'm totally independent. I have no other income except what I make myself. I have saved enough this summer and by working part-time this fall and this winter at uh _____s restaurant to put myself through school this year and I have been doing fairly well. I've had to cut down on my work so I haven't had as much coming in and more going out, and with Christmas and everything I am getting a little lower than I would like to be. And I have an unexpected operation coming up which I don't know how I am going to finance but I think that I

should be able to go ahead and go to school next semester--I hope. I can always borrow from the bank--I have good credit rating at my bank at home and probably could get it here if I wanted it or a student loan or something. So I'm not too worried about that although I always have to plan carefully where my money's coming from and so on.

Number six. Your ethical, moral, and religious views.

Well, I think that I'm basically a pretty religious person although I don't attend church every Sunday but I don't believe it's necessary that I should. I'm protestant and I'm taking a course in Catholicism. I'm going with a Catholic fellow and have been for the past four years and have thought about changing to the Catholic religion but I don't know whether I will or not. I basically think most religions are alike. Perhaps we all worship the same God it's just the manner in which we worship him. I think that I--God plays an important part in my life. I usually stop and think whether or not God will approve of this before I do something and base all my morals on whether God thinks it's right or not. My folks have always taught me to be honest and truthful and I have the belief that these things I have to do. I have to be honest and I have to be truthful outside of everything else.

Number seven. Your abilities, aptitudes, and skills.

Well, I have abilities along several different lines. Aptitudes --I've had many many different jobs and I've always done well on these jobs. I've had jobs I like particularly well and others I didn't care for but I never--I've always done a good job on whatever I've done. I'm somewhat of a perfectionist and if I--I have to be sure it's right before I'm happy. I've been--I have experience to be a secretary and I've been a waitress and I've taught school and I think that I could--there are many other jobs that I would like to try that I think that I have an interest in and I think that I could probably do them alright so I don't think I'll ever be lacking for a job in something for I have an--long sigh--interest in many different jobs as I said before and I like to--I get bored with one job after so long a time I'd have to be able to vary and make it interesting before I could stay with it too long. I like a job where I have some responsibility and can--am free to make up my own mind about things and I've never had a problem about getting a job. I've always had one wherever I go.

Number eight. The most unfavorable and undesirable aspects of your own personality and you yourself generally.

Pause--sigh--long pause--I have a quick temper sometimes but I get over it easily. I have a tendency to blame other people

sometimes for things that aren't their fault. As I said earlier about being bitter about my girl friend when I should be happy that she gets to graduate in August but I feel it (laugh) isn't quite fair and this makes me a little bitter toward her although I don't mean to be at all. And I am jealous of other people sometimes which I think is an undesirable trait. I'm a perfectionist which is annoying to other people sometimes. I keep working at something until it just has to please me and if it doesn't I get angry sometimes and irritable. Sometimes I get angry with people and I won't speak to them. I'm just very quiet until I've thought it all over and decided it's alright. I like to be alone when I'm angry. I don't like to discuss it too often. Somethings have to be discussed directly, but if it's something that there's no real reason for it, just something that's come up that I just happen to be irritated at, well I just keep it to myself usually. And usually I get over it very quickly. I cry quite often. It's my outlet for my anger is usually I cry. Or if I'm hurt or disappointed I cry and I feel better when I'm over it pretty much.

Number nine. The most favorable and desirable aspect of your own personality and of yourself generally.

As I said before, I always tell the truth. I think this is probably good enough although it's proved bad sometimes. In the long run though I think it pays. Uhm,--pause--I'm clean very clean person in mind and physically and I uh, I like people, I uh, I like people, I enjoy being around them. I have ability to talk with most people and I'm-I'm very dependable. If I'm given a job to do I work ahead until it's finished no matter how long it takes me or to what extent it works a hardship to me even though I plan something else I will usually break these plans or something in order to get this job done if it's important. This is especially true in work.

-----long pause-----

Number ten. Any aspect of your life that you consider important and which has not already been covered.

--long pause--well, I don't think anything was said about my early childhood. I had a very happy early childhood. We were a very close family, did things together, we played lots of games together and we never had much money but we always had lots of fun and we always had a very good Christmas or special occasions. We have-we have always been very close to all of our relatives and had family dinners and so forth.

THE RUTH TEST

1. Ruth chose education as a major when she entered college.
 - a. It's good job security for a woman.
 - b. She had financial reasons; she needed something she could use after two years of college.
 - c. Her parents urged her to go into this field.
 - d. A high school counselor told her she was best suited for teaching.
2. Ruth feels her most successful year of teaching was her first. She feels it was because:
 - a. She was more strict with the children.
 - b. She was less strict with the children.
 - c. For the first time she had no economic worries.
 - d. She had a closer relationship with her fellow teachers.
3. Ruth, along with a few other teachers, decided not to join the National Education Association because it was expensive. Many of the older teachers were very bitter about this since they had always had 100% membership. When pressure was exerted on her, Ruth
 - a. joined NEA but only after a long verbal battle with the older teachers.
 - b. joined NEA without further protest.
 - c. still refused to join NEA and felt justified in resisting political pressure.
 - d. still refused to join NEA but felt guilty about it.
4. Ruth characterizes herself as
 - a. a person who likes to be "on the run" with activities.
 - b. a person who prefers staying at home.
 - c. a person who likes to go out socially but only on special occasions.
 - d. a person who likes to go to social gatherings.
5. Ruth likes to
 - a. play golf.
 - b. play volley ball.
 - c. iceskate.
 - d. take walks.
6. Ruth reports she
 - a. feels slightly uncomfortable talking in a group.
 - b. never noticed how she acts in a group.
 - c. feels she talks too much in a group.
 - d. would rather listen than talk.

7. Ruth is reluctant to talk much about herself as a person.
 - a. She is afraid people will not like her.
 - b. She grew up in a family that is very reserved.
 - c. She is self-conscious about her speech.
 - d. She is afraid people will take advantage of her if they know too much.
8. One of the first things Ruth mentioned that she wanted in a husband was
 - a. one that had a college degree.
 - b. one that loved children.
 - c. one that could provide for her.
 - d. one that was nice to her.
9. Ruth sometimes feels
 - a. the only way she will get married is to become pregnant.
 - b. that she may remain single but not a virgin.
 - c. that her only goal in life is to find the proper husband.
 - d. she would marry anyone who asked her.
10. Ruth feels most of the boys she meets now are older
 - a. and are left-overs--few good husband prospects.
 - b. and are confirmed bachelors.
 - c. and have only sex on their minds.
 - d. and are too much in a hurry to get married.
11. Ruth sees premarital sexual relations as
 - a. alright for others but not for her.
 - b. pretty evil and wrong.
 - c. something which can be condoned only under very special circumstances.
 - d. not so bad if you have a definite plan of getting married.
12. Ruth reflects that as a child
 - a. she was a "cry baby."
 - b. she was the instigator of all the trouble.
 - c. she was afraid all the time.
 - d. she was loud and bothersome.
13. Ruth feels she chose second grade to teach because
 - a. the children are not old enough then to be discipline problems.
 - b. when Ruth was in second grade she disliked school--unnecessarily, she feels.
 - c. when Ruth was in grade school she enjoyed the second grade most.
 - d. until second grade the teacher is just a glorified babysitter.

14. When Ruth encounters discipline problems in school her initial reaction is to
- blame the parents of the children.
 - blame herself.
 - blame the educational system.
 - blame no one but try to deny the existence of the problem.
15. Ruth characterizes her years in Junior High School as the "roughest times." One of the primary reasons for this she feels is
- she had not matured physically.
 - she was bigger than the rest of the girls.
 - she was still a tomboy.
 - she was more mature than the other girls.
16. Ruth feels she was in most of the high school organizations because of her artistic talents. She sees this as
- a compliment.
 - alright, but she would have preferred to have been chosen because of popularity.
 - maddening, at the time, as she felt she was being "used," but now accepts this as typical of teenagers.
 - something which gave her an "in."
17. Ruth characterizes her experiences with puberty as
- disagreeable--more painful than she'd expected.
 - natural--she never had any trouble.
 - frightening--she did not know what was happening to her.
 - exciting--she had finally grown up.
18. When asked when she first started noticing there were two sexes, Ruth
- asked the interviewer why he had asked that question.
 - told the interviewer she did not know what he meant.
 - laughed and said to the interviewer, "Oh, great!"
 - told the interviewer she did not wish to answer that question.
19. She finally answered the above question by saying:
- I learned by listening to the other girls.
 - I guess I've always known it.
 - Well, I had a boy friend in second grade.
 - When I was in junior high my mother talked to me about the differences.
20. When asked what she sees about herself that would make her a good wife, Ruth answered:
- I don't mind housework.

- b. I want to be loved.
 - c. I have the ability to love one guy at a time.
 - d. I don't know.
21. When asked what she sees about herself that would make her a poor wife, Ruth answered:
- a. I want too much attention.
 - b. I'm too independent.
 - c. I don't like housework.
 - d. I'm sort of afraid of sex.
22. Ruth thinks it would be fun to
- a. live in a small town the rest of her life.
 - b. live in a big city the rest of her life.
 - c. travel around the U.S. working just enough to pay expenses.
 - d. go to Africa and work as a teacher.
23. When asked what she would like to change about herself, Ruth answered:
- a. I would like to be very beautiful.
 - b. I would like to be less temperamental.
 - c. I would like to be smarter.
 - d. Nothing
24. When asked about the kind of person Ruth would like to marry, a friend answered:
- a. Anyone, almost.
 - b. If she could have her brother she would be happy.
 - c. She wants someone handsome and wealthy.
 - d. I don't think she wants anyone.
25. Ruth lived on a farm for sometime after she was born. According to a friend, the thing she hated about it was
- a. she always had to get up so early.
 - b. there was always so much work to do.
 - c. the horrible smell.
 - d. she always had dirty feet.
26. There was a lot of talk at the restaurant where Ruth works about something she had done. The incident involved
- a. Ruth's necking with a Negro employee at a party.
 - b. Ruth's organizing a strike for higher wages.
 - c. Ruth's reporting to work one night drunk.
 - d. Ruth's keeping tips left for other waitresses.
27. Ruth taught school for two years before returning to the university to finish her degree. One of the things Ruth liked about teaching was

- a. the professional contacts with experienced teachers.
- b. the salary freed her from economic worries.
- c. the job prestige.
- d. she was her own boss.

28. Ruth taught in a school which was half negro. The thing that disturbed her most about these children was

- a. they were unclean.
- b. they weren't very bright.
- c. they were aggressive.
- d. they were lazy.

Ray Self-Interview

Number one. Your educational and vocational goals at the university and in life and how you feel you are progressing.

Ah, My educational and vocational goals at the university of Iowa are somewhere in the social sciences. I began with a proposed major in psychology and have been moving back and forth between that and other fields of social science. Just as of lately I have come to the conclusion that maybe social work after graduation would be the thing for me. I am in a position that I want to help people because I do find people very interesting and I enjoy working with them. And I am in the position where I want to make money and quite a great deal of it. So this is a problem in social work. I've found out that this is not too good a field if you want to make a great deal of money. I was thinking of majoring in psychology but ah, the various aspects of it are not particularly desirable to me. I do think that the clinical ah, part of psychology does appeal to me. As far as statistics and this type of research psychology which I understand the State University of Iowa is high on, doesn't appeal to me at all. My progress here at the University as of the last two semesters has been quite good, I feel, after a poor start my freshman year. My attitude has changed somewhat toward the University, I've begun to look upon it as something (pause) that isn't bad, that isn't good. So I have changed my attitude and with this my progress is changing.

Number two. Your family, including your mother and father and your wife, if you are married.

Ah, my family includes my father and my mother, two brothers and a sister of which I am the oldest. Ah, my parents are the type which keep quite close control on their (pause) children. They ah, feel that they should be kept fairly close in check as far as outside the home, that the boys should be in by such and such an hour and of course, the girl isn't old enough where she has to worry about it, she's only the age of 10. Ah, within our family we're very close, my parents having very few outside friends or interests, their family being their entire life, as you might put it. Within our family, there is the discipline problem--there is no discipline problem, the children are given an equal basis with the parents. We're able to joke and insult our parents, it's not really insults, more or less slams if we wish and everyone will laugh at this, and it's considered a big joke. Discipline in our family is a type where my father when he wishes discipline he says it in such a tone that we all know

what he means. My mother is much the same way and she has no problem with discipline. I'm very close to my brother which is a year and a half younger than I am--that would be age 18. He and I have ah played together and been together for as long as I can remember and we enjoy very much together many times it's been said how well we get along for being brothers. Ah our family has just moved into a brand new home of which we are very proud and that kind of gives us something else which we all devote on. My parents and my brothers and sister are very much interested in my progress here at the university which is typical I guess since we are very close to each other.

Number three. How well you are getting along with people of both sexes.

Ah, I have no problem at all getting along with people of both sexes. I get along quite well with males and quite well with all the females all depending on how well I wish to get along with them. Ah, I am engaged to one certain girl which cuts down my ah contact with the other sex, I do see quite a bit of her and she has quite a few close friends which I come in contact with and we talk and joke areound quite a bit so I have no problem there. Ah, as far as boys, I ah get along quite well with everyone that I know. I do have the problem of looking for faults in people and when I do find these faults if they are a type about which I have personal feelings then I sometimes go out of my way to aggravate these people. I ah have very few personal friends--really personal friends--as I am unable to find people who fit up to my ideals of what I think a personal friend should be. Ah, you could probably say I get along with ah, females or I have more contact with them than I do the males because I've found the females more easily swayed to my way of thinking; because I do, in a way like to run people. And have my own way, I suppose you'd say.

Number four. Your emotional and physical relationships with the opposite sex.

Well as I previously stated I am engaged with ah a girl here at the University of Iowa. I feel we have a very satisfactory relationship to a degree emotional and physical relationship. Ah, we have one problem, of course, which I think several people feel that they suffer, we do not feel we get to see each other alone enough. This bothers both of us a great deal and we do have quite a bit of tension arising from this fact we're not alone. My emotional relationship with the opposite sex, I have ah, more or less worked them, and looked down upon them and felt that they were ah, bad in gereral. My, ah, physical

relationships have bothered me with the opposite sex, just to the fact that I felt guilty about them previously. I always felt that this has been because of the fact that I've never really cared for them and it was a false type of gesture which I shouldn't have been making. This has bothered me quite a great deal previously, I ah, as of late this has not because I feel I have been becoming more adjusted to my engagement.

Number five. Your financial situation

I am quite proud of my financial situation. Ah as of the last year in school I have been entirely on my own and I have been working in a large industrial factory which has--which I have been able to earn enough to put myself through--adequately through school. This has turned out quite well for me as I have become much more self dependent. Which I have to be dependent on no one but myself for this and I've also taken a burden off my parents which has made me very happy. My financial situation as of right now is fairly adequate. I am considering marriage which I am apprehensive about whether I will be able to stay financially secure as I am now when I am single but I feel if I cannot stay in school here then I shall be forced to drop out until my situation is adequate as I see it. I feel my financial situation has done a great deal for me since I have become independent. I no longer worry about this which I did when I was a freshman and realized my parents were suffering the entire burden of my education. I might say too that my education has progressed considerably since I have been able to finance it myself.

Number six. Your ethical, moral and religious views.

I am not a member of a church. I do believe in the teachings of the church, though. I believe in the Ten Commandments, but I have had a hard time in believing that there is a God. I've just been unable to see that there is such a person, and when arguing against it I wind up arguing for and against it. I just think it's a complete circle, I really don't know where I'm at or what I'm at, I believe in being-in following the commandments. My morals follow the same thing. I feel that I am very strict morally and I believe this goes with my religious views, I attend church every Sunday because I do get something out of it, I enjoy it very much, even though I am not a member of a church. I have been called a hypocrite which disturbs me greatly since I felt it was a false thing to call myself. I am very much in accord with what my mother does. She feels that to be a Christian and go to heaven as the Christian beliefs are, all that is necessary is that you follow the beliefs and be a good Christian, it is not necessary that you go to church. Church is just a social way of showing that you are a believer and that you are a follower. I feel more strongly that going to church and not believing is a

falsity which I think is a very bad thing--to be false about the church.

Number seven. Your abilities, attitudes-aptitudes, and skills.

My abilities, aptitudes, and skills as I measure them are that of meeting with people, talking with them and being able to enjoy them and have them enjoy me. Also in the fields of non-science--non-scientific endeavors such as math-things like mathematics, chemistry, ah, physics, these types of ah, physical sciences, ah, I'm very-have no ability or aptitude or skill at all in these. I have very much enjoyment in some things such as the social sciences. I enjoy politics and government, and social psychology, this type of thing. Ah, I have ah, skill, I guess it could be called a skill of ah, make believe- I enjoy telling stories, I enjoy writing stories. I have a great belief in making up tales of all kinds, I believe this skill has helped a great deal in relieving tensions in a group situation--things of this type. I have ah, in respect to my abilities with people, I feel that I have an ability in governing as I have held several positions of student governing things. And ah, I think I have run these quite adequately and I've satisfied everyone and I feel that I have good judgment, common sense which is needed for this type of position.

Number eight. The most unfavorable aspects of your own personality and yourself generally.

My worst fault is probably the fact that I become upset over things which don't work out for me within a short period of time. This might be illustrated by experiences with model airplanes. I would go to a toy store and I would buy a model airplane, I'd take it out of the box and here would be hundreds of pieces. Well, this would upset me immediately because I didn't care for--to spend a lot of time. I wanted to have an airplane I could spend a few minutes on and fly it or whatever it would be and have it already to go out and show off and fly it. I dislike terribly waiting for things, I get very upset, ah-probably another thing is that of my looking for severe faults in people. If I find a fault that I think is there then I continually harp on it or try to pull this person off balance to try to make him appear in a bad light. I (sigh) know this is bad and I understand it but still I cannot keep from doing this as people aggravate me something terribly when they have one of those things I don't like to see in people. This probably could be related to the fact that I have very few friends. Ah (pause) I am ah, somewhat of a jealous type. I become jealous of people who I know are getting better grades than I am, or are better off in some ways than I am. I guess (sigh) it's just one of those things.

Number nine. The most favorable aspects of your own personality and yourself generally.

(Pause) Well, I feel that in a way, a contradiction, but still I am generally friendly. To most persons on first meeting them even though I am looking this thing in their character--something wrong in their character specifically. Ah, I feel that this friendliness is something that I have and I kick off to everyone who I see. I feel I give everyone a fair start, more or less. Favorable and desirable aspects of my personality--that's pretty hard to answer because I've never thought of it quite that way. I do feel though that I go out of my way some of the times to make up for things such as roommate disagreements and-and things like that.

Number ten. Any aspects of your life you feel are important and have not already been covered.

(Pause) I think I ah, several years ago here at the university when I first began, I had an experience in a fraternity which I feel will color my life for the remainder of it and it and it had an effect on my life here at the university. This fraternity had a great effect on me in that I had a hard time understanding its values and recognizing superior people in the fraternity, such as calling of "Mr."--I-I was unable to call anyone "Mr." who I cannot respect. In the fraternity I was also taken for a "goody-goody" boy or something like that because I didn't--don't--didn't drink or smoke and I frown upon the things that went on. My aggressive character ah, being outwardly against some of these things, was attacked. I remained in the fraternity for a year. At this time I decided to leave. I didn't make my grades during this time and I was very upset over this. I consider the fraternity as being a bad effect on my life in that the things I suffered during that time such as bad grades and the effects of association will probably follow me for a long time. But I also feel this is good for me because it caused a certain amount of evaluation on my part which I stayed out of school for a semester. I worked, I gained new confidence in myself which I was badly shaken after being in the fraternity for a year and I am now totally able to look back on the fraternity situation with only a very small feeling of bitterness which I was previously overflowing with bitterness on this subject. Ah, it is something though, which I'll always look back upon as being somewhat bad for me and as I often want to call it, my "university career" here to be quite different with it. I also feel that ah, it was good for me in a very few respects.

(Long pause) I could say something on my ethical point of view. Several years ago I was in a political situation where I ran first hand into double-dealing in politics and I felt that it wasn't very

honest and this caused me to more or less withdraw from that type of thing where I felt that if that's the way it is boy, I wouldn't have anything to do with it, it isn't fair. But, as of late, I've changed my mind, feeling that this may be fair in the sense that to accomplish elections and things like that you have to do things like that and certain people don't seem to care enough to learn the real facts and vote for the real thing. Unethical practices and this type of thing remain with me until now, now I've changed. I think that now, found in that same situation I would be just as unethical as that that was going on against my party at the time.

THE RAY TEST

1. Ray feels that to enjoy his work, it must
 - A. afford many possibilities for advancement.
 - B. be highly respected.
 - C. provide security.
 - D. allow him to "be his own boss."
2. Ray is interested in working with
 - A. underprivileged children.
 - B. young adults.
 - C. negroes.
 - D. all kinds of people.
3. Sexually, Ray feels
 - A. he has always had trouble letting himself go.
 - B. he has always been pretty uninhibited.
 - C. he now has a hard time letting himself go.
 - D. he is now pretty uninhibited.
4. If given a choice, Ray would prefer to
 - A. run for public office.
 - B. be a campaign manager.
 - C. be the "behind the scenes" man in a political campaign.
 - D. be appointed to a political position.
5. Ray views ROTC as
 - A. a complete waste of time.
 - B. a game.
 - C. a necessary evil in times like these.
 - D. an experience which makes him seriously consider being a pacifist.
6. Until recently when Ray got angry he would
 - A. lose his temper.
 - B. go for a long walk.
 - C. get hot and start shaking.
 - D. get quiet and sulk.
7. When Ray was about 14 he was a Boy Scout leader. One day he took some 10-13-year-old boys out for a camping trip. One of the youngsters got mad and threw a knife at him.
 - A. Ray had them break camp and sent all the boys home.
 - B. Ray walked over and hit him as hard as he could.
 - C. Ray "kicked" him out of the troop.
 - D. Ray said he would resign unless the boy was removed from his troop.

8. During his first year at the university, Ray was in a fraternity
While in the fraternity Ray felt
- A. the other members were rotten people.
 - B. everything looked dark and gray.
 - C. up in the air one day and down in the dumps the next.
 - D. he was a failure.
9. Ray's attitude toward smoking is
- A. it's too expensive a luxury.
 - B. it's o.k. for others but not for him.
 - C. it's a bad habit.
 - D. it's terrible to be so dependent on any one thing.
10. Ray was not sure what emotional dependence would mean for him.
- A. He feels he has never been emotionally dependent on anyone.
 - B. He feels he is dependent emotionally on his parents.
 - C. He feels he is dependent emotionally on his fiancée.
 - D. He feels he is afraid to be emotionally dependent on anyone.
11. In high school Ray held several high offices in student government.
- A. He feels he won because he had the backing of the teachers.
 - B. He feels he won because he knew how to manipulate people.
 - C. He feels if you want an office you let people know and you get it.
 - D. He feels he won because no one else wanted the offices.
12. Ray's attitude toward parties is
- A. he's not an avid party goer.
 - B. he's a real party enthusiast.
 - C. they're an important part of college life.
 - D. he thinks he has to pretend to like them-- they're politically important.
13. Ray feels it is important to
- A. be able to release your feelings on occasion.
 - B. be able to release your feelings before they go too far.
 - C. ignore your feelings until you are alone.
 - D. always have your feelings under control.

14. Ray dated a girl in high school for some time. He characterizes the relationship thus:
- A. She just used me.
 - B. It was a kind of a game to see who could make the biggest fool of the other.
 - C. Her father was well known and it was to my advantage to be seen with her.
 - D. It was just a convenient arrangement.
15. Ray
- A. got drunk one night when in high school. He was so sick the next day that he has never touched alcohol since.
 - B. at one time drank quite a bit, but gave it up as a bad habit.
 - C. has had only a few tastes of alcohol.
 - D. doesn't drink, as he feels he should set an example for the youth he works with.
16. Ray feels his parents are nearly always right in their advice. This was brought home to him by the following incident:
- A. Parents warned him to control his temper. One day he got angry at another boy and, without thinking, hit him. He realized then how right his parents were.
 - B. Ray decided one day to take the money he had earned and buy a black leather jacket. His parents advised him against it but he did it anyway. Ray did not wear it much and he realized what a waste of money it was.
 - C. Ray's parents had always told him it was important to put his bicycle in the garage at night. Ray did not do it and it was stolen. He realized then that his parents understood other people better than he did.
 - D. Ray's parents warned him not to run around with a certain group of kids. He ignored their warning and was picked up by police for a Halloween prank.
17. Ray moved from a city school to a country school when he was in third grade.
- A. He found the country kids too tough for him.
 - B. He found the other kids rejected him.
 - C. He thought the country kids too stupid to bother with.
 - D. He established himself as a leader by beating up the other boys.
18. When in this country school, Ray spent most of his recess time
- A. thinking up pranks to play on the teacher.
 - B. fighting with the other boys.
 - C. playing with the girls.
 - D. inside reading.

19. When Ray was young he attended a Bible School. It sounded to him like the Lord was going to come and get him the next day. He was very frightened by this because
- A. he was sure the Lord was going to send him to Hell.
 - B. he did not want to leave his parents.
 - C. the Lord sounded like a mean person.
 - D. he had not accomplished anything yet.
20. When in high school,
- A. Ray would never tell anyone his grades.
 - B. Ray told others his grades were better than they actually were.
 - C. Ray told his classmates his grades were worse than they were.
 - D. Ray always made a point of telling people his grades.
21. When Ray's wife was interviewed, they had been married a couple of weeks. She reports that the night before Ray had to go to ROTC, he
- A. complained of a headache and went to bed.
 - B. got up four or five times during the night and started to get dressed.
 - C. spent hours getting his uniform ready for inspection.
 - D. couldn't sit still--he went for a long walk.
22. How does Ray prepare for tests?
- A. Prepares extensively--takes plenty of time.
 - B. Studies from day to day with no special pre-exam study.
 - C. Tries to hit the angles covered in class and ignores the readings.
 - D. Organizes seminars on the material.
23. One evening the parents of his high school girl friend were out of town. Ray went over to her house about midnight when he got off work.
- A. He was afraid to go in her house.
 - B. She made fun of him so he left.
 - C. He made fun of her for a while, then left.
 - D. They slept together but did not have sexual relations.
24. When Ray took a bus trip he noticed
- A. two little boys on the bus getting acquainted and reflected that it was sad that adults weren't **like this**.
 - B. an old man with a cane and it made him feel anxious.
 - C. how beautiful the scenery was.
 - D. the bus driver was careless about observing speed limits

25. In dress, Ray
- A. is very conservative.
 - B. wears what he wants to.
 - C. builds his wardrobe around future work plans.
 - D. asks his fiancée's advice.
26. Ray had some trouble with his ROTC company leaders. He felt they did not know how an effective leader should act. When these leaders shouted out what Ray saw as unreasonable commands, Ray felt
- A. like quitting.
 - B. he wanted to hit them.
 - C. unreasonably anxious.
 - D. like screaming.
27. Many of Ray's fraternity brothers commented about him that he was
- A. sarcastic.
 - B. rude.
 - C. childish.
 - D. boisterous.
28. Ray views himself as
- A. kind of different from most people.
 - B. a talented person.
 - C. more normal than most people.
 - D. just like everybody else.

Ron's Self-Interview

This is card number one. Uh, your educational and vocational goals at the University and in life and how do feel--and how do you feel you are progressing.

Uh, my educational uh goals uh, number one would be to get my B.A. Degree uh, number two to go at least one more year in the field of physical therapy uh, possibly a year after that uh, for a master's degree in physical therapy uh, But what I'm worrying about mostly now (laughs) is getting my B.A. Degree and being accepted into the school of Physical Therapy. Uh, my progresses uh, since I made up my mind about what I want, has been good, uh, however, it took me three years to decide specifically what I did want to go into uh, my progress is uh so far so good. Uh, I've only got about uh, 12 or 13 hours remaining for my B.A. Degree after this semester. (pause)

This is card number two. Uh, entitled your family, including your mother and father and your wife if you are married.

Uh, my family has been a very close knit family, uh, I have a sister who is three years older than I am. She is a college graduate from (small Iowa liberal arts college) and uh, we've always been a very close family and uh, gotten along. I've always been able to talk to both my mother and my father about any problems or conflicts that may have uh, come up during my adolescence especially. Uh, my wife and I have a very wonderful relationship, uh, we also can talk freely about our problems uh, and uh, any conflicts we have within out marital status we can talk over uh, very freely. Uh, my wife and I are very much alike personality-wise and (laugh) therefore we can, many times, tell uh, or anticipate, uh, uh, uh, each other's problems, and uh, understand them, I think, better that way. We have a very fine relationship.

This is card number three. How well you get along with people of both sexes.

Well, I feel that I get along very well uh, with both sexes. Uh, I've always gotten along with the opposite sex pretty well. I have uh, I can't remember any uh, ill feelings, uh, for the opposite sex-uh, that I can think, I can't remember any strong ill feelings toward the opposite sex. Uh, I've always gotten along with them, fine--uh, uh, some better than others but uh, never a real bad feeling. As far as male goes uh, oh, I've had a few conflicts, uh naturally, I think, with-with uh, the male genders, uh, especially through my uh, kindergarten to sixth grade period but uh, since then uh, I've gotten along fine and I feel it's uh, it's one of my better adjustments as far as personalitywise. I feel that I can get along with people of both sexes very well.

Uh, this is card number four. Your emotional and physical relationships with the opposite sex.

--Pause--(Sigh) uh, (lip smacking) my emotional relationship with the opposite sex. Well, (lip smacking), I think probably uh, my emotions are definitely stirred up easier with the opposite sex than uh, than they are with the male. Uh, I know (laugh) a female can uh, arouse anger uh, anguish in me a lot faster than a male uh, and they can also arouse-arouse-arouse a sympathetic feeling, I think, faster than a male and uh, in general, I think, I have higher emotional feeling toward women than I do men. Uh, physical relationships uh, with uh, women. I've never had any difficulties uh, in uh, in my relationships uh, My wife and I have a uh, wonderful relationship in that sense and uh, I think that every other girl I've gone with I've never had any trouble at any embarrassing moment or uh, any touchy situations at all. I've always had a good physical relationship with the opposite sex.

This is card five. Your financial situation.

Well, my financial situation is uh, (lip smacking)--(Pause), I think uh, would be better determined as not my financial situation. In other words, uh, I'm getting financial help uh, from my wife's folks and also from my folks, uh more or less the brunt of it. Uh, they, my folks give so much and her folks give so much and my wife babysits for a small amount--\$10, \$15 a week uh, and that's just about what carries us. Uh, I am not working this semester, however, I do intend to work next semester and I have worked in past semesters. Uh, in general, we uh, we live pretty good uh, we've never had to really bear down and skimp for the last penny to pay a bill or anything. Uh, we've always eaten good and uh, in general, we've--we've been very fortunate; Uh, but for the help of my parents and her parents, though, I doubt very much if I'd be in college now. I don't know what would keep me here. I--they certainly, uh--their financial support is-is uh, definitely keeping me here in college.--pause----

Uh, this is card number six. Your ethical, moral, and religious views.

(Sigh) Well, (sigh) as far as my ethics go uh, (lip smacking) I believe in truthfulness uh probably above anything uh: I think if you tell the truth regardless of the situation or the odds uh, I think that you basically are a very moral person and a person that can be, can be depended upon and I-I know I respect a person who tells the truth as much as uh, anyone, I think. Uh, morally uh, I feel that uh, I am a a moral person. I have-I have standards uh, so-called standards, uh, many of which are based upon my religion which is uh, I am uh, Protestant, uh, Presbyterian faith, and uh, I've been a strong church goer in the past: However (cleared

throat) I haven't been able to attend as often as I would like due to may circumstances, mainly my newlyborn, five-month-old daughter. Uh, but uh, I've had a good religous foundation uh: I like to go to church, I enjoy the uh, I do try to practice uh, my religion as best possible: Uh, I know that it's-it's in my conscious mind, uh, almost all the time and I think because of this good religious back-ground (cleared throat) I uh-- my morals are oh, higher or straighter and uh, therefore I've been able to keep good ethics for the most part during my life.

This is card number seven. Your abilities, aptitudes and skills.

Well, as far as ay abilities go uh, I-I am really not uh, oh, (lip smacking) really skillful in any, in any one thing. I-I could never specialize in any one thing uh, as far uh as my ability goes. I think I have a general ability uh, to do many different things uh, uh (lip smacking). I am a fair-for instance, I'm a fair baseball player, fair basketball player-just having to do with athletics-fair basketball player, fair football player, and so forth. Uh, I'm not exceptional in any one of the fileds but yet I can play them uh, all about equal. Uh, and this uh, can also be said toward my uh, vocational or educational skills. Uh, my ability I think uh, is fairly equal in all uh, possibility even a slight improvement in the uh science field. Uh, at least I'm finding this year I'm taking quite a bit of science, I find that I do have an aptitude for physiology uh, that is my belief anyway. It comes pretty easy, a lot easier than uh, many of my other past subjects. Uh, I feel my aptitude is about average. Sometimes I-I've felt that it's a little below but uh, I think now that I am applying myself better that my aptitude is about average uh, this expecially as far as my education goes. As far as my skills go uh, I haven't any one basic skill that uh, I feel that uh, that I'm exceptional with. Uh, same way with my abilities and aptitudes, I feel that I'm just average uh, in many skills uh, and I just-I don't excell in any one skill that I can think of uh. Let's see--I'm a fair carpenter, fair mechanic, uh, oh let's see, possibly if any one skill would excell it would have to be uh, and I don't know if you'd call it a skill, but uh, it uh, might be one of ability and that would to uh, to get along with people and to uh, and to be able to uh, to uh, hold a rather even personality not, not getting mad too easily or too uh, uh, excited or uh (lip smacking) oh, uh, I guess you'd call a stable personality. I uh, I try not go get mad over uh, many things and uh, therefore I-I find that I get along with people probably better than anything else. Better than any other ability I have would be the ability to get along with people. (cleared throat)

This is card number eight. Uh, the most unfavorable and undesirable aspects of your own personality and yourself generally.

Well, I feel that uh, the most unfavorable part or aspect of my

personality would be uh, (lip smacking), I think, I have a slight inferior feeling. Uh, I don't have enough confidence in myself and uh, in many things seem to stem from this. Uh, I find myself a poor loser especially in an athletic contest or in a (laugh) card game. Uh, uh, it makes me mad that uh, that I'm that way but nonetheless that's the way I am. It bothers me to no end to lose a uh, athletic contest of any type. I don't like to lose cards at all uh, a lot of times at any type of game at all, whether it be monopoly uh, cards, or uh, cross word puzzle or anything. I just-I do not like to lose and especially to my wife. Uh, my uh, another thing that uh, is unfavorable would be uh, uh, I find myself uh, very, very short in patience, uh, I-I just don't have patience hardly for anything at all. And, uh, this also irritates me because uh, a lot of times I get-get impatient with-with my wife which causes uh, uh, (lip smacking) an unnecessary argument or-or small feud. I also get impatient with my little daughter which is completely senseless because she's only five months old and doesn't understand a thing. I know this yet I still am impatient and for all manner of speaking, I probably always will be. Uh, it's just a very unfavorable aspect of my personality. Uh, uh, another unfavorable aspect of might be uh, uh, I uh, it used to be anyway I don't know if you'd call it cruel but I've been a little too independent possibly. Uh, I know if I had it to do over again I would uh, I would try to understand their side of it a little bit more and uh, instead of lettin' them try to understand me all the time. And uh, uh, I have possibly had a better understand-understanding toward them and uh, therefore may-be have taken advantage of them at times when I shouldn't have and uh, I think about this now and then too. (sigh).

This card number nine. The most favorable and desirable aspect of your personality and of yourself generally.

(Pause) uh, I feel uh, like I've uh, said before the most favorable part of my personality would be uh, the fact that I can get along with people. I always have been able to get along with people and uh, it's always been uh, to my opinion the best thing about my personality in general. I've always been thankful for it because I think if a person can get along with people uh, he's got half the battle won as far as making a success of his life and of his job and of his marriage, and so forth. Uh, uh--sigh--I was uh, successful in high school in this respect where I was uh, fortunate enough to be elected uh, president of the student body, student council, and us, uh, many different committees and so forth uh, which always uh, at the time didn't please me so much uh, as far as a job goes but it did please me in the fact that uh, I was thought of enough to be elected to these different offices. Uh, in college uh, I've (lip smacking) made a good many friends uh,--pause--all of which I-I think- I think a lot of and I think that it's one of the best parts

of my college life is my us, uh, friendships with uh people from all different parts of the country. Uh and (lip smacking) my, of course, uh, meeting of uh, I met my wife here in college and-and uh, I met her through two or three friends as a blind date and uh, and of course I must have been able to get along with her pretty well or we wouldn't have been married. So uh, uh through this I've been able to find a good companion for life and uh, many friends, through college, of which I hope to have throughout my lifetime. And uh, this, ability to get along with people should help me in my vocation. Uh, I'll be working as a physical therapist with many young people, uh, handicapped young people, I think that uh, this ability will definitely come in handy and will be-definitely be tested here 'cause uh, I'll be working with a lot of very unhappy, unfortunate cases and it will be my job to-to help--to try to help them to recuperate uh, not only physically but mentally and uh, I hope that I can do this through my personality and uh, through my ability to uh, get along with people and understand them.

This is card ten. Uh, any aspect of your life which you consider important and which has not already been covered.

Oh, uh, sigh--that-that always reminds me of, of uh, a person in my family that-who's since deceased but who I thought an awfully lot of who I probably received more uh, from than anyone else as far as what life is all about uh, what a truly good person is, uh, well, this person is my grandfather, my father's father, uh, he lived in our family home for oh, I think since the time I was born 'til he died in 1954 and so there uh, all the way up through my graduation from high school. Uh, my grandpa and I were very, very attached, were very close uh, I did many, many things with him: Uh, he used to take me to baseball games, football games, uh, we were just, uh, very strongly--we had a very strong companionship. And uh, I still-I still feel uh, today that he is the finest man I have ever met. Uh, he's a true example of what I would accept as a gentleman, a scholar, uh, and a very, very fine, fine man. And uh, I would-I've always wanted to uh, to use, to-to have as many uh, traits as he had. In other words, I would like to be as much like him as possible. Uh, he was kind, generous, very, very thoughtful man. He uh, was very truthful. He uh, he had a very pleasing personality. I-I don't think he had an enemy in the world and uh, everyone that uh, knew him, I think, thought an awful lot of him. I know that I certainly did and uh, my mother and father natually both did and my sister had very strong feelings toward him too. Uh, everyone liked him and uh, I think he is-had a great deal of influence on me indirectly because uh, I've more or less uh, grown up with the thought of his image in mind and it's uh, it's

influenced me greatly. Uh, I think that is about the only thing uh,--pause--(lip smacking) that is the only aspect I think of my life which wasn't covered. I'll end it with this then.

THE RON TEST

1. Ron went to college because
 - a. his teachers encouraged him to go.
 - b. all his friends were going.
 - c. his parents insisted that he go.
 - d. he wanted to get away from home.
2. Ron feels that one reason he did not have a vocational goal for some time was because
 - a. his parents never encouraged him to think about it.
 - b. he was having too much fun partying to think seriously of his vocational goals.
 - c. he was unsure of his ability to get through college.
 - d. he had too many other problems to think about.
3. Ron characterizes himself as
 - a. a devil-may-care person.
 - b. a compulsive person.
 - c. a procrastinator.
 - d. a go-getter.
4. After dating Alice (later his wife) for six months, Ron
 - a. had not even thought about how he felt about her.
 - b. felt she did not like him very well.
 - c. felt he did not like her.
 - d. felt she was fun but not wife material.
5. After Ron had been married about three months, he was called into the army. Since he was to serve for only six months his wife did not go with him but rather stayed in school 1,000 miles away. Ron sees his army experience as
 - a. one of the unhappiest of his life.
 - b. enjoyable but, in the long run, relatively unimportant.
 - c. the experience which helped him mature more than any other.
 - d. important in that it proved to him how much his wife meant to him.
6. One time during a period of fairly steady dating with Ron, Alice came into a bar with another fellow. When Ron saw her he
 - a. called a couple of girls in an attempt to also get a date.
 - b. laughed about it and invited Alice and the fellow to join him.
 - c. became angry but didn't show it.
 - d. made a sarcastic remark to Alice, then left the bar.

7. Ron says occasionally he is angry at his wife and feels he would be happier with some other girl.
 - a. He thinks this feeling is natural, you can't be lovey-dovey all the time.
 - b. He thinks this is an indication there is room for improvement in their relationship.
 - c. He thinks this is because he was not completely settled yet.
 - d. He thinks it is best to ignore these feelings.
8. Ron and Alice's main interest in terms of fun outside the home is to go
 - a. to university plays and concerts.
 - b. to movies.
 - c. to athletic contests.
 - d. bowling.
9. Ron and Alice's baby was definitely not a planned baby. When Ron found out his wife was pregnant he felt
 - a. excited and happy.
 - b. anxious and was not sure how he felt.
 - c. he was not ready for the added responsibility.
 - d. angry that they had not been more careful.
10. When in Phoenix working at a resort Ron tried to go to church every Sunday even though it required traveling some distance. One Sunday he was unable to go even though he had the morning off
 - a. He decided to take advantage of the time to catch up on lost sleep.
 - b. He stayed in bed but switched the radio to a broadcast of a church sermon.
 - c. He took his Bible, went out under a tree, and read for a while.
 - d. He went for a walk and thought about God.
11. When Ron was in grade school he acquired a fear of
 - a. dogs.
 - b. bats.
 - c. the dark.
 - d. thunderstorms.
12. Ron's father owned a filling station and Ron used to work for him
 - a. Ron enjoyed working for his father.
 - b. Though Ron felt his father appreciated his help, he nevertheless disliked to work for him.
 - c. Ron felt his father thought of him as a nuisance when he helped.
 - d. Ron felt that if he had not gone to college, he would have gone into business with his father.

13. Ron sees his parents as people who have difficulty in verbally expressing their feelings but who often show them in their actions.
 - a. Ron sees himself as like his parents in this way.
 - b. Ron feels he has overcome his difficulty in verbally expressing his feelings.
 - c. Ron feels he has overcome his difficulty in physically expressing his feelings.
 - d. Ron feels he has no trouble with either verbal or physical expression of feelings.
14. Ron regrets not going out for football in high school. One reason for this regret is that he feels
 - a. it made him look weaker than he is.
 - b. he lost prestige.
 - c. his father was disappointed.
 - d. if he had been successful he might have gotten a scholarship.
15. In high school Ron received several honors. He was elected student body president, student council president, and so forth.
 - a. He talked quite a bit to his parents about these honors.
 - b. He rarely told his parents about these honors.
 - c. He never directly told his parents about these honors but would drop enough hints so that eventually they knew what had happened.
 - d. He felt his parents weren't interested in these honors.
16. Rather than go to college, Ron would have preferred
 - a. to stay home and work.
 - b. to travel around the country working at odd jobs.
 - c. to go to a trade school.
 - d. to go into the service.
17. When Ron arrived in Phoenix he had about \$3 in his pocket and no job. He spent most of it buying
 - a. "A Pictorial History of Arizona."
 - b. The Power of Positive Thinking.
 - c. "Popular Automotive Mechanics."
 - d. Gone with the Wind.
18. Ron got a job as a waiter in quite an exclusive resort. He made \$150 a week for about four months. Out of the entire amount of money he earned, he saved
 - a. \$2000
 - b. \$900
 - c. \$90
 - d. just barely enough to get back home.

19. Ron met a girl in Phoenix whom he became quite fond of. He and this girl spent a night in a motel. About this incident Ron says:
- It was the most satisfying sexual experience of my life.
 - I'm not sorry and I don't think she is either.
 - Nothing happened but no one ever believes it.
 - I guess I wanted to test her to see what kind of girl she really was.
20. About the army, Ron says:
- It made me feel small and I think that's good.
 - I know what it's like now and it no longer holds any fascination.
 - Those people don't know how to lead without yelling.
 - There are so many dumb people in the army, I sort of stood out.
21. Ron describes both himself and his wife as
- easily impressed.
 - silly at times.
 - easily hurt.
 - too serious.
22. About a high school romance, Ron says:
- I never liked her especially, but she wanted to get serious.
 - Neither one of us cared much about the relationship.
 - She was a great girl and I might have married her if she hadn't been Catholic.
 - Experimenting with sex made this relationship interesting.
23. The incident from his childhood that Ron remembers most vividly is:
- I was forced to go to a funeral--it was very frightening.
 - I stuck my tongue out at my father and he spanked me for it.
 - A big bully beat the tar out of me.
 - The kids made fun of me in school when I wet my pants.
24. Ron feels he was elected student council president because
- his friends worked to get him elected.
 - he was seen as a leader.
 - he worked hard to get it.
 - he was a popular athlete.
25. A male friend of Ron's reports his only fault to be
- he is too nice to people.
 - he's not too punctual or reliable.
 - he never seems to relax.
 - he is a little lazy.

26. When Ron's wife gets angry at him, he
- yells at her.
 - leaves the house.
 - ignores her.
 - is nicer to her.
27. One night about the time Ron's wife was expecting the baby to come, she began to have labor pains and the water broke. She was rushing around trying to pack her bag.
- Ron insisted on reading his notes for a test the next day before they left.
 - Ron insisted on having a cup of coffee before they went to the hospital.
 - Ron went into the bathroom and shaved before he took her to the hospital.
 - It took a half-hour to get Ron out of bed.
28. Ron's in-laws send them about \$100 a month to live on. About this he says:
- If they want to do it, it's fine with me.
 - I keep wondering what they want in return.
 - My wife and I disagree about this.
 - I don't know how I feel about it--I've never wondered either.

Keys

The Ruth Test

1. b
2. a
3. d
4. a
5. c
6. d
7. a
8. c
9. a
10. c
11. d
12. b
13. c
14. b
15. a
16. a
17. b
18. c
19. c
20. c
21. b
22. c
23. a

The Ron Test

1. b
2. a
3. c
4. d
5. b
6. d
7. a
8. c
9. b
10. c
11. a
12. b
13. a
14. c
15. b
16. d
17. b
18. c
19. c
20. a
21. c
22. d
23. c

The Ray Test

1. a
2. b
3. c
4. c
5. b
6. c
7. b
8. b
9. b
10. c
11. c
12. a
13. d
14. b
15. c
16. b
17. b
18. d
19. d
20. b
21. b
22. a
23. c

Keys Continued

The Ruth Test

24. b

25. d

26. a

27. d

28. c

The Ron Test

24. a

25. b

26. c

27. c

28. a

The Ray Test

24. a

25. b

26. b

27. a

28. c

APPENDIX B

H. C. Smith
June, 1967

THE CASE OF RUTH

Directions:

This is a test of your ability to predict how Ruth, a college girl, felt and behaved in a variety of life situations.

Read the interview carefully. It is part of the record of Ruth's half-hour interview of herself. She answered a series of written questions covering her education, family, etc. She answered the questions by speaking into the microphone of a tape recorder while alone in a room.

Answer the questions that follow the interview. A psychologist talked to Ruth for several hours after her self-interview to find out how she had felt and behaved in a variety of situations. Two of her friends were later interviewed to check on the accuracy of her report. The correct answer to each question is based upon the information gathered by the psychologist, from Ruth and her friends.

Pick from the two alternatives the one that you think best describes how Ruth actually felt and behaved. Be sure to answer all the questions even if you are in doubt about the correct answer.

The Self-Interview

1. Educational and Vocational Goals.

My educational goal is to receive a B.A. degree in liberal arts in elementary education. I like teaching very much and if I don't get married then I'd like to make this my life's career. And,--sigh--I guess I'm progressing fairly well although I had hoped to graduate this August and now it seems that I can't because I am short one hour.

2. Family.

I am single. I have two brothers, one older, one younger, and my mother and father. My mother and father have always encouraged me to go to school but this year I haven't had as close a relationship to my mother and father as I have in previous years. My older brother is married and has one little boy and my younger brother is still in high school. I have a very fond, good relationship with my younger brother at home. And I've always been very very close to my older brother. I don't feel as close

to him now as I did before since he is married, and I guess I desire a family of my own probably I'm a little bit jealous.

3. Interpersonal Relationships.

I think I get along fairly well with most people. I enjoy being around them. Nothing seems to shock me very much although I don't approve of people who talk vulgarly or--pause--or tell dirty stories and things like that although I don't show this when I'm around them. I've been associating with all kinds of different people in my work in a restaurant.

4. Relationships with Opposite Sex.

Long pause--I think that my emotional and physical relationships with the opposite sex are probably just as normal as most people's (laugh) although I have been told that I'm very prudish in my--pause--uh, sexual relationships with others, but I guess I have very high standards, moral standards, religious standards that I can't quite do away with even though I am older than--than most girls here at the college probably.

5. Financial Situation.

Well,--sigh--right now (pause) I'm totally independent. I have no other income except what I make myself. I have good credit rating at my bank at home so I'm not too worried about that although I always have to plan carefully where my money's coming from and so on.

6. Religious Views.

I'm basically a pretty religious person although I don't attend church every Sunday. I'm protestant and I'm taking a course in Catholicism. I'm going with a Catholic fellow and have been for the past four years and have thought about changing to the Catholic religion. I think most religions are alike--God plays an important part in my life. My folks have always taught me to be honest and truthful and I have the belief that these things I have to do.

7. Abilities and Skills.

Well, I have abilities along several different lines. I've had many many different jobs and I've always done well on these jobs. I'm somewhat of a perfectionist. I have experience to be a secretary and I've been a waitress and I've taught school. I

like a job where I have some responsibility and--am free to make up my own mind about things and I've never had a problem about getting a job.

8. Personal Weaknesses.

Pause--sigh--long pause--I have a quick temper sometimes but I get over it easily. I have a tendency to blame other people sometimes for things that aren't their fault. And I am jealous of other people sometimes which I think is an undesirable trait. I'm a perfectionist which is annoying to other people sometimes. Sometimes I get angry with people and I won't speak to them. I'm just very quiet until I've thought it all over and decided it's alright. I like to be alone when I'm angry. I cry quite often. It's my outlet for my anger.

9. Personal Strengths.

I always tell the truth. Uhm,--pause--I'm clean very clean person in mind and physically and I uh, I like people. I have ability to talk with most people and I'm-I'm very dependable. If I'm given a job to do I work ahead until it's finished no matter how long it takes me or to what extent it works a hardship to me.

10. Other Important Aspects of Life.

I had a very happy early childhood. We were a very close family, did things together, we played lots of games together and we never had much money but we always had lots of fun and we always had a very good Christmas or special occasions.

THE RUTH TEST

1. Ruth chose education as a major when she entered college because:
 1. She had financial reasons; she needed something she could use after two years of college.
 2. A high school counselor told her she was best suited for teaching.
2. Ruth feels her most successful year of teaching was her first. She feels it was because:
 1. She was more strict with the children.
 2. She had a closer relationship with her fellow teachers.
3. Ruth, along with a few other teachers, decided not to join the National Education Association because it was expensive. Many of the older teachers were very bitter about this since they had always had 100% membership. When pressure was exerted on her, Ruth
 1. joined NEA but only after a long verbal battle with the older teachers.
 2. still refused to join NEA but felt guilty about it.
4. Ruth characterizes herself as:
 1. a person who likes to be "on the run" with activities.
 2. a person who likes to go to social gatherings.
5. Ruth likes to:
 1. iceskate.
 2. take walks.
6. Ruth reports she:
 1. feels she sometimes talks too much.
 2. would rather listen than talk.
7. Ruth is reluctant to talk much about herself as a person.
 1. She is afraid people will not like her.
 2. She grew up in a family that is very reserved.
8. One of the first things Ruth mentioned that she wanted in a husband was:
 1. one that loved children.
 2. one that could provide for her.

9. Ruth sometimes feels:
 1. the only way she will get married is to become pregnant.
 2. that her only goal in life is to find the proper husband.
10. Ruth sees premarital sexual relations as:
 1. alright for others but not for her.
 2. not so bad if you have a definite plan of getting married.
11. Ruth feels she chose second grade to teach because:
 1. the children are not old enough then to be discipline problems.
 2. when Ruth was in grade school she enjoyed the second grade most.
12. When Ruth encounters discipline problems in school her initial reaction is to:
 1. blame herself.
 2. blame no one but try to deny the existence of the problem.
13. Ruth characterizes her years in Junior High School as the "roughest times."
 1. she had not matured physically.
 2. she was more mature than the other girls.
14. Ruth feels she was in most of the high school organizations because of her artistic talents. She sees this as:
 1. a compliment.
 2. something which gave her an "in."
15. Ruth characterizes her experiences with puberty as:
 1. natural--she never had any trouble.
 2. frightening--she did not know what was happening to her.
16. When asked when she first started noticing there were two sexes, Ruth
 1. asked the interviewer why he had asked that question.
 2. laughed and said to the interviewer, "Oh, great!"
17. She finally answered the above question by saying:
 1. I learned by listening to the other girls.
 2. I guess I've always known it.

18. Ruth thinks it would be fun to:
 1. travel around the U.S. working just enough to pay expenses.
 2. go to Africa to work and live.
19. Ruth lived on a farm for some time after she was born. According to a friend, the thing she hated about it was:
 1. there was always so much work to do.
 2. she always had dirty feet.
20. There was a lot of talk at the restaurant where Ruth works about something she had done. The incident involved:
 1. Ruth's necking with a Negro employee at a party.
 2. Ruth's reporting to work one night drunk.
21. Ruth taught school for two years before returning to the university to finish her degree. One of the things Ruth liked about teaching was:
 1. the salary freed her from economic worries.
 2. she was her own boss.
22. Ruth taught in a school which was half Negro. The thing that disturbed her most about these children was:
 1. they were aggressive.
 2. they were lazy.

THE CASE OF RAY

Directions:

This is a test of your ability to predict how Ray, a college student, behaved. Proceed as you did in the case of Ruth. First read the interview carefully and then answer the questions that follow the interview. Be sure to answer all the questions even if you are in doubt about the correct answer.

The Self Interview

1. Educational and Vocational Goals.

Ah, my educational and vocational goals are somewhere in the social sciences. I began with a proposed major in psychology and have been moving back and forth between that and other fields of social science. Just as of lately I have come to the conclusion that maybe social work would be the thing for me. I do find people very interesting and I enjoy working with them.

2. Family.

Ah, my family includes my father and my mother, two brothers and a sister of which I am the oldest. Ah, my parents are the type that which keep quite close control on their (pause) children. Ah, within our family we're very close, my parents having very few outside friends or interests, their family being their entire life, as you might put it. My parents and my brothers and sisters are very much interested with my progress here at the university which is typical I guess since we are very close to each other.

3. Interpersonal Relations.

I ah have very few personal friends---really personal friends---as I am unable to find people who fit up to my ideals of what I think a personal friend should be.

4. Relationship With the Opposite Sex.

I am engaged with ah a girl. I feel we have a very satisfactory relationship. My, ah, physical relationships have bothered me with the opposite sex, just to the fact that I felt guilty about them previously.

5. Financial Situation.

Ah, as of last year in school I have been entirely on my own. I have been working in a large industrial factory. I am considering marriage which I am apprehensive about whether I will be able to stay financially secure as I am now.

6. Religious Views.

I am not a member of a church. I do believe in the teachings of the church, though. I believe in the Ten Commandments, but I had a hard time in believing that there is a God. I attend church every Sunday because I do get something out of it; I enjoy it very much.

7. Abilities and Skills.

My abilities, aptitudes, and skills as I measure them are that of meeting with people, talking with them, and being able to enjoy them and have them enjoy me. In the fields like mathematics, chemistry, and physics I have no ability. Ah, I have ah, skill, I guess it could be called a skill of telling stories. I enjoy writing stories. I feel I have an ability in governing and I have good judgment and common sense which is needed for this type of position.

8. Personal Weaknesses.

My worst fault is probably the fact that I become upset. Ah, probably another thing is that of looking for severe faults in people. If I find a fault that I think is there then I continually harp on it. Ah (pause) I am somewhat of the jealous type. I become jealous of people who are getting better grades than I am, or are better off in some ways than I am.

9. Personal Strengths.

I am generally friendly. Ah, I feel that this friendliness is something that I have and I kick off to every one that I see. I do feel though that I go out of my way some of the times to make up for things such as roommate disagreements and--and things like that.

10. Other Important Aspects of Life.

Several years ago I had an experience in a fraternity that

will color my life for the remainder of it. In the fraternity I was taken for a "goody-goody" boy or something like that because I don't drink or smoke and I frown upon the things that went on. I remained in the fraternity for a year. At that time I decided to leave. I stayed out of school for a semester. I worked. I gained new confidence in myself which was badly shaken. I am now able to look back upon the fraternity situation with only a small feeling of bitterness.

The Ray Test

23. Ray feels that to enjoy his work, it must
 1. afford many possibilities for advancement.
 2. be highly respected.
 3. allow him "to be his own boss."
24. Ray is interested in working with
 1. underprivileged children.
 2. young adults.
 3. negroes.
25. Sexually, Ray feels
 1. he has always been pretty uninhibited.
 2. he now has a hard time letting himself go.
 3. he is now pretty uninhibited.
26. If given a choice, Ray would prefer to
 1. run for public office.
 2. be the "behind the scenes" man in a political campaign.
 3. be appointed to a political position.
27. Ray views ROTC as
 1. a complete waste of time.
 2. a game.
 3. an experience which makes him seriously consider being a pacifist.
28. Until recently when Ray got angry he would
 1. lose his temper.
 2. go for a long walk.
 3. get hot and start shaking.
29. When Ray was about 14 he was a Boy Scout leader. One day he took some 10-13 year-old boys out for a camping trip. One of the youngsters got mad and threw a knife at him.
 1. Ray had them break camp and sent all the boys home.
 2. Ray walked over and hit him as hard as he could.
 3. Ray "kicked" him out of the troop.

30. R
1
2
3

31. R
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32. I
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37.

30. Ray's attitude toward smoking is
 1. It's too expensive a luxury.
 2. It's o.k. for others but not for him.
 3. It's terrible to be so dependent on any one thing.
31. Ray was not sure what emotional dependence would mean for him
 1. He feels he has never been emotionally dependent on anyone.
 2. He feels he is dependent emotionally on his fiancée.
 3. He feels he is afraid to be emotionally dependent on anyone.
32. In high school Ray held several high offices in student government.
 1. He feels he won because he had the backing of the teachers.
 2. He feels if you want an office you let people know and you get it.
 3. He feels he won because nobody else wanted the offices.
33. Ray's attitude toward parties is
 1. he's not an avid party goer.
 2. he's a real party enthusiast.
 3. they're an important part of college life.
34. Ray feels it important to
 1. be able to release your feelings before they go too far.
 2. ignore your feelings until you are alone.
 3. always have your feelings under control.
35. Ray dated a girl in high school for some time. He characterizes the relationship thus:
 1. It was a kind of game to see who could make the biggest fool of the other.
 2. Her father was well known and it was enjoyable to be seen with her father.
 3. It was just a convenient arrangement.
36. Ray
 1. got drunk one night when in high school. He was so sick the next day that he has never touched alcohol since.
 2. at one time drank quite a bit but still drinks more than necessary.
 3. has had only a few tastes of alcohol.
37. Ray feels that his parents are always nearly right in their advice. This was brought home to him by the following incident:

1. Parents warned him to control his temper. One day he got ~~angry~~ at another boy and, without thinking, hit him. He realized then how right his parents were.
 2. Ray decided one day to take the money that he had earned and buy a black leather jacket. His parents advised him against it, but he did it anyway. Ray did not wear it much and he realized what a waste of money it was.
 3. Ray's parents warned him not to run around with a certain group of kids. He ignored their warning and was picked up by the police for a Halloween prank.
38. Ray moved from a city school to a country school when he was in the third grade
1. He found the country kids too tough for him.
 2. He found the other kids rejected him.
 3. He established himself as a leader by beating up the other boys.
39. When in this country school, Ray spent most of his recess time
1. thinking up dangerous pranks to play on the teacher.
 2. playing with girls.
 3. inside reading.
40. When in high school
1. Ray would never tell anyone his grades.
 2. Ray told others that his grades were better than they actually were.
 3. Ray frequently made a point of telling people his grades.
41. When Ray's wife was interviewed, they had been married a couple of weeks. She reports that the night that Ray had to go to ROTC, he
1. got up four or five times during the night and started to get dressed.
 2. spend hours getting his uniform ready for inspection.
 3. couldn't sit still-he went for a long walk.
42. How does Ray prepare for tests?
1. Prepares extensively--takes plenty of time.
 2. Tries to hit the angles covered in class and ignores the readings.
 3. Organizes seminars on the material.

43. One evening the parents of his high school girl friend were out of town. Ray went over to her house about midnight when he got off work.
 1. He was afraid to go into her house.
 2. He made fun of her for a while, then left.
 3. They slept together but did not have sexual relations.
44. When Ray took a bus trip he noticed
 1. two little boys on the bus getting acquainted and reflected that it was sad that adults weren't like this.
 2. an old man with a cane and it made him feel anxious.
 3. the bus driver was careless about observing speed limits.
45. In dress, Ray
 1. wears what he wants to.
 2. builds his wardrobe around future plans.
 3. asks his fiancée's advice.
46. Ray had some trouble with the ROTC company leaders. He felt that they did not know how an effective leader should act. When these leaders shouted out what Ray was as unreasonable commands, Ray felt
 1. like crying.
 2. he wanted to hit them.
 3. like screaming.
47. Many of Ray's fraternity brothers commented about him that he was
 1. sarcastic.
 2. rude.
 3. childish.
48. Ray views himself as
 1. kind of different from most people.
 2. a talented person.
 3. more normal than most people.

THE CASE OF RON

Proceed with the Case of Ron as you did with the cases of Ruth and Ray. Read the self-interview and then answer all the questions at the end.

The Self-Interview

1. Educational and Vocational Goals.

Uh, my educational uh goals uh, number one would be to get my

B.A. Degree uh, number two to get one more year in the field of physical therapy uh, possibly a year after that for uh, for a masters degree in physical therapy.

2. Family.

Uh, my family has been a very close knit family, uh, I have a sister who is three years older than I am. Uh, my wife and I have a very wonderful relationship uh, we also can talk freely about problems uh, and uh, any conflicts we have within our marital status.

3. Interpersonal Relationships.

Well, I feel that I get along very well, uh, with both sexes. I can't remember any ill feelings toward the opposite sex. As far as male goes uh, oh, I've had few conflicts, uh, naturally. Especially through my uh, kindergarden to sixth grade period but uh, since then uh, I've gotten along fine.

4. Relationships With Opposite Sex.

Well, (lip smacking), I think probably uh, my emotions are definitely stirred up easier with the opposite sex than uh, then they are with the male. Uh, I know (laugh) a female can uh, arouse anger uh, anguish in me a lot faster than a male uh, and they can also arouse---arouse---arouse a sympathetic feeling.

5. Financial Situation.

I'm getting financial help uh, from my wife's folks and also from my folks. My wife babysits for a small amount. Uh, in general, we live pretty good uh, we've never had to really bear down and skimp for the last penny to pay a bill or anything.

6. Religious Views.

I've been a strong church goer in the past; however (cleared throat) I have't been able to attend as I would like due to many circumstances, mainly my newlyborn five month old daughter.

7. Abilities and Skills.

I think I have a general ability uh, to do many different things uh, uh (lip smacking). I am a fair football player and so forth. Uh, this can also be said toward my uh, vocational or educational skills. Uh, I feel that my aptitude is about average.

8. Personal Weaknesses.

Well, I feel what uh, the most unfavorable part of my personality would be uh, (lip smacking), I think, I have a slight inferior feeling. Uh, I find myself a poor loser especially in an athletic contest or in a (laugh) card game. Another thing that uh, is unfavorable would be uh, uh, that I find myself very short in patience, uh, I-I just don't have patience for anything at all. Sometimes I have been uh, a little cruel to my folks.

9. Personal Strengths.

(Pause) uh, I feel uh, the most favorable part of my personality would be uh, the fact that I can get along with people, I've (lip smacking) made a good many friends uh, --pause-- all of which I-I think a lot of and I think it's one of the best parts of my college life.

10. Other Important Aspects of Life.

Uh, uh, sigh--that-that always reminds me of, of uh, a person in my family that-who's since deceased but who I thought an awfully lot of who I probably received more uh, from than anyone else than as far as what life is about uh, what a good person is, uh well, this person is my grandfather.

The Ron Test

49. Ron went to college because
1. his teachers encouraged him to go.
 2. all his friends were going.
 3. his parents suggested that he go.
50. Ron feels that one reason that he did not have a vocational goal for some time was because
1. his parents never encouraged him to think about it.
 2. he was having too much fun partying to think seriously of his vocational goals.
 3. he was too lazy to think about it.
51. Ron characterizes himself as a
1. a compulsive person.
 2. a procrastinator
 3. a go-getter.

52. After dating Alice (later his wife) for six months, Ron
 1. had not even thought about how he felt about her.
 2. felt he did not like her.
 3. felt that she was fun but not wife material.
53. After Ron had been married about three months, he was called into the army. Since he was to serve for only six months his wife did not go with him but rather stayed in school 1,000 miles away. Ron sees his army experience as
 1. enjoyable but, in the long run, relatively unimportant.
 2. the experience which helped him mature more than any other.
 3. important in that it proved to him how much his wife meant to him.
54. One time during a period of fairly steady dating with Ron, Alice came into a bar with another fellow. When Ron saw her he
 1. laughed about it and invited Alice and the fellow to join him.
 2. became angry but didn't show it.
 3. made a sarcastic remark to Alice, then left the bar.
55. Ron says occasionally he is angry at his wife and feels he would be happier with some other girl
 1. He thinks this feeling is natural, you can't be lovey-dovey all the time.
 2. He thinks this is an indication there is room for improvement in their relationship.
 3. He thinks this is because he was not completely settled yet.
56. Ron and Alice's main interest in terms of fun outside the home is to go
 1. to university plays and concerts.
 2. to movies.
 3. to athletic contests.
57. Ron and Alice's baby was definitely not a planned baby. When Ron found out his wife was pregnant he felt
 1. anxious and not sure how he felt.
 2. he was not ready for the added responsibility.
 3. angry that he had not been more careful.

58. When in Phoenix working at a resort Ron tried to go to church every Sunday even though it required traveling some distance. One Sunday he was unable to go even though he had the morning off.
1. He decided to take advantage of the time to catch up on lost sleep.
 2. He stayed in bed but switched the radio to a broadcast of a church sermon.
 3. He took his Bible, went out under a tree, and read for a while.
59. When Ron was not in grade school he acquired a fear of
1. dogs.
 2. bats.
 3. snakes.
60. Ron's father owned a filling station and Ron used to work for him.
1. Ron enjoyed working for his father.
 2. Though Ron felt his father appreciated his help, he nevertheless disliked working for his father.
 3. Ron felt that if he had not gone to college, he would have enjoyed going into business with his father.
61. Ron sees his parents as people who have difficulty in verbally expressing their feelings but who have often shown them in their actions.
1. Ron sees himself as like his parents in this way.
 2. Ron feels he has overcome his difficulty in verbally expressing his feelings.
 3. Ron feels that he has no trouble in either verbal or physical expression of feelings.
62. Ron regrets not going out for football in high school. One reason for this regret is that he feels
1. it made him look weaker than he is.
 2. he lost a lot of prestige.
 3. his father was disappointed.
63. Rather than go to college, Ron would have preferred
1. to stay home and work.
 2. to travel around the country.
 3. to go into the service.
64. When Ron arrived in Phoenix he had about \$3 in his pocket and no job. He spent most of it buying
1. The Power of Positive Thinking.
 2. "Popular Cars 1966"
 3. Gone With the Wind.

65. Ron got a job as a waiter in quite an exclusive resort. He made \$150 a week for about four montsh. Out of the entire amount of money he earned, he saved
1. \$2000
 2. \$900
 3. \$90
66. Ron met a girl in Phoenix whom ne became quite fond of. He and this girl spent a night in a motel. About this incident Ron says:
1. It was the most satisfying sexual experience of my life.
 2. Nothing happened but no one ever believes it.
 3. I guess I wanted to test her to see what kind of a girl she really was.
67. About the army, Ron says:
1. It made me feel small and I think that's good.
 2. Those people don't know how to lead without yelling.
 3. There are so many dumb people in the army, I sort of stood out.
68. About a high school romance, Ron says:
1. I never liked her expecially, but she wanted to get serious.
 2. She was a great girl and I might have married her if she hadn't been Catholic.
 3. Experimenting with sex made this relationship interesting.
69. The incident from his childhood that Ron remembers most vividly is:
1. I stuck my tongue out at my father and he spanked me for it.
 2. A big bully beat the tar out of me.
 3. The kids made fun of me in school when I wet my pants.
70. Ron feels that he was elected student council president because
1. his friends worked to get him elected.
 2. he was seen as a leader.
 3. he worked hard to get it.
71. A male friend of Ron's reports his only fault to be
1. he is too nice to people.
 2. he's not too punctual or reliable.
 3. he never seems to relax.

72. One night about the time Ron's wife was expecting the baby to come, she began to have labor pains and the water broke. She was rushing around trying to pack her bag.
1. Ron insisted on reading his notes for a test the next day before he left.
 2. Ron insisted on having a cup of coffee before he took her to the hospital.
 3. Ron went into the bathroom and shaved before he took her to the hospital.
73. Ron;s in-laws send them about \$100 a month to live on. About this he says:
1. If they want to do it, it's fine with me.
 2. I keep wondering what they want in return.
 3. I don't know how I feel about it--I've never wondered either.

Ruth Case Key

<u>Questions</u>	<u>Alternatives</u>
1.	1. Correct and Undesirable 2. Desirable
2.	1. Correct and Undesirable 2. Desirable
3.	1. Undesirable 2. Correct and Desirable
4.	1. Correct and Undesirable 2. Desirable
5.	1. Correct and Undesirable 2. Desirable
6.	1. Undesirable 2. Correct and Desirable
7.	1. Correct and Undesirable 2. Desirable
8.	1. Desirable 2. Correct and Undesirable
9.	1. Correct and Undesirable 2. Desirable
10.	1. Desirable 2. Correct and Undesirable
11.	1. Undesirable 2. Correct and Desirable
12.	1. Correct and Desirable 2. Undesirable
13.	1. Correct and Undesirable 2. Desirable
14.	1. Correct and Desirable 2. Undesirable
15.	1. Desirable 2. Correct and Undesirable

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| 16. | 1. Desirable
2. Correct and Undesirable |
| 17. | 1. Undesirable
2. Correct and Desirable |
| 18. | 1. Correct and Desirable
2. Undesirable |
| 19. | 1. Undesirable
2. Correct and Undesirable |
| 20. | 1. Correct and Undesirable
2. Desirable |
| 21. | 1. Undesirable
2. Correct and Undesirable |
| 22. | 1. Correct and Undesirable
2. Desirable |

Ray Case Key

Questions

Alternatives

- | | |
|-----|--|
| 23. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 24. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 25. | 1. Moderately Desirable
2. Correct and Undesirable
3. Most Desirable |
| 26. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Desirable |
| 27. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |

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|-----|--|
| 28. | 1. Most Desirable
2. Moderately Desirable
3. Correct and Undesirable |
| 29. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Desirable |
| 30. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 31. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 32. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 33. | 1. Correct and Undesirable
2. Most Desirable
3. Moderately Desirable |
| 34. | 1. Moderately Undesirable
2. Most Undesirable
3. Correct and Desirable |
| 35. | 1. Correct and Undesirable
2. Moderately Desirable
3. Most Desirable |
| 36. | 1. Most Undesirable
2. Moderately Undesirable
3. Correct and Desirable |
| 37. | 1. Most Undesirable
2. Correct and Desirable
3. Moderately Undesirable |
| 38. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 39. | 1. Moderately Undesirable
2. Most Undesirable
3. Correct and Desirable |

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| 40. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Undesirable |
| 41. | 1. Correct and Undesirable
2. Most Desirable
3. Moderately Desirable |
| 42. | 1. Correct and Desirable
2. Most Undesirable
3. Moderately Undesirable |
| 43. | 1. Moderately Desirable
2. Correct and Undesirable
3. Most Desirable |
| 44. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 45. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 46. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 47. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 48. | 1. Most Desirable
2. Moderately Desirable
3. Correct and Undesirable |

Ron Case Key

Questions

Alternatives

- | | |
|-----|--|
| 49. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Desirable |
| 50. | 1. Correct and Desirable
2. Most Undesirable
3. Moderately Undesirable |

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|-----|--|
| 51. | 1. Moderately Desirable
2. Correct and Undesirable
3. Most Desirable |
| 52. | 1. Most Undesirable
2. Moderately Undesirable
3. Most Undesirable |
| 53. | 1. Correct and Undesirable
2. Moderately Desirable
3. Most Desirable |
| 54. | 1. Moderately Desirable
2. Most Desirable
3. Correct and Undesirable |
| 55. | 1. Correct and Undesirable
2. Most Desirable
3. Moderately Desirable |
| 56. | 1. Moderately Desirable
2. Most Desirable
3. Correct and Undesirable |
| 57. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 58. | 1. Most Undesirable
2. Moderately Undesirable
3. Correct and Desirable |
| 59. | 1. Correct and Undesirable
2. Most Desirable
3. Moderately Desirable |
| 60. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Desirable |
| 61. | 1. Correct and Undesirable
2. Moderately Desirable
3. Most Desirable |
| 62. | 1. Most Undesirable
2. Moderately Undesirable
3. Correct and Desirable |

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|-----|--|
| 63. | 1. Most Undesirable
2. Moderately Undesirable
3. Correct and Desirable |
| 64. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 65. | 1. Most Desirable
2. Moderately Desirable
3. Correct and Undesirable |
| 66. | 1. Moderately Undesirable
2. Correct and Desirable
3. Most Undesirable |
| 67. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |
| 68. | 1. Most Desirable
2. Moderately Desirable
3. Correct and Undesirable |
| 69. | 1. Most Undesirable
2. Correct and Desirable
3. Moderately Undesirable |
| 70. | 1. Correct and Undesirable
2. Moderately Desirable
3. Most Desirable |
| 71. | 1. Most Desirable
2. Correct and Undesirable
3. Moderately Desirable |
| 72. | 1. Most Undesirable
2. Moderately Undesirable
3. Most Undesirable |
| 73. | 1. Correct and Desirable
2. Moderately Undesirable
3. Most Undesirable |

APPENDIX C

DIAGNOSTIC TEST OF LEVEL ACCURACY

Our level in judging a person is the degree to which we see him in a generally favorable or unfavorable light, i.e., take a "bright" or a "dim" view of him. Level accuracy is the correctness of our level, i.e., the degree to which our assumed level conforms to the actual level of the person's feelings, thoughts, and behavior. The present test is designed to diagnose your levelling tendencies as well as your level accuracy.

Each of the college students below was given a sheet with such general topics as "educational and vocational goals" and "family" on it, placed in a room alone, and requested to talk into a tape recorder about the topics. Read each of these self-interviews carefully.

Answer the questions that follow the interview. A psychologist talked to each of the students for several hours after the self-interview to find out how each had felt or behaved in a variety of situations. Several friends of each of the students were later interviewed to check on the accuracy of the student reports. Pick from the two alternatives given for each question the one that you think is most likely to be the correct one. The correct answer is based upon the information gathered by the psychologist. Be sure to answer all the questions even if you are in doubt.

THE CASE OF RUTH

Self-Interview

1. Educational and Vocational Goals. My educational goal is to receive a B.A. degree in liberal arts in elementary education. I like teaching very much and if I don't get married then I'd like to make this my life's career.

2. Family. I am single. My mother and father have always encouraged me to go to school but this year I haven't had as close a relationship to my mother and father as I have in previous years. My older brother is married and my younger brother is still in high school. I have a very fond, good relationship with my younger brother at home. And I've always been very very close to my older brother. I don't feel as close to him now as I did before since he is married, and I guess I desire a family of my own probably I'm a little bit jealous.

3. Interpersonal Relationships. I think I get along fairly well with most people. I enjoy being around them. Nothing seems to shock me very much although I don't approve of people who talk vulgarly or--pause--or tell dirty stories and things like that although I don't show this when I'm around them.
4. Relationships with Opposite Sex. Long pause--I think that my emotional and physical relationships with the opposite sex are probably just as normal as most people's (laugh) although I have been told that I'm very prudish in my--pause--uh, sexual relationships with others.
5. Financial Situation. Well,--sigh--right now (pause) I'm totally independent. I have no other income except what I make myself. I have good credit rating at my bank at home so I'm not too worried about that although I always have to plan carefully where my money's coming from and so on.
6. Religious Views. I'm basically a pretty religious person although I don't attend church every Sunday. I'm protestant and I'm taking a course in Catholicism. I'm going with a Catholic fellow and have been for the past four years and have thought about changing to the Catholic religion. I think most religions are alike--God plays an important part in my life.
7. Abilities and Skills. Well, I have abilities along several lines. I've had many many different jobs and I've always done well on these jobs. I'm somewhat of a perfectionist.
8. Personal Weaknesses. Pause--sigh--long pause--I have a quick temper sometimes but I get over it easily. I have a tendency to blame other people sometimes for things that aren't their fault. And I am jealous of other people sometimes which I think is an undesirable trait. Sometimes I get angry with people and I won't speak to them. I'm just very quiet until I've thought it all over and decided it's alright. I like to be alone when I'm angry. I cry quite often. It's my outlet for my anger.
9. Personal Strengths. I always tell the truth. Uhm,--pause--I'm clean very clean person in mind and physically and I uh, I like people. I have ability to talk with most people and I'm-I'm very dependable. If I'm given a job to do I work ahead until it's finished no matter how long it takes me or to what extent it works a hardship to me.
10. Other Important Aspects of Life. I had a very happy early child

hood. We were a very close family, did things together, we played lots of games together and we never had much money but we always had lots of fun and we always had a very good Christmas or special occasions.

Questions About Ruth

1. Ruth chose education as a major when she entered college because:
 - 1.. She had financial reasons; she needed something she could use after two years of college.
 2. She felt that she was best suited for teaching.
2. Ruth feels her most successful year of teaching was her first. She feels it was because:
 1. She was more strict with the children.
 2. She had a warmer relationship with her fellow teachers.
3. Ruth, along with a few other teachers, decided not to join the National Education Association because it was expensive. Many of the older teachers were very bitter about this since they had always had 100% membership. When pressure was exerted on her, Ruth
 1. unhappily joined NEA but only after a long verbal battle with the older teachers.
 2. still refused to join NEA but felt guilty about it.
4. Ruth characterizes herself as:
 1. a person who likes to be "on the run" with activities.
 2. a person without much real ambition.
5. Ruth likes to:
 1. ice skate.
 2. smoke cigarettes.
6. Ruth reports she:
 1. feels she sometimes talks too much.
 2. would rather listen than talk.
7. Ruth is reluctant to talk much about herself as a person.
 1. She is afraid people will not like her.
 2. She grew up in a family that is very reserved.
8. The first thing Ruth mentioned that she wanted in a husband was:
 1. one that loved children.
 2. one that could provide for her.

9. Ruth sometimes feels:
 1. the only way she will get married is to become pregnant.
 2. that her only real goal in life is to find a satisfactory husband.
10. Ruth sees premarital sexual relations as:
 1. alright for others but is unsure for herself.
 2. not so bad if you have a definite plan of getting married.
11. Ruth feels she chose second grade to teach because:
 1. the children accept more readily what the teacher has to say.
 2. when Ruth was in grade school she enjoyed the second grade most.
12. When Ruth encounters discipline problems in school her initial reaction is to:
 1. blame herself.
 2. blame no one but try to deny the existence of the problem.
13. Ruth characterizes her years in Junior High School as the "roughest times." One of the primary reasons for this she feels is:
 1. she was less mature physically than the other girls.
 2. she was more mature.
14. Ruth feels she was in most of the high school organizations because of her artistic talents. She sees this as:
 1. a compliment.
 2. something which gave her an "in."
15. When asked when she first started noticing there were two sexes, Ruth
 1. answered the question without any traces of nervousness.
 2. laughed and said to the interviewer, "Oh, great!"
16. Ruth thinks it would be fun to:
 1. travel around the U.S. working just enough to pay expenses.
 2. go to Africa to work temporarily.
17. Ruth lived on a farm for some time after she was born. According to a friend, the thing she hated about it was:
 1. there was always too much work to do.
 2. she always had dirty feet.
18. There was a lot of talk at the restaurant where Ruth works about something she had done. The incident involved:
 1. Ruth's necking with a Negro at an employee party.
 2. Ruth's arguing with the manager.

19. Ruth taught school for two years before returning to the university to finish her degree. One of the things Ruth liked about teaching was:
1. the amount of time she had for traveling.
 2. she was her own boss.
20. Ruth taught in a school which was half Negro. The thing that disturbed her most about these children was:
1. they were aggressive.
 2. they were lazy.

THE CASE OF RAY

The Self Interview

1. Educational and Vocational Goals. Ah, my educational and vocational goals are somewhere in the social sciences. Just as of lately I have come to the conclusion that maybe social work would be the thing for me. I do find people very interesting and I enjoy working with them.
2. Family. Ah, my family includes my father and my mother, two brothers and a sister of which I am the oldest. Ah, my parents are the type that which keep quite close control on their (pause) children. Ah, within our family we're very close, my parents having very few outside friends or interests, their family being their entire life as you might put it.
3. Interpersonal Relations. I, ah, have very few personal friends--really personal friends---as I am unable to find people who fit up to my ideãls of what I think a personal friend should be.
4. Relationship With the Opposite Sex. I am engaged with, ah, a girl. I feel we have a very satisfactory relationship. My, ah, physical relationships have bothered me with the opposite sex.
5. Financial Situation. Ah, as of last year in school I have been entirely on my own. I have been working in a large industrial factory. I am considering marriage which I am apprehensive about whether I will be able to stay financially secure as I am now.
6. Religious Views. I believe in the Ten Commandments, but I had a hard time in believing that there is a God. I attend church every Sunday because I do get something out of it; I enjoy it very much.

7. Abilities and Skills. My abilities, aptitudes, and skills as I measure them are that of meeting with people, talking with them, and being able to enjoy them and have them enjoy me. In the fields like mathematics, chemistry, and physics I have no ability. I enjoy writing stories. I feel I have an ability in governing and I have good judgment and common sense which is needed for this type of position.

8. Personal Weaknesses. My worst fault is probably the fact that I become upset. Ah, probably another thing is that of looking for severe faults in people. If I find a fault that I think is there then I continually harp on it. I become jealous of people who are getting better grades than I am, or are better off in some ways than I am.

9. Personal Strengths. I am generally friendly. Ah, I feel that this friendliness is something that I have and I kick off to every one that I see. I do feel though that I go out of my way some of the times to make up for things such as roommate disagreements and--and things like that.

10. Other Important Aspects of Life. Several years ago I had an experience in a fraternity that will color my life for the remainder of it. In the fraternity I was taken for a "goody-goody" boy or something like that because I don't drink or smoke and I frown upon the things that went on. I remained in the fraternity for a year. At that time I decided to leave. I stayed out of school for a semester. I worked. I gained new confidence in myself which was badly shaken. I am now able to look back upon the fraternity situation with only a small feeling of bitterness.

Questions about Ray

21. Ray is interested in working with
 1. underprivileged children.
 2. young adults.
22. Sexually, Ray feels
 1. free of any guilt feelings.
 2. he now has a hard time letting himself go.
23. If given a choice, Ray would prefer to
 1. be elected to public office.
 2. be the "behind the scenes" man in a political campaign.

24. When Ray used to get angry, he would
 1. try to remain quiet until he regained his composure.
 2. get hot and start shaking.
25. When Ray was about 14 he was a Boy Scout leader. One day he took some 10-13 year-old boys out for a camping trip. One of the youngsters got mad and threw a knife at him.
 1. Ray had them break camp and sent all the boys home.
 2. Ray walked over and hit him as hard as he could.
26. In high school Ray held several high offices in student government.
 1. He feels if you want an office you let people know and you get it.
 2. He feels he won because nobody else wanted the offices.
27. Ray's attitude toward parties is
 1. he's not an avid party goer.
 2. he prefers small informal parties.
28. Ray feels it important to
 1. ignore your feelings even if you know you are right.
 2. always have your feelings under control.
29. Ray dated a girl in high school for some time. He characterizes the relationship thus:
 1. It was a kind of a game to see who could make the biggest fool of the other.
 2. It was just a convenient arrangement.
30. Ray
 1. got drunk one night when in high school. He was so sick the next day that he has never touched alcohol since.
 2. has had only a few tastes of alcohol.
31. Ray feels that his parents are always nearly right in their advice. This was brought home to him by the following incident:
 1. Ray decided one day to take the money that he had earned and buy a black leather jacket. His parents advised him against it, but he did it anyway. Ray did not wear it much and he realized what a waste of money it was.
 2. Ray's parents warned him not to run around with a certain group of kids. He ignored their warning and was picked up by the police for a Halloween prank.
32. Ray moved from a city school to a country school when he was in the third grade.
 1. He found the country kids too tough for him.
 2. He found the other kids rejected him.

33. When in this country school, Ray spent most of his recess time
 1. playing with the girls.
 2. inside reading.
34. When in high school
 1. Ray would never tell anyone his grades.
 2. Ray told others that his grades were better than they actually were.
35. When Ray's wife was interviewed, they had been married a couple of weeks. She reports that the night that Ray had to go to ROTC, he
 1. got up four or five times during the night and started to get dressed.
 2. was nervous for a while and then fell into a relaxed sleep.
36. How does Ray prepare for tests?
 1. Prepares extensively--takes plenty of time.
 2. Tries to hit the angles covered in class and ignores the readings.
37. One evening the parents of his high school girl friend were out of town. Ray went over to her house about midnight when he got off work.
 1. They necked for a while but he left before it got too late.
 2. He made fun of her for a while, then left.
38. When Ray took a bus trip he noticed
 1. Two little boys on the bus getting acquainted and reflected that it was sad that adults weren't like this.
 2. the bus driver was careless about observing speed limits.
39. In dress, Ray
 1. wears what he wants to.
 2. builds his wardrobe around future plans.
40. Ray views himself as
 1. an individual.
 2. more normal than most people.

THE CASE OF RON

The Self-Interview

1. Educational and Vocational Goals. Uh, my educational, uh, goals, uh, number one would be to get my B.A. Degree, uh, number two to get one more year in the field of physical therapy, uh, possibly a year after that for, uh, for a master's degree in physical therapy.
2. Family. Uh, my family has been a very close knit family, uh, I have a sister who is three years older than I am. Uh, my wife and I have a very wonderful relationship, uh, we also can talk freely about problems, uh, and uh, any conflicts we have within our marital status.
3. Interpersonal Relationships. Well, I feel that I get along very well, uh, with both sexes. I can't remember any ill feelings toward the opposite sex. As far as male goes, uh, oh, I've had few conflicts, uh, naturally. Especially through my, uh, kindergarten to sixth grade period but, uh, since then, uh, I've gotten along fine.
4. Relationships With Opposite Sex. Well, (lip smacking), I think probably, uh, my emotions are definitely stirred up easier with the opposite sex than, uh, than they are with the male. Uh, I know (laugh) a female can, uh, arouse anger, uh, anguish in me a lot faster than a male, uh, and they can also arouse---arouse---arouse a sympathetic feeling.
5. Financial Situation. I'm getting financial help, uh, from my wife's folks and also from my folks. My wife babysits for a small amount. Uh, in general, we live pretty good, uh, we've never had to really bear down and skimp for the last penny to pay a bill or anything.
6. Religious Views. I've been a strong church goer in the past; however (cleared throat) I haven't been able to attend as I would like due to many circumstances, mainly my newborn five-month old daughter.
7. Abilities and Skills. I think I have a general ability, uh, to do many different things, uh, uh (lip smacking). I am a fair football player and so forth. Uh, this can also be said toward my, uh, vocational or educational skills. Uh, I feel that my aptitude is about average.

8. Personal Weaknesses. Well, I feel what uh, the most unfavorable part of my personality would be, uh, (lip smacking), I think, I have a slight inferior feeling. Uh, I find myself a poor loser especially in an athletic contest or in a (laugh) card game.

9. Personal Strengths. (Pause) uh, I feel uh, the most favorable part of my personality would be uh, the fact that I can get along with people, I've (lip smacking) made a good many friends uh,-- pause--all of which I-I think a lot of and I think it's one of the best parts of my college life.

10. Other Important Aspects of Life. Uh, uh, sigh--that-that always reminds me of, of uh, a person in my family that-who's since deceased but who I thought an awfully lot of who I probably received more uh, from than anyone else than as far as what life is about uh, what a good person is, uh well, this person is my grandfather.

Questions about Ron

41. Ron went to college because
 1. all his friends were going.
 2. he felt that he could do well.
42. Ron feels that one reason that he did not have a vocational goal for some time was because
 1. his parents never encouraged him to think about it.
 2. he was having too much fun partying to think seriously of his vocational goals.
43. After Ron had been married about three months, he was called into the army. Since he was to serve for only six months, his wife did not go with him but rather stayed in school 1,000 miles away. Ron sees his army experience as
 1. enjoyable but, in the long run, relatively unimportant.
 2. the experience which helped him mature more than any other.
44. One time during a period of fairly steady dating with Ron, Alice came into a bar with another fellow. When Ron saw her he
 1. became annoyed but didn't show it.
 2. made a sarcastic remark to Alice, then left the bar.
45. Ron and Alice's main interest in terms of fun outside the home is to go
 1. to visit with a small circle of friends.
 2. to athletic contests.
46. Ron and Alice's baby was definitely not a planned baby. When Ron found out his wife was pregnant he felt
 1. anxious and not sure how he felt.
 2. angry that he had not been more careful.

47. When Ron was not in grade school he acquired a fear of
1. dogs.
 2. snakes.
48. Ron's father owned a filling station and Ron used to work for him.
1. Though Ron felt his father appreciated his help, he nevertheless disliked working for his father.
 2. Ron felt that if he had not gone to college, he would have enjoyed going into business with his father.
49. Ron regrets not going out for football in high school. One reason for this regret is that he feels
1. he had the athletic ability but was afraid of the physical contact.
 2. his father was disappointed.
50. Rather than go to college, Ron would have preferred
1. to stay home working at his part-time job.
 2. to go into the service.
51. When Ron arrived in Phoenix he had about \$3 in his pocket and no job. He spent most of it buying
1. The Power of Positive Thinking.
 2. "Popular Cars 1966".
52. Ron got a job as a waiter in quite an exclusive resort. He made \$150 a week for about four months. Out of the entire amount of money he earned he saved
1. \$1200
 2. \$90
53. Ron met a girl in Phoenix whom he became quite fond of. He and this girl spent a night in a motel. About this incident Ron says:
1. Nothing happened but no one ever believes it.
 2. I guess I wanted to test her to see what kind of a girl she really was.
54. About the army Ron says:
1. It made me feel small and I think that's good.
 2. He was not strong enough to take the discipline.
55. About a high school romance, Ron says:
1. I never liked her especially but she wanted to get serious.
 2. Experimenting with sex made this relationship interesting.
56. The incident from his childhood that Ron remembers most vividly is:
1. A big bully beat the tar out of me.
 2. The kids made fun of me in school when I wet my pants.

57. Ron feels that he was elected student council president because
1. his friends worked to get him elected.
 2. he worked hard to get it.
58. A male friend of Ron's reports his only fault to be
1. he's not too punctual or reliable
 2. he never seems to relax.
59. One night about the time Ron's wife was expecting the baby to come she began to have labor pains and the water broke. She was rushing around trying to pack her bag.
1. Ron insisted on having a cup of coffee before he took her to the hospital.
 2. Ron went into the bathroom and shaved before he took her to the hospital.
60. Ron's in-laws send them about \$100 a month to live on. About this he says:
1. If they want to do it, it's fine with me.
 2. Since I am going to school they owe it to me.

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| 30. | 1. Undesirable
2. Correct and Desirable |
| 31. | 1. Correct and Desirable
2. Undesirable |
| 32. | 1. Undesirable
2. Correct and Desirable |
| 33. | 1. Undesirable
2. Correct and Desirable |
| 34. | 1. Desirable
2. Correct and Undesirable |
| 35. | 1. Correct and Undesirable
2. Desirable |
| 36. | 1. Correct and Desirable
2. Undesirable |
| 37. | 1. Desirable
2. Correct and Undesirable |
| 38. | 1. Correct and Desirable
2. Undesirable |
| 39. | 1. Correct and Desirable
2. Undesirable |
| 40. | 1. Desirable
2. Correct and Undesirable |

Ron Case Key

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| 41. | 1. Correct and Undesirable
2. Desirable |
| 42. | 1. Correct and Desirable
2. Undesirable |
| 43. | 1. Correct and Undesirable
2. Desirable |
| 44. | 1. Desirable
2. Correct and Undesirable |

<u>Questions</u>	<u>Alternatives</u>
16.	1. Correct and Desirable 2. Undesirable
17.	1. Undesirable 2. Correct and Desirable
18.	1. Correct and Undesirable 2. Desirable
19.	1. Undesirable 2. Correct and Desirable
20.	1. Correct and Undesirable 2. Desirable

Ray Case Key

21.	1. Undesirable 2. Correct and Desirable
22.	1. Desirable 2. Correct and Undesirable
23.	1. Desirable 2. Correct and Undesirable
24.	1. Desirable 2. Correct and Undesirable
25.	1. Desirable 2. Correct and Undesirable
26.	1. Correct and Desirable 2. Undesirable
27.	1. Correct and Undesirable 2. Desirable
28.	1. Undesirable 2. Correct and Desirable
29.	1. Correct and Undesirable 2. Desirable

APPENDIX D

EMPLOYEE RATING SCALE

GENERAL DIRECTIONS: This is a study of how people rate other people. You are given a brief sketch of three employees: George Drake, Harry Maynard, and Jim Nelson. On the basis of this sketch rate them on the personality traits, give your evaluation of their worth as employees, and answer the inventory statements as you think they did. Answer the numbered statements on the separate answer sheet.

I. George Drake - Electrical Appliance Inspector

George Drake works as an inspector on the assembly line in a company manufacturing electrical appliances. He likes his work fairly well and has been promoted regularly. George is the kind of fellow who likes to study things. At one time he had wanted to study to be an engineer. This was impossible because at that time he had to support his mother. This doesn't seem to have affected him, however, except that he sometimes feels a little uncomfortable around college-trained men. George has lots of friends both at work and away from work.

Personality Ratings

On the basis of the information given, do you think George has the following qualities? Mark each one as follows: (1) Quite unlike him (2) A little unlike him (3) A little like him (4) Rather like him (5) Quite like him.

1. Ambitious
2. Careful
3. Flexible

Evaluation

Assume that you are George's supervisor and must give him a merit rating on the following qualities. Mark each quality as follows: (1) Poor (2) Fair (3) Average (4) Good (5) Superior.

4. Safety
5. Dependability
6. Initiative
7. Job Knowledge
8. Suggestiveness
9. Industriousness
10. Enthusiasm

II. Harry Maynard - Accountant

Harry Maynard is a senior accountant for a large paper company. He is 42 years old, married, and has two children of school age. His favorite recreation is fishing.

Harry started as a messenger, learned accounting on his own, and worked his way up. He has only a high school education, although most of the other accountants are college trained. Nevertheless, he gets along with the others very well and he is well liked by them. Harry is a good accountant and he likes his work very much.

Personality Ratings

On the basis of the information given, do you think Harry has the following qualities? Mark each one as follows: (1) Quite unlike him (2) A little unlike him (3) A little like him (4) Rather like him (5) Quite like him.

11. Friendly
12. Honest
13. Stable
14. Flexible
15. Practical

Evaluation

Assume that you are Harry's supervisor and must give him a merit rating on the following two qualities. Mark each quality as follows: (1) Poor (2) Fair (3) Average (4) Good (5) Superior.

16. Safety
17. Punctuality

Inventory

Harry filled out an anonymous personality inventory when he was hired. He responded to each of the statements below by marking them: (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree.

Answer the following statements as you think Harry answered them.

18. I am guided in my conduct by firm principles.
19. I assert myself with energy on any occasion.
20. I never neglect serious things in order to have a good time.

III. Jim Nelson - Foreman

For the last ten years Jim Nelson has been the foreman in the shipping department of an automobile parts manufacturing company. When Jim was appointed foreman, several others with more seniority were also considered for the job. Jim got the job because he had had more education than the others. Some of the men resented this and made Jim's task as supervisor a pretty tough one at first. However, this has been forgotten now and Jim gets along with the men very well. Jim's greatest handicap as a supervisor is the fact that he is somewhat shy. Also, he occasionally has difficulty expressing himself. His strongest quality is his sincere interest in his job.

Personality Ratings

On the basis of the information given, do you think Jim has the following qualities? Mark each one as follows: (1) Quite unlike him (2) A little unlike him (3) A little like him (4) Rather like him (5) Quite like him.

21. Realistic
22. Ambitious
23. Flexible
24. Practical

Evaluation

Assume that you are Jim's supervisor and must give him a merit rating on the following qualities. Mark each quality as follows: (1) Poor (2) Fair (3) Average (4) Good (5) Superior.

25. Initiative
26. Potentiality
27. Industriousness

Inventory

Jim filled out an anonymous personality inventory when he was hired. He responded to each of the statements below by marking them: (1) Strongly disagree (2) Disagree (3) Neither agree nor disagree (4) Agree (5) Strongly agree.

Answer the following three statements as you think Jim answered them.

28. I like reading about business trends.
29. I am systematic in caring for my personal property.
30. I never neglect serious things in order to have a good time.

ALAS JUDGMENT TEST

BG/HS
Jan, 1965

This is a test of your judgment of people. It consists of three parts:

- I. Judgment of the interests of men
- II. Judgment of the interests of women
- III. Judgment of how students rate themselves

The directions for each part of the test are somewhat different so read the directions for each part carefully.

I. Judgment of Men

Directions: A representative group of thousands of American men were asked to indicate whether or not they liked certain occupations, activities, subjects, and types of people. Your task is to decide what percentage of the men in the study said they liked a particular item. Indicate your choice in the space provided. For example: 1. Floorwalker (1) 10% (2) 30% (3) 50% (4) 70% (5) 90%. If you think that 10% of the men liked the occupation of floorwalker, then mark choice (1); if you think 30% liked it, mark choice (2); and so on. Mark only one choice for each item. Throughout the test an answer of (1) means 10% (2) 30% (3) 50% (4) 70% and (5) 90%.

- | | |
|---|------------------------------------|
| 1. Office clerk | 26. Scientific research worker |
| 2. Advertiser | 27. Golf |
| 3. Auctioneer | 28. Looking at shop windows |
| 4. Sculptor | 29. Contributing to charities |
| 5. College professor | 30. Raising flowers and vegetables |
| 6. Secretary, Chamber of Commerce | 31. Bridge |
| 7. Railway conductor | 32. People who assume leadership |
| 8. Auto salesman | 33. Observing birds (nature study) |
| 9. Buyer of merchandise | 34. Picnics |
| 10. Bookkeeper | 35. Inventor |
| 11. Bank teller | 36. Author of technical book |
| 12. Printer | |
| 13. President of a society or club | |
| 14. Arithmetic | |
| 15. Educational movies | |
| 16. Thrifty people | |
| 17. Can discriminate between more or less important matters | |
| 18. Can carry out plans assigned by other people | |
| 19. Usually get other people to do what I want done | |
| 20. Energetic people | |
| 21. Progressive people | |
| 22. History | |
| 23. Mathematics | |
| 24. Musical comedy | |
| 25. People who have made fortunes in business | |

II. Judgment of Women

Directions: A large group of women were asked to indicate whether or not they liked certain occupations, activities, subjects, and types of people. Your task is to decide what percentage of the women in the study liked a particular item. Indicate your choice in the space provided. For example:

1. Dressmaker (1) 10% (2) 30% (3) 50% (4) 70% (5) 90%

If you think that 10% of the women liked the occupation of dressmaker, then mark choice (1); if you think 30% liked it, mark choice (2); and so on. Mark only one choice for each item. Throughout the test an answer of (1) means 10% (2) 30% (3) 50% (4) 70% (5) 90%.

- | | |
|---|------------------------------|
| 37. Philosophy | 54. Florist |
| 38. Museums | 55. Physician |
| 39. Can discriminate between more or less important matters | 56. Foreign correspondent |
| 40. Poetry | 57. Writing personal letters |
| 41. People who are natural leaders | 58. Dramatics |
| 42. Music | 59. Office manager |
| 43. Psychology | 60. Radio program director |
| 44. Energetic people | 61. Minister |
| 45. Cooking | 62. Men who drink |
| 46. "Reader's Digest" magazine | 63. Bank teller |
| 47. Dancing | 64. Stockbroker |
| 48. Decorating a room with flowers | 65. Wholesaler |
| 49. Educational director | 66. Dentist |
| 50. Tennis | 67. Artist's model |
| 51. Zoology | 68. Politician |
| 52. Hostess | 69. Real estate saleswoman |
| 53. Psychiatrist | 70. Telephone operator |
| | 71. Afternoon teas |
| | 72. Waitress |

III. Judgment by Others of Themselves

Directions: Each of several hundred midwestern college men rated himself as he thought he compared with other men on a series of traits. The average rating of all the men on each trait was determined. Rate the average college man on each of the traits below as you think he rated himself.

Mark "1" if you think he rated himself in the lowest 25%

Mark "2" if you think he rated himself in the middle 50%

Mark "3" if you think he rated himself in the highest 25%

- | | |
|------------------|-----------------------------|
| 73. Stubborn | 85. Wide range of interests |
| 74. Egotistical | 86. Liberal |
| 75. Shy | 87. Adventurous |
| 76. Affectionate | 88. Trustful |
| 77. Serious | 89. Rebellious |
| 78. Talkative | 90. Impractical |
| 79. Imaginative | 91. Unrealistic |
| 80. Aggressive | 92. Unpredictable |
| 81. Cooperative | 93. Socially poised |
| 82. Friendly | 94. Easily upset |
| 83. Ambitious | 95. Timid |
| 84. Adaptable | 96. Irresponsible |

APPENDIX E

Student Number _____

Initials _____

ACCURACY AND ERRORS IN THE JUDGMENT OF PERSONAL COMPETENCE

Case	Type of Error	Percentiles										
		1	10	20	30	40	50	60	70	80	90	99
Ruth	Incorrect High	3	4	5			6		7		8	9
	Incorrect Low	0	1	2		3		4		5	6	7
Ray	Incorrect High	1	3	4		5		6		7		8
	Incorrect Low	0	1		2		3		4		5	8
Ron	Incorrect High	0	2		3		4		5		6	8
	Incorrect Low	0	3		4		5		6		7	9
Total	Incorrect High	9	12	13	14	15		16	17	18	20	22
	Incorrect Low	5	8	9	10	11	12	13	14	15	16	20
Total Accuracy Score		24	28	29	30	31	32	33	34	35	37	40

How accurate was your understanding?

Note the number opposite the last line: "total accuracy score." This is the number of correct predictions out of 60. Note the percentile at the top above your circled score. This indicates your accuracy in comparison with that of other members of the class. Your accuracy for a particular case can be obtained by subtracting from 20 (the total number of predictions) the sum of your two kinds of errors.

Did you make constant errors in your judgments of competence?

Fill in your circled scores for each case and the total below:

	<u>Incorrect High</u>	<u>Incorrect Low</u>	<u>High minus Low</u>
Ruth	_____	_____	_____
Ray	_____	_____	_____
Ron	_____	_____	_____
Total	_____	_____	_____

Subtract your "high" score from your "low" score in each case. Where the high score is greater than the low score, you made a constant error in judging the person as engaging in more "desirable", "good", or "competent" behavior than he actually did. Where the low score is greater than the high score, you made a constant error in judging the person as engaging in more "undesirable", "bad", or "incompetent" behavior than he actually did. If the two kinds of errors are about the same, you were making no constant errors.

APPENDIX F

APPENDIX F

THE PERSONAL COMPETENCE OF RAY

A person's "competence" is his effectiveness in interacting with the world around him. People have varying kinds of physical, intellectual, emotional, and social competences and their competences change from time to time. However, our general impression of a person's competence has a powerful and enduring influence on our judgments of his specific competences. If our first impression of a person is that he is "good" and "desirable", our later and more detailed judgments of him are likely to be quite consistent with this favorable view but quite inconsistent with the judgments of a person whose first impression of that same person was "bad" and "undesirable".

Our level is our general impression of a person's overall competence or incompetence. Our level accuracy is the degree to which our general impression is in accord with the person's actual competence. The present session is designed to improve your level accuracy.

Ray was given a sheet with such general topics as "educational and vocational goals" and "family" on it, placed in a room alone, and requested to talk into a tape recorder about the topics. A psychologist later talked to him for several hours and then interviewed several of his friends to check on the accuracy of Ray's report of his feelings and behavior.

First, read the self-interview carefully.

Second, complete the pretest questions.

Third, stop when you have completed the pretest. The instructor will provide information designed to give you a more accurate understanding of Ray and of your level accuracy. When instructed to do so, answer the questions listed in the training materials.

Fourth, complete the post-test at the end of the training and feedback session. This time, use the answers on the answer sheet corresponding to the number in parentheses.

The Self Interview

1. Educational and Vocational Goals. Ah, my educational and vocational goals are somewhere in the social sciences. Just as of lately I have come to the conclusion that maybe social work would be the thing for me. I do find people very interesting and I enjoy working with them.

2. Family. Ah, my family includes my father and my mother, two brothers and a sister of which I am the oldest. Ah, my parents are the type that which keep quite close control on their (pause) children. Ah, within our family we're very close, my parents having very few outside friends or interests, their family being their entire life as you might put it.

3. Interpersonal Relations. I, ah, have very few personal friends--really personal friends--as I am unable to find people who fit up to my ideals of what I think a personal friend should be.

4. Relationship With the Opposite Sex. I am engaged with, ah girl. I feel we have a very satisfactory relationship. My, ah, physical relationships have bothered me with the opposite sex.

5. Financial Situation. Ah, as of last year in school I have been entirely on my own. I have been working in a large industrial factory. I am considering marriage which I am apprehensive about whether I will be able to stay financially secure as I am now.

6. Religious Views. I believe in the Ten Commandments, but I had a hard time in believing that there is a God. I attend church every Sunday because I do get something out of it; I enjoy it very much.

7. Abilities and Skills. My abilities, aptitudes, and skills as I measure them are that of meeting with people, talking with them, and being able to enjoy them and have them enjoy me. In the fields like mathematics, chemistry, and physics I have no ability. I enjoy writing stories. I feel I have an ability in governing and I have good judgment and common sense which is needed for this type of position.

8. Personal Weaknesses. My worst fault is probably the fact that I become upset. Ah, probably another thing is that of looking for severe faults in people. If I find a fault that I think is there then I continually harp on it. I become jealous of people who are getting better grades than I am, or are better off in some ways than I am.

9. Personal Strengths. I am generally friendly. Ah, I feel that this friendliness is something that I have and I kick off to every one that I see. I do feel though that I go out of my way some of the times to make up for the things such as roommate disagreements and--and things like that.

10. Other Important Aspects of Life. Several years ago I had an experience in a fraternity that will color my life for the remainder of it. In the fraternity I was taken for a "goody-goody" boy or something like that because I don't drink or smoke and I frown upon the things that went on. I remained in the fraternity for a year. At that time I decided to leave. I stayed out of school for a semester. I worked. I gained new confidence in myself which was badly shaken. I am now able to look back upon the fraternity situation with only a small feeling of bitterness.

Pretest and Post-test Questions

1. (9) Ray moved from a city school to a country school when he was in the third grade.
 1. He found the country kids too tough for him.
 2. He found the other kids rejected him.
2. (10) When in high school
 1. Ray would never tell anyone his grades.
 2. Ray told others that his grades were better than they actually were.
3. (11) When Ray's wife was interviewed, they had been married a couple of weeks. She reports that the night that Ray had to go to ROTC he
 1. got up four or five times during the night and started to get dressed.
 2. was nervous for a while and then fell into a relaxed sleep.
4. (12) Ray's attitude toward parties is
 1. He's not an avid party goer.
 2. He prefers small informal parties.
5. (13) When Ray was about 14 he was a Boy Scout Leader. One day he took some 10-13 year-old boys out for a camping trip. One of the youngsters got mad and threw a knife at him.
 1. Ray had them break camp and sent all the boys home.
 2. Ray walked over and hit him as hard as he could.
6. (14) When Ray used to get angry, he would
 1. try to remain quiet until he regained his composure.
 2. get hot and start shaking.
7. (15) Ray
 1. got drunk one night when in high school. He was so sick the next day that he has never touched alcohol

since.

2. has had only a few tastes of alcohol.

8. (16) How does Ray prepare for tests?

1. Prepares extensively--takes plenty of time.

2. Tries to hit the angles covered in class and ignores the readings.

Training Questions

The correct answer to the statements below are based on the reports of Ray and his friends. The "competence" of the answer is based on the replies of students who were asked to indicate, regardless of what they thought Ray had said or done, what they thought would have been more "desirable". The answer that the majority judged as less desirable is labelled "less competent" and the answer judged as more desirable is labelled "more competent".

A. Ray feels it important to:

☐ LESS COMPETENT. Ignore your feelings even if you know you are right.

☐ MORE COMPETENT. Always have your feelings under control.

B. When Ray moved from a city to a country school in the third grade, he spent most of his recess time:

☐ LESS COMPETENT. Playing with the girls.

☐ MORE COMPETENT. Inside reading.

C. Ray views himself as:

☐ LESS COMPETENT. More normal than most people.

☐ MORE COMPETENT. An individual.

D. When Ray took a bus trip he noticed:

☐ LESS COMPETENT. The bus driver was careless about observing speed limits.

☐ MORE COMPETENT. Two little boys on the bus getting acquainted and reflected that it was sad that adults weren't like this.

E. In dress, Ray:

☐ LESS COMPETENT. Builds his wardrobe around future plans.

☐ MORE COMPETENT. Wears what he wants to.

F. One evening the parents of his high school girl friend were out of town. Ray went over to her house about midnight when he got off work.

☐ LESS COMPETENT. He made fun of her for a while, then left.

☐ MORE COMPETENT. They necked for a while but he left before it got to late.

G. If given a choice, Ray would prefer to:

 LESS COMPETENT. Be the "behind the scenes" man in a political campaign.

 MORE COMPETENT. Be elected to public office.

H. Ray dated a girl in high school for some time. He characterizes the relationship thus:

 LESS COMPETENT. It was a kind of a game to see who could make the biggest fool of the other.

 MORE COMPETENT. It was just a convenient arrangement.

•

APPENDIX G

THE PERSONAL COMPETENCE OF RON

A person's "competence" is his effectiveness in interacting with the world around him. People have varying kinds of physical, intellectual, emotional, and social competences and their competences change from time to time. However, our general impression of a person's competence has a powerful and enduring influence on our judgments of his specific competences. If our first impression of a person is that he is "good" and "desirable", our later and more detailed judgments of him are likely to be quite consistent with this favorable view but quite inconsistent with the judgments of a person whose first impression of that same person was "bad" and "undesirable".

Our level is our general impression of a person's overall competence or incompetence. Our level accuracy is the degree to which our general impression is in accord with the person's actual competence. The present session is designed to improve your level accuracy.

Ron was given a sheet with such general topics as "educational and vocational goals" and "family" on it, placed in a room alone, and requested to talk into a tape recorder about the topics. A psychologist later talked to him for several hours and then interviewed several of his friends to check on the accuracy of Ron's report of his feelings and behavior.

First, read the self-interview carefully. Start, as indicated, with "21" on the answer sheet.

Second, complete the pretest questions.

Third, stop when you have completed the pretest. The instructor will provide information designed to give you a more accurate understanding of Ray and of your level accuracy. When instructed to do so, answer the questions listed in the training materials.

Fourth, complete the post-test at the end of the training and feedback session. This time, use the answers on the answer sheet corresponding to the numbers in parentheses.

The Self-Interview

1. Educational and Vocational Goals. Uh, my educational, uh, goals, uh, number one would be to get my B.A. Degree, uh, number

two to get one more year in the field of physical therapy, uh, possibly a year after that for, uh, for a master's degree in physical therapy.

2. Family. Uh, my family has been a very close knit family, uh, I have a sister who is three years older than I am. Uh, my wife and I have a very wonderful relationship, uh, we also can talk freely about problems, uh, and uh, any conflicts we have within our marital status.

3. Interpersonal Relationships. Well, I feel that I get along very well, uh, with both sexes. I can't remember any ill feelings toward the opposite sex. As far as male goes, uh, oh, I've had few conflicts, uh, naturally. Especially through my, uh, kindergarten to sixth grade period but, un, since then, uh, I've gotten along fine.

4. Relationships with Opposite Sex. Well, (lip smacking), I think probably, uh, my emotions are definitely stirred up easier with the opposite sex than, uh, than they are with the male. Uh, I know (laugh) a female can, uh, arouse anger, uh anguish in me a lot faster than a male, uh, and they can also arouse---arouse---arouse a sympathetic feeling.

5. Financial Situation. I'm getting financial help, uh, from my wife's folks and also from my folks. My wife babysits for a small amount. Uh, in general, we live pretty good, uh, we've never had to really bear down and skimp for the last penny to pay a bill or anything.

6. Religious Views. I've been a strong church goer in the past; however (cleared throat) I haven't been able to attend as I would like due to many circumstances, mainly my newborn five month old daughter,

7. Abilities and Skills. I think I have a general ability, uh, to do many different things, uh, uh (lip smacking). I am a fair football player and so forth. Uh, this can also be said toward my, uh, vocational or educational skills. Uh, I feel that my aptitude is about average.

8. Personal Weaknesses. Well, I feel what uh, the most unfavorable part of my personality would be, uh, (lip smacking), I think, I have a slight inferior feeling. Uh, I find myself a poor loser especially in an athletic contest or in a (laugh) card game.

9. Personal Strengths. (Pause) uh, I feel uh, the most favorable part of my personality would be uh, the fact that I can get along with people, I've (lip smacking) made a good many friends uh, --pause--all of which I-I think a lot of and I think it's one of the best parts of college life.

10. Other Important Aspects of Life. Uh, uh, sigh--that--that always reminds me of, of uh, a person in my family that--who's since deceased but who I thought an awfully lot of who I probably received more uh, from than anyone else than as far as what life is about uh, what a good person is, uh well, this person is my grandfather.

Pretest and Posttest Questions

21. (29) Ron feels that one reason that he did not have a vocational goal for some time was because
 1. his parents never encouraged him to think about it.
 2. he was having too much fun partying to think seriously of his vocational goals.
22. (30) After Ron had been married for about three months, he was called into the army. Since he was to serve for only six months, his wife did not go with him but rather stayed in school 1,000 miles away. Ron sees this experience as
 1. enjoyable, but in the long run, relatively unimportant.
 2. the experience which helped him mature more than any other.
23. (31) When Ron was in grade school he acquired a fear of
 1. dogs.
 2. snakes.
24. (32) Ron's father owned a filling station and Ron used to work for him.
 1. Though Ron felt his father appreciated his help, he nevertheless disliked working for his father.
 2. Ron felt that if he had not gone to college, he would have enjoyed going into business with his father.
25. (33) Rather than go to college, Ron would have preferred
 1. to stay home working at his part-time job.
 2. to go into the service.

26. (34) About the army Ron says:
1. It made me feel small and I think that's good.
 2. He was not strong enough to take the discipline.
27. (35) The incident from his childhood that Ron remembers most vividly is:
1. A big bully beat the tar out of me.
 2. The kids made fun of me in school when I wet my pants.
28. (36) A male friend of Ron's reports his only fault to be
1. he's not too punctual or reliable.
 2. he never seems to relax.

Training Questions

The correct answer to the statements below are based on the reports of Ron and his friends. The "competence" of the answer is based on the replies of students who were asked to indicate, regardless of what they thought Ron had said or done, what they thought would have been more "desirable". The answer that the majority judged as less desirable is labelled "less competent" and the answer judged as more desirable is labelled "more competent".

- A. Ron's and Alice's baby was definitely not a planned baby. When Ron found out that his wife was pregnant he felt
- ___ Less Competent. Angry that he had not been more careful.
- ___ More Competent. He worked hard to get it.
- B. Ron feels that he was elected student council president because
- ___ Less Competent. His friends worked hard to get him elected.
- ___ More Competent. He worked hard to get it.
- C. One time during a period of fairly steady dating with Ron, Alice came into a bar with another fellow. When Ron saw her he
- ___ Less Competent. Made a sarcastic remark to Alice, then left the bar.
- ___ More Competent. Became annoyed but didn't show it.
- D. Ron and Alice's main interest in terms of fun outside their home is to go
- ___ Less Competent. To athletic contests.
- ___ More Competent. To visit with a small circle of friends.

E. One night about the time that Ron's wife was expecting the baby to come, she began to have labor pains and the water broke. She was rushing around the house trying to pack her bag.

___ Less Competent. Ron insisted on having a cup of coffee before taking her to the hospital.

___ More Competent. Ron went to the bathroom and shaved before he took her to the hospital.

F. About a high school romance, Ron says:

___ Less Competent. Experimenting with sex made this relationship interesting.

___ More Competent. I never liked her especially, but she wanted to get serious.

G. Ron met a girl in Phoenix whom he became quite fond of. He and this girl spent a night in a motel. About this incident Ron says

___ Less Competent. I guess I wanted to test her to see what kind of a girl she really was.

___ More Competent. Nothing happened but no one ever believes it.

H. When Ron arrived in Phoenix he had about \$3 in his pocket and no job. He spent most of it buying

___ Less Competent. "Popular Cars 1966".

___ More Competent. The Power of Positive Thinking.

APPENDIX H

APPENDIX TABLE 1.--Means, variances and standard deviations
of the final form of the Diagnostic Test
of Level

	Means	Variances	Standard Deviations
Ruth			
Total Desirability	12.47	5.91	2.43
Total Undesirability	7.38	5.78	2.40
Incorrect Desirability	6.23	1.92	1.39
Incorrect Undesirability	3.72	2.52	1.59
Ray			
Total Desirability	12.11	6.54	2.56
Total Undesirability	7.77	6.16	2.48
Incorrect Desirability	5.36	2.72	1.65
Incorrect Undesirability	3.19	2.53	1.59
Ron			
Total Desirability	8.78	7.38	2.72
Total Undesirability	11.03	8.21	2.87
Incorrect Desirability	3.93	2.90	1.70
Incorrect Undesirability	5.07	2.60	1.61

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