

THE MEASUREMENT AND DETERMINANTS
OF INTERPERSONAL SENSITIVITY

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ABSTRACT

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by Burton A. Grossman

The purposes of the present study were twofold: (1) to develop a test of interpersonal sensitivity free from the influence of stereotype judgments; and (2) to test specific hypotheses concerning the determinants of the ability.

Interpersonal sensitivity was defined as the ability of a judge to differentiate between individuals in terms of their thoughts, feelings, and attitudes, and, to use this knowledge in making predictions about the individuals.

The study was divided into two phases. The first phase consisted of the development of a test of interpersonal sensitivity which included second and third person predictions, and which was free from the effects of stereotype accuracy. In the second phase, the test was administered to the subjects, and the hypotheses derived from previous findings were tested. The measure of interpersonal

sensitivity was the number of correct predictions made by the judge.

The Cline films were used to present the persons to be judged to the judges. The films consist of five-minute sound color interviews with six different persons. They permit the presentation of a standardized stimulus situation to large groups of people.

The final form of the test consisted of 120 items including second and third person predictions, and items for both men and women interviewees. The reliability of the test was .59, which is not as high as expected.

The following hypotheses were supported by the data:

1. Interpersonal sensitivity is a general ability.
2. The more observant a judge, the greater his interpersonal sensitivity.
3. The more open-minded the judge, the greater his interpersonal sensitivity.

Four hypotheses were partially supported by the data, and these may be restated as follows:

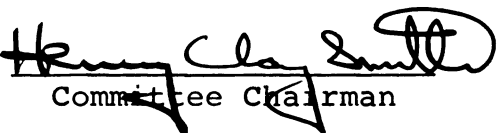
4. The more sensitive judge has greater verbal comprehension.
5. For male judges, social aloofness leads to greater sensitivity.

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6. Amount and type of college courses are not related to sensitivity, but level of performance in courses is positively related to interpersonal sensitivity.
7. Second and third person sensitivity have different determinants for certain variables.

It was concluded that the data did not support five of the hypotheses tested. No significant relationship was found between interpersonal sensitivity and emotional stability, awareness of the judge, and social confidence. Also, no differences were found between male and female judges in their judging ability, and between same-sex and opposite sex sensitivity.

Approved


Committee Chairman

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INTRODUCTION

The development of the ability to understand individuals and to make accurate predictions about their behavior and experience is one of the often stated aims in the teaching of psychology, in the training of clinical psychologists, and in the human relations training of business leaders by industrial psychologists. Unfortunately, evaluation of the effectiveness of these training efforts suggests that they do little to improve the ability (Wakeley, 1961).

In spite of the central role of the ability, few concentrated efforts have been made to measure it, and still fewer to explore its determinants. It was the assumption of the present study that better measures of the ability and further exploration of its determinants might lead to improved training procedures. The purposes of the study, therefore, were to: (1) develop an improved measure of the ability; and (2) to test specific hypotheses concerning the determinants of the ability.

HISTORY

The development of concepts related to the ability to understand individuals, various methodological attempts to measure the ability, and investigations into the determinants of the ability constitute much of the history of the problem. The following discussion, therefore, is presented under these headings.

The Development of the Concept of Interpersonal Sensitivity

The concepts of Empathy, Differential Accuracy, and Interpersonal Sensitivity provide the framework for the following discussion. Each has played a role in sharpening the conception of the ability to understand people.

Empathy

Empathy was one of the first concepts to be used in connection with the ability. Empathy was defined by Titchener (1915) as "the name given to that process of humanizing objects, of reading or feeling ourselves into them." The idea originated with the German word Einfuhling, the process of becoming aware of (perceiving) the thoughts, motives,

and feelings of another person (Lindzey, 1954). Since then it has been used to denote one's understanding of another's thoughts and feelings, and also as the name of the theory of how this understanding comes about.

Psychologists adopted the assumption that a person who was "empathic" could perceive what another person was like and was thus enabled to predict his behavior in a variety of situations. Cottrell and Dymond (1949) and Dymond (1950) pointed out the importance of the concept, noted the lack of research, and carried out investigations of the various aspects of the ability. Their main interest was in the generality of the ability, and in the personality traits of good judges. A number of studies which criticized empathy research (Hastorf and Bender, 1952; Bender and Hastorf, 1953; Lindgren and Robinson, 1953), strongly suggested that the empathy score, supposedly a measure of "the imaginative transposing of oneself into the thinking, feeling, and acting of another" (Dymond, 1950), was seriously affected by a number of variables such as projection, assumed similarity, and various rating errors. The apparent measures of empathy were, in other words, heavily influenced by factors that had little or nothing to do with "feeling oneself" into others.

The Differential Accuracy Component

In 1955, Cronbach published his study showing that so-called "empathy" scores were actually determined by four components:

1. Elevation: the way in which the judge uses the response scale;
2. Differential Elevation: the judge's ability to judge deviations of the individual's elevation from the average;
3. Stereotype Accuracy: the judge's ability to predict the norm for the Objects (persons) he is judging;
4. Differential Accuracy: the judge's ability to predict differences between Objects on any item.

He pointed out that previous research had dealt mainly with simple and operationally defined measures. His new analysis showed that any such measures may combine and thereby conceal important variables, or may depend heavily on unwanted components. The analysis explained many of the contradictory findings of the empathy research.

Among Cronbach's components, Differential Accuracy comes closest to the original concept of empathy and defines it with operational precision. It is, however, more a statistical than a psychological concept. Furthermore, it

has the practical inconvenience of only being measurable by partialing it out of a more global score.

Interpersonal Sensitivity

Bronfenbrenner et al (1958) presented an analysis of the ability to understand individuals based upon Cronbach's work but using terms that were both free of the ambiguities surrounding the term empathy as well as being more psychological than his terms. He proposes two types of social perception: Sensitivity to the Generalized Other - an awareness of the social norm or typical response of a large class or group (similar to Cronbach's Stereotype Accuracy component); and Interpersonal Sensitivity - recognition of the ways in which one person may differ from another (or from the 'average') in his behavior, feelings, or motives (similar to Cronbach's Differential Accuracy component). Bronfenbrenner suggests that these two types of social skill are independent abilities. He explains the implications of the suggestion by using these two new concepts in discussing Lindgren and Robinson's (1953) criticism of a study of empathy by Dymond (1950). They said: "this raises the question of whether the test (Dymond's Empathy Test) measures the tendency of individuals to respond

to an interpersonal situation in terms of cultural norms rather than empathic promptings." Bronfenbrenner suggests that both types of social skill are operating, and that since the two abilities are independent, this confounding may contribute to the contradictory character of research results in the area. He notes that the accuracy score is probably affected by the presence of the component called Sensitivity to the Generalized Other and then says: "we must devise a measure of Interpersonal Sensitivity which, unlike the conventional accuracy score, is independent of the judge's awareness of the group norm." Thus he has brought the concept of Interpersonal Sensitivity into focus as a social skill, an independent ability which should be measured as an independent concept, and which is free from any strict statistical definition.

The Measurement of Interpersonal Sensitivity

The discussion follows the same outline as the preceding section, attempting to bring into focus the measurement problems involved in using the concepts of Empathy, Differential Accuracy, and Interpersonal Sensitivity.

Empathy Inspired Measures

Most empathy research has been based on a procedure developed by Dymond (1949): A's empathic ability is measured by calculating how closely A's predictions of B's ratings correspond with B's actual ratings on some scale. Although used extensively, the procedure has many faults as has been pointed out by Bender and Hastorf (1953), Lindgren and Robinson (1953), and Gage and Cronbach (1955). It is subject to variations due to Elevation and Differential Elevation. Furthermore, the effects of projection and assumed similarity have been shown to be artifactual components of the accuracy score (Gage and Cronbach, 1955). Lindgren and Robinson (1953) and Bronfenbrenner et al (1958) have pointed out that the empathy scores have often confounded Stereotype Accuracy and Interpersonal Sensitivity so that a person with knowledge of the norms of a particular group may get a spuriously high "empathy" score.

Differential Accuracy Inspired Measures

Cronbach's 1955 study proposed a statistical analysis with which one could partial out the four components of the total accuracy score. Now that researchers were aware of how these artifactual components affected their measures,

they could develop techniques to separate the effects of Elevation, Differential Elevation, and Stereotype Accuracy from Differential Accuracy.

Crow and Hammond (1959) used a nonparametric technique the Random Comparison Method, which is similar to Cronbach's analysis of variance technique, in a study of the generality of the Differential Accuracy component. They obtained a fairly pure measure of this component.

One of the first researchers to use sound, color motion pictures was Cline (1955; Cline and Richards, 1960). He filmed interviews with six different persons and asked his judges to predict how each interviewee responded to a number of rating scales. Analysis of the accuracy scores showed, however, that much more of the variance in them was due to variance in Stereotype Accuracy, Elevation, and Differential Elevation, rather than Differential Accuracy (Cline and Richards, 1960).

Using Cline's filmed interviews and criterion data, Pieper (1960) eliminated the influences of Elevation and Differential Elevation on accuracy. He accomplished this end by using a matching method rather than a rating method. That is, he showed the films three at a time and then had the judges indicate which of the three persons judged had

said or done a particular thing. Since Elevation and Differential Elevation variances can only occur where ratings are made, the matching method effectively eliminated these determinants. The technique, however, does not, of itself, reduce or eliminate variances due to Stereotype Accuracy.

Interpersonal Sensitivity Measures

Bronfenbrenner et al (1958) was one of the first to treat the ability as a social skill, and to measure it independently. He called his concept Interpersonal Sensitivity. He used "the method of differential comparison" in which a member of a face-to-face group was forced to discriminate individual differences among the other group members in their responses to the same rating scale. Both the criterion ratings for evaluating the accuracy of predictions, and the predictions themselves were expressed as deviations from the respective means for all the members of the group, thus making the measure independent of the judge's similarity and sensitivity to the generalized other. Thus Bronfenbrenner obtained a "pure" measure of Interpersonal Sensitivity, free from the influence of Stereotype Accuracy.

For the purposes of this study, Interpersonal Sensitivity is defined as: a measure of the ability of a

judge to differentiate between individuals in terms of their thoughts, feelings, and attitudes, from which the influence of stereotyped judgments has been eliminated.

Measurement Problems

The history of the various attempts to measure the ability has brought into focus two main problems which are noted below. The desirability of independent measurement. Previous attempts have measured Interpersonal Sensitivity by partialing it out of a more global score. More direct measures of the judge's Interpersonal Sensitivity would be preferable. Also, the effect of all artifactual components such as Elevation, Differential Elevation, and Stereotype Accuracy, should be eliminated from any measure of Interpersonal Sensitivity. This permits a "pure" measure free from the influence of any extraneous factors. The desirability of different kinds of predictions. In many cases judges have been asked to make only one or two types of predictions of behavior. Bronfenbrenner et al (1958) feel that a thorough analysis demands different kinds of predictions, and suggests inclusion of 1st person (A's awareness of what B thinks of him) 2nd person, (A's awareness of what B thinks of himself) 3rd person, (A's awareness

of what C, a third person, thinks of B), and non-personal, (A's awareness of how B feels about physical objects and abstract ideas which have no reference to particular groups or individuals) types of predictions. He also suggested obtaining separate measures of predictions for male and female Objects being judged.

Determinants of Interpersonal Sensitivity

Since a purpose of the present study was to test hypotheses concerned with Interpersonal Sensitivity, the following history has been summarized under hypotheses suggested by the literature.

1. Interpersonal sensitivity is a general ability.

Support for this hypothesis has been presented by a number of investigators. Cline and Richards (1960) said "the results of this study indicate that there is a general ability to perceive others accurately." Taft (1955) reviewed the literature and concluded that there is sufficient generality in this ability to justify describing some judges as "good" or "poor." However, Crow and Hammond (1959) pointed out that the assumption of generality is untenable, and that the comparability of measurement techniques used should always be empirically demonstrated.

2. Women, as compared to men, have greater interpersonal sensitivity.

The superior judging ability of women has been found in studies by Allport (1937), Dymond (1950), Trumbo (1955), Witryol and Kaess (1957) and Bronfenbrenner et al (1958). Results contradictory to these were reported by Taft (1955) who said that until further evidence suggests a changed view, it would be wise to conclude that there are no sex differences. Some investigators have noted that female superiority varies from task to task.

3. Interpersonal sensitivity to the same sex is greater than that to the opposite sex.

This is a more specific statement of the general hypothesis that the greater the degree of similarity between the judged and the judge, the higher the degree of interpersonal sensitivity. Allport (1937) stressed the importance of similarity, and Bruner and Taguiri (1954) say that the degree of similarity between judge and judged tends to increase the accuracy of judgments. Bronfenbrenner et al (1958) found that mean scores for same-sex sensitivity (.173) were greater than those for opposite-sex sensitivity (.136) but that the difference was not statistically significant.

4. The more observant a judge, the greater his interpersonal sensitivity.

Bronfenbrenner et al (1958) theorized that part of the ability to judge accurately includes the ability to perceive the objective stimulus field in a social situation. Adams (1927) found that his accurate judges were rated as good observers by their friends. Harris (1962) developed a measure of Observational Accuracy and found a positive correlation ($r = .39$) significant at the .01 level between his test and a test of Inferential Accuracy.

5. The more intelligent the judge, the greater his interpersonal sensitivity.

Cline and Richards (1960), Taft (1950; 1955), and Allport (1937) found positive correlations between the ability to judge others and intelligence, but some investigators (Bruner and Taguiri, 1954; Trumbo, 1955) say this relationship is somewhat ambiguous, and that the effect of intelligence is minimal.

6. The more socially aloof the judge, the greater his interpersonal sensitivity.

This hypothesis is based on various findings in the literature. Adams (1927) characterized his good judges as being antisocial, socially indifferent, and lacking interest

in persons. Introversion was found to be more common than extroversion among the best judges of others (Bruner and Taguiri, 1954). Taft (1955) and Allport (1937) state that social detachment is a necessary prerequisite for making accurate judgments of others. Trumbo (1955) compared the mean scores of high and low scorers on a test of social detachment and found no difference in judging ability.

7. The less emotionally stable the judge, the higher his interpersonal sensitivity.

Adams (1927) found that his good judges lacked emotional control. He says: "there is however some evidence for the existence of two somewhat different types who are able to judge others with relative accuracy . . . the emotional type who is emotionalized by his observations and who, by a method of Einfuhling or pseudo-empathy, is presented with a series of passive estimates." Dymond (1950) also described her good judges as emotional people. Subjects who were accurate judges were found to be more anxious as measured by an anxiety scale (Trumbo, 1955).

8. The greater the judge's awareness of himself and his environment, the greater his interpersonal sensitivity.

A factor analysis of the personality scales used in the present study (Hershey, 1958) found a general awareness

factor which included Liberalism, Religious Values, Conformity, and Sensory Awareness. The above hypothesis attempts to clarify the relationship of this factor to judging ability. People who show insight into their own status with respect to their peers on specific traits also tend to rate their peers accurately on those traits (Taft, 1955). Allport (1937) felt that the factors of complexity, esthetic attitude, and experience, all concerning an individual's self-awareness or his awareness of his environment, were some of the most important qualities of a good judge.

9. Amount, type, and level of performance in college courses are not correlated with the degree of interpersonal sensitivity.

Subjects who had taken one psychology course were compared with those who had taken five courses, and no difference in judging ability was found between the beginning and advanced students (Trumbo, 1955). In 1938, Estes found psychologists to be worse than musicians, painters, actors, and personnel managers, in matching personality sketches with silent movies. Taft (1955) noted that training in psychology showed a fairly consistent lack of correlation with the ability to judge others. Kelly and Fiske (1951) found no difference in the ability to predict professional success

between professional psychologists and clinical trainees.

10. The higher the judge's interpersonal sensitivity,
the greater his social confidence.

"Interpersonal competence is a function of the degree to which an individual is aware of his impact upon others and they upon him, as well as the ability to solve problems in such a way that they remain solved" (Argyris, 1962). From this definition it seems that this awareness of one's impact is closely related to interpersonal sensitivity. Various findings support the general concept. Accurate judges of others have been found to be capable, honest, reliable, realistic, and sincere (Taft, 1950). Trumbo (1955) suggests that a good judge of people is one who is genuinely interested in understanding rather than using people. Social intelligence and measures of social skill such as leadership, salesmanship, and popularity show consistent positive relationships with the ability to predict others (Taft, 1955). Cottrell and Dymond (1949) found that their most empathic judges were expressive, outgoing, optimistic, and warm.

11. The more open-minded the judge, the greater his interpersonal sensitivity.

For the purposes of this study, the term open-minded is meant to include the variables Liberalism, Conformity, and

Religious Values as found by Hershey (1958). In a study of the effectiveness of sensitivity training, Miles (1960) notes that persons high in ego strength and flexibility were more likely to show improvements in sensitivity, which he defines as the ability to perceive what is actually going on in a social situation (including behavioral events and the inferred feelings of other persons). Cline (1955) found that for his male judges freedom from prejudice, bias, and authoritarian attitudes, were among the most important correlates of the ability to judge accurately.

12. Second and third person sensitivity will have some different determinants.

The concepts of third person and second person sensitivity were introduced by Bronfenbrenner et al (1958). He posed the problem of whether or not there were different personality and behavioral correlates of the different forms of sensitivity. The data gathered in the present study lends itself to the analysis of the above problem and, therefore, the above hypothesis was developed.

PROBLEM

The aims of the research were twofold: (1) to develop a measure of Interpersonal Sensitivity which is as "pure" as possible, i.e., free from the influence of any unwanted components; and (2) to test specific hypotheses concerning the determinants of the ability.

The test development, based on Cline's films and criterion data, involved developing appropriate items for the men and women in the interviews (including 2nd and 3rd person predictions), and administering the initial form of the test to determine the discrimination value of the items. Discrimination values were also obtained for a test of stereotype accuracy (Johnson, 1963). Using both of these values, items were chosen for the final form of the test which were free from the influence of stereotype accuracy.

It was planned to test these hypotheses having at least some support in the literature:

1. Interpersonal sensitivity is a general ability.
2. Women, as compared to men, have greater interpersonal sensitivity.

3. Interpersonal sensitivity to the same sex is greater than that to the opposite sex.
4. The more observant a judge, the greater his interpersonal sensitivity.
5. The more intelligent the judge, the greater his interpersonal sensitivity.
6. The more socially aloof the judge, the greater his interpersonal sensitivity.
7. The less emotionally stable the judge, the higher his interpersonal sensitivity.
8. The greater the judge's awareness of himself and his environment, the greater his interpersonal sensitivity.
9. Amount, type, and level of performance in college courses are not correlated with the degree of interpersonal sensitivity.
10. The higher the judge's interpersonal sensitivity, the greater his social confidence.
11. The more open-minded the judge, the greater his interpersonal sensitivity.
12. Second and third person sensitivity will have some different determinants.

Considering the complexity of the ability, and the confusion over its nature and its determinants, it was planned

to make a broad survey of as many variables as feasible that might have some bearing. Among the variables utilized were: age, curriculum, socio-economic status, grade point average, psychology credits, course grade, class, et cetera.

METHOD

The first phase of the research was concerned with the development of a test of Interpersonal Sensitivity that was free from the influence of the Elevation, Differential Elevation, and Stereotype Accuracy components, and that included both second and third person predictions. The second phase involved the testing of the specific hypotheses formulated.

Subjects

The subjects in the first phase were Michigan State University students enrolled in the Fall 1962 class of Industrial Psychology (N = 111), and the Winter 1963 class of Introductory Psychology (N = 94).

The subjects in the principal part of the study were MSU students enrolled in the Winter 1963 class of Industrial Psychology. Table 1 presents a breakdown of these subjects by age and sex.

Table 1. Judges in principal part of study.

Age	Male	Female	Total
Under 20	15	8	23
20 - 24	79	11	90
25 and over	16	1	17
Total	110	20	130

Development of the Test of Interpersonal Sensitivity

The stimulus persons (Objects Judged) were presented by means of six five minute sound-color filmed interviews developed by Cline. In each film the person interviewed is asked questions concerning the following areas: personal values, personality strengths and weaknesses, reaction to the interview, hobbies and activities, self-conception, and temper. On the basis of data gathered from the interviewees and their friends and relatives, Cline constructed five judging instruments: the Behavioral Postdiction Test, the Trait Rating Scale, the Opinion Prediction Test, the Adjective Check List, and the Values-Belief Questionnaire. The criterion data gathered on Cline's subjects were used to develop the items for the present test.

To reduce the effects of stereotype accuracy, the

films were divided into two groups consisting of three men and three women. This prevented the judges from using judgments based on differential cues which would exist if the films were grouped with members of both sexes in one group, as Peiper (1960) did.

Using Cline's criterion data, 240 items were developed, 120 for men and 120 for women. Following a suggestion by Bronfenbrenner et al (1958) two types of items were used: those requiring second and third person predictions. The items were put into a matching format (see Appendix A) which eliminated the influence of the rating errors, Elevation and Differential Elevation.

The responses of the subjects in the first phase of the study were item analyzed, choosing those items with the greatest discriminability for the Interpersonal Sensitivity test. Then, using a test of Group Sensitivity (stereotype accuracy) developed by Johnson (1963) which the same subjects also filled out, a second item analysis was made choosing those items which were nondiscriminating (discrimination values close to zero or negative) in regards to Group Sensitivity. For the final form of the test, items were chosen which were both highly discriminating for Interpersonal Sensitivity and nondiscriminating for Group Sensitivity.

The general procedure was intended to eliminate the influence of stereotype accuracy (as measured by the Group Sensitivity test) from the Interpersonal Sensitivity test. This aim was realized; the correlation between the final form of the Interpersonal Sensitivity test and the Group Sensitivity test was .12, which is not significant. The final form of the test thus consisted of 120 items; thirty 2nd person items and thirty 3rd person items for both the men and women film groups (the Objects Judged).

The norms obtained for the test are given in Table 2 below. The theoretical range for the men, women, and total Objects Judged is 0-60, 0-60, and 0-120 respectively. The actual range obtained for these groups, in the same order, are 16-44, 15-38, and 34-71.

Table 2. Norms for the Interpersonal Sensitivity test.
N = 130

Objects Judged	Percentiles										
	<u>0</u>	<u>10</u>	<u>20</u>	<u>30</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>80</u>	<u>90</u>	<u>100</u>
Men	16	26	28	29	30	31	33	34	35	38	44
Women	15	20	22	23	25	26	27	28	30	32	38
Total	34	48	51	54	55	57	60	62	64	66	71

The reliability of the final form of the test was computed from the odd-even formula using Pearson product-moment correlations. The reliabilities of the different parts of the test are presented in Table 3. Separate reliabilities are reported for the men and women Objects Judged, and for total second and third person predictions. The reliabilities were corrected by the Spearman-Brown formula.

Table 3. Reliabilities of the test of Interpersonal Sensitivity. N = 130

Objects Judged	2nd Person r	3rd Person r	Total r
Men	--	--	.50
Women	--	--	.36
Total	.55	.40	.59

The Dependent Variables

Other variables employed in the study are described in the following order: (1) variables for which no reliabilities are available; (2) all non-personality variables for which reliabilities are available; (3) the personality variables.

Variables Without Reliabilities

The following data was obtained for each subject in the Winter 1963 class of Industrial Psychology.

Age: The age of each subject was obtained.

Sex: Each subject recorded his (or her) sex on the answer sheet.

Class: The class in college was obtained for each subject.

Curriculum: A five point scale was developed (see Appendix B) for classifying each subject's major area of study based on amount of scientific training.

American Council on Education Psychological Examination for College Freshmen (ACE): This is a measure of scholastic aptitude.

Grade Point Average: Based on subject's over-all academic record.

Psychology Credits: The total number of credits obtained in psychology courses - used as a measure of psychological training.

Course Grade: The final grade in the Industrial Psychology course, based on a total of 190 multiple-choice questions.

Socio-economic status: Measured by ratings by students on a five point scale of the educational level of their mother and father.

Psychological Distance: A measure of the similarity of the judge's attitudes and feelings to those of the interviewees. Each judge rated each of the men interviewees on a five-point scale in terms of whether he was very like (5) to very unlike (1).

Non-personality Measures

These tests were administered to the subjects in the principal phase of the study along with the Interpersonal Sensitivity test.

Level and Spread. A test developed by Ackerman (1963) in which a judge is presented ambiguous sketches about fictional persons, and then is asked to rate these persons on a number of traits, and to predict how they would respond to a number of statements by rating them (see Appendix C). The Level score is a measure of the judge's mean level of ratings; the Spread score is a measure of the average deviation of a judge's ratings from the mean ratings for all judges.

Stereotype Accuracy. The Stereotype Accuracy scales were developed by Zavala (1960) and revised by Silkiner (1962).

The present revision by Johnson (1963) measures the subject's

Group Sensitivity (see Appendix D). The judge's task is to distinguish between the typical response of two specified populations; the criterion is the actual responses of people in these groups. The test consists of four subtests of thirty items each:

Men-Women Stereotype: the subject chooses whether men or women prefer particular items;

Young-Old Stereotype: the subject chooses whether 15 year olds or 55 year olds prefer certain items;

Executive-Unskilled Stereotype: the subject chooses whether executives or unskilled workers would prefer the items;

Psychologist-Non-psychologist Stereotype: the subject chooses whether psychologists or non-psychologists prefer certain items.

Observational Accuracy. The present test is a revision by Bruni (1963) based on Harris' (1962) procedure (see Appendix E). The test measures the judge's accuracy in observing the interviewees in the Cline films. Two types of items are included: (1) Appearance - the judge's accuracy in observing physical characteristics of the stimulus situation,

e.g., what the interviewee wore, looked like, or did;

(2) Conversation - accuracy in observing what the interviewee said.

Empathic Drive. A measure developed by Mullin (1962) which indicates the degree to which a judge responds to another person in terms of internal psychological states (feelings, thoughts, etc.).

Consideration: A subscale of the Dore Leadership Questionnaire (Dore, 1960). It is a thirty item scale which measures the degree to which the subject thinks that a leader should take a personal interest in the worker.

Initiation of Structure. A subscale of the Dore Leadership Questionnaire which measures the degree to which the subject thinks that a leader should perform functions different from the worker.

Table 4. Reliability of non-personality measures.
N = 130

Measure	r (corr. by Spearman-Brown)
Stereotype Accuracy	.63
Observational Accuracy	.74
Empathic Drive	.86
Consideration	.76
Initiation of Structure	.81
Level	.90
Spread	.57

Personality Variables

One of the purposes of the study was to clarify some contradictory findings reported in the literature (Taft, 1955; Bruner and Taguiri, 1954) concerning the relationship between certain personality traits and Interpersonal Sensitivity. Therefore, twenty-two 30 item true-false scales were administered to the subjects. A brief description of these measures, described in detail by Hershey (1958), is given below.

- | | |
|----------------------|--|
| 1. Economic Values | Whether the individual is primarily interested in what is useful; interest in affairs of the business world. |
| 2. Artistic Values | Measure of interest in form and harmony, beauty, and aesthetic activities. |
| 3. Scientific Values | Relative degree of interest in scientific endeavors and scientific method. |
| 4. Religious Values | Intensity and confidence of an individual's belief in God, in the supernatural, and in divine intervention. |
| 5. Liberalism | Degree of liberalism and conservatism the individual displays in relation to a number of issues. |

- | | |
|-----------------------|--|
| 6. Ambition | Whether the individual desires to do things as rapidly and as well as possible; whether he makes intense, prolonged, and repeated efforts to accomplish difficult things; whether he enjoys competition. |
| 7. Orderliness | Attempts to measure some aspects of Cattell's "Positive vs. Immature Dependent Character," e.g., Consistently Ordered vs. Relaxed: Conscientious vs. Undependable, etc. |
| 8. Emotional Control | The individual's reactions to emotional emergencies and to frustrating situations. |
| 9. Gregariousness | A measure of need for affiliation. |
| 10. Warmth | The degree to which an individual likes, accepts, approves, feels close to, and wants to help others. |
| 11. Dominance | Measures degree of dominance through items related to dominance feelings, behavior and leadership. |
| 12. Conformity | Attempts to differentiate conformists from nonconformists. |
| 13. Activity | An attempt to determine the general activity level of the individual. |
| 14. Sexuality | Interest in members of the opposite sex and activities pertaining thereto. |
| 15. Sensory Awareness | The degree to which an individual is aware of his surroundings via his sense organs. |

- | | |
|---------------------------------|---|
| 16. Emotionality | The degree to which an individual becomes emotionally involved in situations and with others. |
| 17. Optimism | The general pattern of responses to situations; is it pessimistic or optimistic? |
| 18. Expressiveness | The relative amount of freedom or restraint the individual displays in expressing emotion. |
| 19. Extroversion-Introversion | The degree to which an individual is inward or outward oriented in his perception of the environment. |
| 20. Breadth of Interest | A measure of an individual's self extension by determining the number of likes in such areas as occupation, school subjects, amusements, and types of people. |
| 21. Self-Confidence | How the individual evaluates his own worth, adequacy, and competence. |

The 22nd scale, Suppression, is an unpublished scale that measures the extent to which a person will admit unfavorable or unpleasant thoughts and actions. Items are similar to the MMPI L (lie) scale (see Appendix F). Since this was one of the first times it has been used, it was felt that the relationships between Suppression and the other personality scales might be of interest. The following correlations between the scales are significant beyond the .01 level.

Table 5. Correlations between suppression scale and other personality scales. N = 130

Scale	r
Emotional Control	.56
Self-Confidence	.55
Calmness	.44
Warmth	.40
Optimism	.34
Orderliness	.31
Sexuality	-.30
Sensory Awareness	-.30

The reliabilities of all twenty-two personality scales, corrected by the Spearman-Brown formula, are presented in Table 6 on the following page.

General Procedures

The data gathered in the Winter 1963 class of Industrial Psychology included a total of eight hours of testing out of thirty hours of class. To increase interest and maintain a high level of motivation, the results of all tests were returned to the class in the form of two profiles, once in the middle and again near the end of the semester. The students were required to write term papers using these profiles as a basis for their discussion. The papers were graded, and the scores added into the course grade.

Table 6. Reliabilities of the personality scales. N = 130

Scale	Corrected r
Economic Values	.81
Artistic Values	.92
Scientific Values	.86
Religious Values	.90
Liberalism	.75
Ambition	.77
Orderliness	.91
Emotional Control	.87
Gregariousness	.87
Warmth	.71
Dominance	.87
Conformity	.77
Activity	.77
Sexuality	.80
Sensory Awareness	.63
Emotionality	.90
Optimism	.81
Expressiveness	.86
Extroversion-Introversion	.80
Breadth of Interest	.82
Self-Confidence	.87
Suppression	.75

Method of Data Analysis

The various measures and variables obtained in the research were intercorrelated on the Michigan State Integral Computer (MISTIC). The table of intercorrelations appears in Appendix G. Separate analyses were made for male and female judges.

Item Analysis of the Personality Scales

In addition to the correlation of the personality scale scores with scores of Interpersonal Sensitivity, 750 items in the scales were item analyzed using high and low scores on the Interpersonal Sensitivity test as the criterion. This method is based on the premise that, even though a test may have a low correlation with a criterion, there may be some particular items of the test which differentiate on the basis of the criterion. Thus some of the items may be better than others in discriminating between those who score high on the Interpersonal Sensitivity test, and those who score low.

An estimate of the Pearson product-moment correlation was used as a measure of discriminability. This permitted the establishment of significance levels for the items chosen. A total of ninety items were thus culled from the

personality scales and arranged in order of decreasing significance (see Results section and Appendix H). Since there were 750 items and only ninety discriminated, any single one of the differences could not be considered significant. However, they do provide a pool of potentially discriminating items as well as suggestive clues relevant to the hypotheses tested in the study.

RESULTS

The first results to be reported are those concerning the specific hypotheses derived from previous research findings. Then the results of the item analysis of the personality scales will be presented.

For all of the tables in this section the sample sizes are as follows: (1) male judges, $N = 110$; (2) female judges, $N = 20$; (3) total judges, $N = 130$.

Hypothesis 1: Interpersonal sensitivity is a general ability.

In Table 7 two types of generality are tested: generality between second and third person predictions; and generality between the judgment of men Objects Judged and women Objects Judged. The figures reported in parentheses are the correlations corrected for attenuation, and they can only be considered as indicative of the relationship that would exist if the reliabilities of both tests were 1.00.

For male and female judges combined, the correlations reported are significant and the hypothesis of generality across persons and across sexes is supported. A judge who makes accurate second person predictions will also make

accurate third person predictions. The findings regarding generality across sexes show that the sex of the judge is an important factor. Male judges accurate in judging men will also judge women accurately, but female judges who judge women accurately do not also judge men accurately. In general, the low but significant correlations may well be due to the unreliability of the measures as the correlations for attenuation suggest.

Table 7. Generality of the test of Interpersonal Sensitivity.

Judges	Generality across persons		Generality across sexes	
Male	.28**	(.60)	.23*	(.55)
Female	.29	(.62)	.03	(.07)
Total	.28**	(.60)	.20*	(.48)

*r significant at .05 level.

**r significant at .01 level.

Hypothesis 2: Women, as compared to men, have greater interpersonal sensitivity.

The mean scores for male and female judges on the Interpersonal Sensitivity test are compared in Table 8. The only significant difference is that for third person predictions. For over-all judgments, women are not superior

in Interpersonal Sensitivity, but for third person predictions they are slightly superior. Furthermore, the twenty female subjects are not comparable to the men in respects that are liable to be influential. On the whole, we cannot conclude that the present evidence provides any support for the hypothesis.

Table 8. Differences between men and women judges on the Interpersonal Sensitivity test.

Type of Prediction	Male Judges	Female Judges	Diff	CR
Second person	29.70	30.95	1.25	1.07
Third person	27.12	27.80	0.68	2.17*
Total	56.81	58.75	1.94	1.12

*t for 128 d.f. at .05 level = 1.98

Hypothesis 3. Interpersonal sensitivity to the same sex is greater than that to the opposite sex.

The mean in Table 9 compare male and female judges in their sensitivity to men and women Objects Judged (interviewees). None of the differences obtained are significant, and the hypothesis therefore is not supported. Sensitivity to one's own sex, for both male and female judges, is no greater than one's sensitivity to the opposite sex.

Table 9. Comparison of opposite-sex and same-sex sensitivity.

Judges	Objects Judged		Diff.	CR
	Men	Women		
Male	31.32	25.50	5.82	0.89
Female	32.25	26.50	5.75	0.89
Difference	0.93	1.00		
Critical Ratio	0.86	0.86		

t at .05 level, male judges = 1.98; female judges = 2.10

Hypothesis 4: The more observant a judge, the greater his interpersonal sensitivity.

In Table 10 the correlations between Observational Accuracy and Interpersonal Sensitivity for the men and women Objects Judged are reported. The correlations for both men and women combined and for the men Objects alone are significant at the .05 and .01 levels of confidence respectively. The hypothesis therefore is supported. Accurate observation of men leads to greater sensitivity to men; accurate observation of women, however, does not lead to greater sensitivity to women.

Table 10. Correlation between observational accuracy and Interpersonal Sensitivity.

Judges	Objects Judged		
	Men	Women	Total
Male	.24**	.16	.22*
Female	.14	.04	.10
Total	.23**	.16	.21*

*r significant at .05 level.

**r significant at .01 level.

Hypothesis 5: The more intelligent the judge, the greater his interpersonal sensitivity.

Table 11 summarizes the results regarding the relationship between intelligence (as measured by the Quantitative, Language, and total scores for the ACE) and the test of Interpersonal Sensitivity. For the ACE scores, only the Language subscale correlated significantly at the .05 level of confidence. Hypothesis 5 is partially supported by these findings. From Table 11 it may be concluded that the person high in Interpersonal Sensitivity has greater verbal comprehension.

Table 11. Correlation between intelligence and Interpersonal Sensitivity.

Judges	ACE		
	Quantitative	Language	Total
Male	.11	.16	.14
Female	.05	.34	.30
Total	.07	.20*	.16

*significant at .05 level.

Hypothesis 6: The more socially aloof the judge, the greater his interpersonal sensitivity.

The relationship between social aloofness, as measured by the variables Warmth, Gregariousness, and Psychological Distance, and Interpersonal Sensitivity are reported in Table 12. The only significant correlation is with Psychological Distance. The other correlations are not significant, but are in the expected direction. Thus, the hypothesis is partially supported; social aloofness contributes slightly to greater Interpersonal Sensitivity. However, this relationship apparently does not hold true for women judges as evidenced by the low correlations for women.

Table 12. Correlation between social aloofness and Interpersonal Sensitivity.

Judges	Gregariousness	Warmth	Psych. Distance
Male	-.13	-.20*	-.23*
Female	-.27	.04	.19
Total	-.15	-.15	-.17*

*r significant at the .05 level.

Hypothesis 7: The less emotionally stable the judge, the higher his interpersonal sensitivity.

Table 13 presents the correlations between Interpersonal Sensitivity and emotional stability as measured by Calmness, Optimism, Emotional Control, and Total Stability (a composite of the first three variables). None of these is significant, although all of the relationships are in the expected direction. The hypothesis is not supported; the less emotionally stable judge did not have greater Interpersonal Sensitivity.

Table 13. Correlation between emotional stability and Interpersonal Sensitivity.

Judges	Calmness	Optim.	Emot. Cont.	Tot. Stab.
Male	-.06	-.09	-.03	-.07
Female	-.36	-.04	-.12	-.27
Total	-.12	-.09	-.04	-.11

Hypothesis 8: The greater the judge's awareness of himself and his environment, the greater his interpersonal sensitivity.

The results in Table 14 suggest that there is no relationship between the judge's awareness and greater Interpersonal Sensitivity. None of the correlations in the table are significant. Again, however, all but one of the relationships are in the expected direction. Greater awareness did not lead to increased sensitivity.

Table 14. Correlation between awareness and Interpersonal Sensitivity.

Judges	Sens. Awr.	Aesth.	Introv.	Brd. Int.	Tot. Awr.
Male	.08	.06	.06	.03	.08
Female	-.34	.18	.37	.39	.38
Total	.05	.10	.12	.08	.14

Hypothesis 9: Amount, type, and level of performance in college courses are not correlated with the degree of interpersonal sensitivity.

From Table 15 it may be concluded that there is no relationship between the amount (year in college) and type (Psychology credits, and Curriculum-amount of scientific

training) of college courses and Interpersonal Sensitivity. The correlations are not significant as was expected, and this part of the hypothesis is supported. The results indicate that a greater amount of psychological training did not increase a judge's sensitivity. It is clear, however, that the level of performance in both psychology and non-psychology courses is related to greater sensitivity.

Table 15. Correlation between amount, type, and performance in college courses and Interpersonal Sensitivity.

Judges	Year in College	Psych. Cred.	Curriculum	Course Grade	All Coll. Gr. Point
Male	.02	.12	.10	.25**	.23*
Female	-.12	-.05	-.02	.30	.61**
Total	-.01	.10	.08	.26**	.30**

*r significant at .05 level.

**r significant at .01 level.

Hypothesis 10: The higher the judge's interpersonal sensitivity,
the greater his social confidence.

The correlations between social confidence and Interpersonal Sensitivity are shown in Table 16. The lack of any significant correlations indicates no demonstrable relationship between these variables. The hypothesis is not supported; the more socially confident judge is no higher in Interpersonal

Sensitivity than the less confident judge.

Table 16. Correlation between social confidence and Inter-personal Sensitivity.

Judges	Expr.	Self Conf.	Domin.	Sex.	Activ.	Tot. Bold
Male	.07	-.07	-.06	.13	-.08	.00
Female	.26	.10	.26	.26	-.09	.24
Total	.11	-.06	-.03	.09	-.09	.02

Hypothesis 11: The more open-minded the judge, the greater his interpersonal sensitivity.

The results concerning the relationship between open-mindedness (as defined in the History section) and Inter-personal Sensitivity are summarized in Table 17. Three of the four variables are significantly correlated, and the fourth approaches significance ($r = .17$ at the .05 level of confidence). The results suggest that those who are open-minded have greater sensitivity, and that this is probably true of male judges more than female judges.

Table 17. Correlation between open-mindedness and Inter-personal Sensitivity.

Judges	Relig. Scept.	Liberal.	Nonconf.	Tot. Liberal.
Male	.25**	.26**	.18	.29**
Female	.01	.25	-.03	.07
Total	.20*	.26**	.15	.25**

*r significant at .05 level.

**r significant at .01 level.

Hypothesis 12: Second and third person sensitivity will have some different determinants.

By looking over the results concerning previous hypotheses, and comparing second and third person predictions, some support was found for the present hypothesis. For example, female judges were superior to male judges in making 3rd person predictions about men interviewees ($t = 3.06$, significant beyond the .01 level). Female judges were also superior to male judges in making 2nd person predictions about women interviewees ($t = 4.00$, significant beyond the .01 level).

In comparing second and third person predictions for earlier hypotheses, nine out of a total of thirty-three correlations were found to be significantly correlated for one type of prediction and not for the other (see Table 18).

Table 18. Differences between 2nd and 3rd person sensitivity.

Variable	2nd person r	3rd person r
Observ. Acc'cy for Men	.26**	.10
Total Observ. Acc'cy	.20*	.13
ACE - Language	.13	.19*
ACE - Total	.07	.19*
Warmth	-.07	-.19*
Psychol. Distance	-.19*	-.07
Course Grade	.31**	.10
Grade Point Average	.32**	.14
Sexuality	-.03	.19

*r significant at the .05 level.

**r significant at the .01 level.

Item Analysis of Personality Scales

As noted in the Method section, an item analysis of the 750 items from the twenty-two personality scales was made using as a criterion the high and low scorers on the Interpersonal Sensitivity test. An estimate of the Pearson product-moment correlation was used as the measure of discriminability, and this permitted the establishment of significance levels for the correlations obtained.

The item analysis yielded fifteen items significant at or beyond the .05 level of confidence ($r = .40$), which are listed below. One must remember that these are

only suggestive, and that further validation is needed before any conclusive statements can be made.

<u>r</u>	<u>Ans.</u>	
-.53	F	1. I enjoy being a leader of people.
.51	T	2. I occasionally act contrary to custom.
-.49	F	3. I am sometimes influenced in minor decisions by how I happen to be feeling at the moment.
.48	T	4. The notion of divine inspiration may be mistaken.
.47	T	5. It is possible that there is no such thing as divine inspiration.
-.46	F	6. I think it is more important for a person to be reverent than to be sympathetic.
-.45	F	7. No individual, no matter what the circumstances is justified in committing suicide.
-.45	F	8. I genuinely like everyone I get to know.
-.44	F	9. The thought of God gives me an absolutely complete sense of security.
.43	T	10. I have occasionally felt contempt for the opinions of others.
.40	T	11. I would rather read an article about a famous musician than about a famous financier.
.40	T	12. The idea of divine inspiration may be a form of wish fulfillment arising from suggestibility.
.40	T	13. I would rather grow inwardly than be a success in practical affairs.
.40	T	14. I like continually changing activities.
-.40	F	15. I was known as a quiet child.

DISCUSSION

Table 19 presents a summary of the results concerning the hypotheses tested.

Table 19. Summary of evidence for hypotheses.*

Hypothesis	Evidence
1. Interpersonal sensitivity is a general ability	+ +
2. Superiority of female judges	0
3. Same-sex greater than opposite-sex sensitivity	0
4. The accurate observer has greater sensitivity.	+ +
5. The intelligent judge is more sensitive	+
6. The socially aloof judge has greater sensitivity	+
7. Low emotional stability is related to sensitivity	0
8. Greater awareness leads to greater sensitivity	0
9. Amt., type, perf. in courses not related to sens.	+
10. Greater sensitivity leads to social confidence	0
11. The open-minded judge has greater sensitivity	+ +
12. 2nd & 3rd person sens. have diff't determinants	+

*Key: + + = strong support; + = partial support;
0 = no support.

As can be seen from Table 19, three of the hypotheses (#1, #4, and #11) were supported by the findings. Four of the hypotheses were partially supported, and may be restated as

follows: (5) The more sensitive judge has greater verbal comprehension; (6) For male judges, social aloofness leads to greater sensitivity; (9) Amount and type of college courses are not related to sensitivity, but level of performance in courses is positively related to interpersonal sensitivity; (12) second and third person sensitivity have different determinants for certain variables.

The data did not support five of the hypotheses tested. No significant relationship was found between Interpersonal Sensitivity and emotional stability, awareness of the judge, and social confidence. Also, no difference was found between male and female judges in judging ability, and between same-sex and opposite-sex sensitivity.

Agreement with Previous Findings

The results concerning generality are consistent with earlier research in the area. Both Taft (1955) and Cline and Richards (1960) concluded that there was a general ability to judge others accurately. Also, as Bronfenbrenner et al (1958) pointed out, men who are accurate judges of men are also accurate judges of women ($r = .23$, significant at the .01 level), but women who are accurate judges of women are not accurate judges of men ($r = .07$, not significant).

The effect of Observational Accuracy on Interpersonal Sensitivity has also been noted by other investigators (Adams, 1927; Bronfenbrenner et al, 1958). Harris (1962) obtained a correlation of .39 between his test of Observational Accuracy and a test of inferential accuracy, which compares favorably with the present correlation of .21 ($r = .22$ for the .01 level of confidence).

Miles (1960) and Cline (1955) found that the flexible person, one free from the effects of bias, prejudice, and authoritarian attitudes, has greater sensitivity. This agrees with the hypothesis of open-mindedness, which is supported by the data as seen in Table 19. The results of the present study show the same relationship, also finding as Cline did, that the relationship held only for male judges. The male judges' correlation were significant beyond the .01 level while the correlations for the female judges were close to zero.

As seen in Table 19, Hypothesis 6 was partially supported. Only one of the variables correlated significantly, but the other two approached significance. Other researchers (Allport, 1937; Bruner and Taguiri, 1954) have also found that social detachment aids in making accurate judgments of others.

A number of investigators have found a positive relationship between intelligence and interpersonal sensitivity (Cline, 1960; Taft, 1950, 1955; Allport, 1927). The present results indicate that possibly the greatest contributing factor is a high degree of verbal comprehension. Unfortunately, previous studies often neglected to specify what the components of their intelligence measures were, and thus no direct comparisons can be made. But it seems likely that verbal scores would be more important than quantitative ability in relation to interpersonal situations.

The findings regarding the lack of a relationship between amount and type of college courses and Interpersonal Sensitivity are consistent with those found by Trumbo (1955), Estes (1938), and Kelly and Fiske (1951). Many investigators have pointed out that amount of psychological training is not correlated with the ability to judge others (Wakeley, 1961) and this is supported by the results of this study.

This study was one of the few to concern itself with the differences between second and third person sensitivity. There are no studies besides Bronfenbrenner et al (1958) that discuss these variables, or utilize them as measures of judging ability. The correlations reported in Table 18 show some interesting relationships. For instance, accurate

observation is related to second person sensitivity, indicating a more direct knowledge of what the person observed is like. Other relationships are not as clear, such as that between ACE scores and third person sensitivity. It seems that further investigation of these variables is needed in order to clarify the determinants of the ability.

Hypothesis 2 was not supported as noted in Table 19. Taft (1955) states that the weight of evidence is in favor of no sex difference in ability to judge, or perhaps a slightly superior ability in women. Perhaps the measurement technique used in the present study was such that it negated this slight superiority; some investigators have noticed that the degree of superiority varies from task to task.

The third hypothesis regarding same-sex and opposite-sex sensitivity is in agreement with the results of Bronfenbrenner et al (1958). They found, as in the present investigation, that the mean scores for same-sex sensitivity were greater than those for opposite-sex sensitivity, but the difference between the means was not statistically significant. As noted in the History section, it was felt that this hypothesis needed clarification; it seems that Bronfenbrenner's findings were correct, at least in terms of obtaining comparable results, and that there is no

difference between the two types of sensitivity.

Inconsistencies with the Literature

The hypothesis concerning the correlation between emotional stability and Interpersonal Sensitivity was not supported by the data. However, all the correlations in Table 12 are in the hypothesized direction, indicating a tendency for the sensitive judge to be less emotionally stable.

No relationship was found between the judge's awareness and his Interpersonal Sensitivity. The lack of significant correlations provides no support for the hypothesis. One of the problems here is the measurement of awareness and self-awareness which has been noted by Bruner and Taguiri (1954). A reliable and valid measure of this variable would aid future researchers.

As can be seen in Table 19, Hypothesis 10 was not supported by the results. It seems that a sensitive judge has no more social confidence than a person low in sensitivity. This fact may reflect the social detachment of the sensitive judge, and his lack of interest in other persons. If he maintains the position of social aloofness, he has no need to develop any social confidence.

Some possible explanations of these contradictory findings may lie in the measures used. The present test of Interpersonal Sensitivity is one of the first to eliminate the influence of stereotype accuracy, whereas previous measures of the ability often confounded this component into their accuracy score. Thus, certain variables previously found to correlate with the ability may have had the relationship reduced because of this added factor. The significant correlations may have been directly related to the stereotype accuracy component, and removing the component from the accuracy score reduced the correlations to insignificance.

Another possible reason for the inconsistencies present in the results is the type of personality scales used. The scales are reliable (see Table 6) and fairly valid, so no problem is seen here. But various researchers have used a number of different instruments to measure personality traits, and the assumption of generality across instruments may be untenable.

In some cases significant findings for the male judges were nullified by the lack of significance for female judges, or by correlations in the opposite direction. The small size of the female sample makes possible the biasing of results by extreme cases. Also, as Bronfenbrenner et al

pointed out (1958) the females who are in an almost exclusively male class (see Table 1) may tend to put their relationships on a competitive basis, and implicit in this fact is the idea that they may thus have a somewhat different personality makeup than the "average" female.

It would be meaningful now to collate the various findings and try to set up a tentative description of the good judge.

The person high in interpersonal sensitivity is an observant, verbal, and well informed individual. From the point of personality, he is above all, open-minded, i.e., liberal, independent, nonconforming. He is open to change, and receptive to new situations and ideas. He is an accurate observer of the social scene, but does not himself become involved in it. Rather he remains somewhat distant and is socially aloof. In general, he is a quiet, self-assured individual who, although inner-directed, is still aware of his impact upon others, and their impact upon him.

The person low in interpersonal sensitivity, on the other hand, is a person who is calmer and more optimistic and thus, more emotionally stable. He is not as aware of his environment, although he is outward-oriented, indicating a sort of superficiality. He is more active than the good

judge, but tends to confine his interests to a few areas, including a somewhat materialistic outlook on life. Although being dominant and self-confident, he has difficulty expressing his emotions in certain situations.

The picture of the person who is sensitive to both groups and individuals is one of an intelligent, optimistic, open-minded individual. He perceives the interactions in interpersonal situations clearly, yet this does not help him to be socially confident. In addition, he is therefore, somewhat cool, socially aloof, and emotionally independent.

The results point out that interpersonal sensitivity is general, measurable, and significant enough to be a significant focus of training and education programs. The present study supports many earlier ones in showing that present training programs are of little or no effect in increasing the ability. The major significant finding, the relation between open-mindedness and interpersonal sensitivity, adds a more specific dimension to the long time goal of liberal education, which is to make students more open-minded and independent. Thus training and education seem no more effective in developing this attitude than they are in developing interpersonal sensitivity. Thus, the results here stress the importance of new and imaginative approaches to the field of training in interpersonal sensitivity.

SUMMARY AND CONCLUSIONS

The purposes of the present study were twofold:

(1) to develop a test of interpersonal sensitivity free from the influence of stereotype judgments; and (2) to test specific hypotheses concerning the determinants of the ability.

Interpersonal sensitivity was defined as the ability of a judge to differentiate between individuals in terms of their thoughts, feelings, and attitudes, and to use this knowledge in making predictions about the individual.

The study was divided into two phases. The first phase consisted of the development of a test of interpersonal sensitivity which included second and third person predictions, and which was free from the effects of stereotype accuracy. In the second phase, the test was administered to the subjects, and the hypotheses derived from previous findings were tested. The measure of interpersonal sensitivity was the number of correct predictions made by the judge.

The Cline films were used to present the persons to be judged to the judges. The films consist of five-minute sound color interviews with six different persons. They

permit the presentation of a standardized stimulus situation to large groups of people.

The final form of the test consisted of 120 items including second and third person predictions, and items for both men and women interviewees. The reliability of the test was .59, which is not as high as expected.

The following hypotheses were supported by the data:

1. Interpersonal sensitivity is a general ability.
2. The more observant a judge, the greater his interpersonal sensitivity.
3. The more open-minded the judge, the greater his interpersonal sensitivity.

Four hypotheses were partially supported by the data, and these may be restated as follows:

4. The more sensitive judge has greater verbal comprehension.
5. For male judges, social aloofness leads to greater sensitivity.
6. Amount and type of college courses are not related to sensitivity, but level of performance in courses is positively related to interpersonal sensitivity.
7. Second and third person sensitivity have different determinants for certain variables.

It was concluded that the data did not support five of the hypotheses tested. No significant relationship was found between interpersonal sensitivity and emotional stability, awareness of the judge, and social confidence. Also, no differences were found between male and female judges in their judging ability, and between same-sex and opposite-sex sensitivity.

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APPENDIX A

PART 2

INFERENCE ACCURACY

INSTRUCTIONS:

All the men in the film filled out a series of attitude and personality scales. Their friends rated them on a series of traits and also gave sketches of them. The statements below are based on the answers that the men and their friends gave. When you answer the questions, use only spaces 1, 2, and 3, on the IBM sheets. The numbers correspond to the order in which the interviews appeared. That is, Mr. G. is (1), Mr. W. is (2), and Mr. Z. is (3). In other words, if you think the answer to a particular question is:

Mr. G. mark "1"
Mr. W. mark "2"
Mr. Z. mark "3"

The correct answers are known from the attitude scales and other tests that the interviewed men filled out. Also, the correct answers are equally distributed among the three men.

Religious Beliefs

(1) Mr. G., (2) Mr. W., and (3) Mr. Z., filled out a rating scale about their religious beliefs. Which one answered in the following manner?

- 2 61. Agreed that "I am unable to accept the idea of 'life after death' at least not until we have some definite evidence there is such a thing."
- 3 62. Agreed that "God will punish those who disobey his commandments and reward those who obey Him (either in this life or a future life)."
- 2 63. Disagreed that "There exists an evil intelligence, personage, or spirit in the universe often referred to as Satan or the Devil."

Adjective Check List

The three men were each given pairs of adjectives and were asked to choose the one which they thought was a better description of themselves. In each of the pairs below only one of the men checked the adjective underlined. Mark "1" if you think it was Mr. G., "2" if you think it was Mr. W., or "3" if you think it was Mr. Z.

- 2 64. Arrogant - apathetic
- 2 65. Progressive - outgoing
- 3 66. Shy - assertive
- 1 67. Steady - spunky
- 1 68. Tolerant - ingenious
- 1 69. Stable - robust
- 1 70. Practical - charming
- 3 71. Contented - quick
- 1 72. Warm - forceful
- 1 73. Moderate - artistic
- 2 74. Restless - unemotional
- 3 75. Sincere - original
- 1 76. Good-natured - painstaking
- 3 77. Kind - insightful
- 1 78. Changeable - tense

(over)

- 3 79. Loyal - clever
- 3 80. Considerate - sharp-witted
- 1 81. Foolish - cynical

Personality Inventory Items

(1) Mr. G., (2) Mr. W., and (3) Mr. Z. were given a series of true-false items. Which one of the three answered false to these items?

- 3 82. I like to be the center of attention.
- 3 83. It is easy for me to talk to strangers.
- 2 84. At times I think I am no good at all.

Which one of the three answered true to these items?

- 2 85. I easily become impatient with people.
- 1 86. I take a pretty easy-going and lighthearted attitude toward life.
- 2 87. My hardest battles are with myself.
- 3 88. Policemen are usually honest.
- 3 89. I seldom have quarrels with the members of my family.
- 1 90. I do not always tell the truth.

Thumbnail Sketches by Friends

Friends of (1) Mr. G., (2) Mr. W., AND (3) Mr. Z. also gave thumbnail descriptions of them. Which one was described as follows?

- 2 91. "Is in a state of rebellion against all religions."
- 2 92. "Enjoys almost all good art and music."
- 3 93. "Does quite poorly in speaking to groups."
- 2 94. "Rather fussy about what he eats and how it is prepared."
- 3 95. "Is shy and reserved at parties."
- 3 96. "Prefers going steady with one person."
- 3 97. "Rather easy-going with no great ambition."
- 1 98. "Is fairly easy-going with his children."
- 1 99. "Raises voice a little but maintains control in family arguments."
- 1 100. "Is about in regards to ambition."
- 2 101. "Somewhat insecure and highstrung."
- 1 102. "Is easy to get along with."
- 3 103. "Is a rather quiet and humble person."
- 3 104. "Loyal, honest, and kind."
- 1 105. "Enjoys himself at parties, but is not much noticed."
- 3 106. "Very reliable and hard working."
- 2 107. "Avoids emotional scenes with people because they make him feel most uncomfortable."
- 2 108. "Tends to 'stew' about things, changes his mind back and forth before making final decisions."

Ratings by Friends

(1) Mr. G., (2) Mr. W., (3) Mr. Z., were rated by their friends on a series of personality traits. Which one was rated as follows?

- | | |
|---------------------------|-------------------------|
| 2 109. least affectionate | 2 117. least confident |
| 2 110. most rebellious | 2 118. most egotistical |
| 2 111. least shy | 1 119. least rebellious |
| 2 112. least friendly | 1 120. least careful |
| 3 113. least egotistical | |
| 3 114. most careful | |
| 1 115. least ambitious | |
| 3 116. least realistic | |

PART 2

INFERENCE ACCURACY

INSTRUCTIONS:

All the women in the film filled out a series of attitude and personality scales. Their friends rated them on a series of traits and also gave sketches of them. The statements below are based on the answers that the men and their friends gave. When you answer the questions, use only spaces 1, 2, and 3, on the IBM sheets. The numbers correspond to the order in which the interviews appeared. That is, Mrs. D. is (1), Mrs. N. is (2), and Mrs. P. is (3). In other words, if you think the answer to a particular question is:

Mrs. D. mark "1"

Mrs. N. mark "2"

Mrs. P. mark "3"

The correct answers are known from the attitude scales and other tests that the interviewed women filled out. Also, the correct answers are equally distributed among the three women.

Religious Beliefs

(1) Mrs. D., (2) Mrs. N., (3) Mrs. P., filled out a rating scale about their religious beliefs and values. Which one of the three would have made the following statements?

- 1 1. Agreed that "While God may exist, it is quite difficult for me to accept such a fact without some definite proof."
- 1 2. Most strongly agreed that "People don't necessarily have to believe in God in order to lead good lives and have a high system of ethics and morals."
- 2 3. Most strongly agreed that "God will punish those who disobey his commandments and reward those who obey Him (either in this life or a future life)."
- 2 4. Most strongly agreed that "When in doubt, I have usually found it best to stop and ask God for guidance."
- 1 5. Agreed least that "I have sometimes been very conscious of the presence of God."
- 2 6. Most strongly agreed that "No one who has experienced God like I have could doubt his existence."
- 2 7. Most strongly agreed that "I have sometimes been very conscious of the presence of God."

Adjective Check List

(1) Mrs. D., (2) Mrs. N., (3) Mrs. P. filled out a form which contained a number of pairs of adjectives. They were asked to check the adjective in the pair which most closely fit themselves. Which one checked the underlined adjective in the following pairs?

- 2 8. Conservative - excitable
- 1 9. Talkative - boastful
- 1 10. Curious - pleasure seeking
- 2 11. Reliable - feminine
- 1 12. Interests wide - efficient
- 1 13. Impulsive - forgetful
- 1 14. Original - quiet

(over)

- 1 15. Spontaneous - attractive
- 1 16. Unconventional - unassuming
- 2 17. Understanding - timid
- 2 18. Fairminded - sharp-witted
- 3 19. Unselfish - cool
- 2 20. Moderate - silent
- 3 21. Healthy - tough
- 2 22. Contented - progressive
- 1 23. Changeable - submissive
- 3 24. Sympathetic - charming
- 2 25. Sincere - warm
- 3 26. Courageous - rational
- 2 27. Practical - wholesome
- 2 28. Friendly - humorous
- 3 29. Poised - moderate
- 3 30. Capable - obliging

Thumbnail Sketches

(1) Mrs. D., (2) Mrs. N., (3) Mrs. P., were described by their friends. Which one was described as follows?

- 1 31. "Emotionally possessed of considerable mood swings (happy or very unhappy)."
- 1 32. "Is very friendly to everybody at social gatherings and enjoys herself very much."
- 2 33. "Always on time."
- 3 34. "Maintains quite firm and strict discipline with her children."
- 2 35. "Very conscientious and responsible."
- 1 36. "Likes to be with people who like her when she feels blue."
- 3 37. "A very generous and warm hearted person."
- 2 38. "Handles and budgets money extremely well."
- 3 39. "Is exceptionally sound and stable with regard to her emotional and mental health."
- 3 40. "An exceptionally hard working and energetic person."
- 2 41. "A very stable, well balanced woman."
- 2 42. "Weighs things quite carefully before making a decision."
- 1 43. "Resents her husband's criticism and gets upset."
- 1 44. "Is open and warm in showing affection to people."

Ratings by Friends

(1) Mrs. D., (2) Mrs. N., (3) Mrs. P. were rated by their friends on a series of personality traits. Which one was rated as follows?

- 1 45. least cooperative
- 1 46. least confident
- 3 47. most careful
- 2 48. least unrealistic
- 3 49. most stubborn
- 1 50. least friendly
- 1 51. least ambitious
- 2 52. most affectionate
- 1 53. least affectionate
- 1 54. most shy
- 3 55. least egotistical
- 2 56. least rebellious
- 2 57. least stubborn
- 1 58. most unrealistic
- 1 59. least careful

APPENDIX B

CURRICULUM SCALE

Based on amount of scientific training, with those majors in Group 1 having the least amount, and those majors in Group 5 having the greatest amount of training.

Group 1

Business Services
English
Comparative Literature
Foreign Languages
Humanities
Arts and Letters

Group 3

Economics
Geography
Pers., Prod., Administ.
Nursing
Social Work

Group 4

Social Sciences
Psychology
Sociology
Anthropology
Political Science

Group 2

TV and Radio
Industrial Arts
No Preference
Urban Planning and Landscape
Architecture
Home Economics
Police Administration
Advertising and GCA
Hotel, Rest., Instit. Mang't.
Health, Phys. Ed., Recreation
History
Agricultural Business
Forestry

Group 5

Engineering (all branches)
General Science
Biological Science
Physical Science
Biochemistry
Mathematics and Statistics

APPENDIX C

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.

151. Ambitious
152. Careful
153. 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

154. Safety
155. Dependability
156. Initiative
157. Job Knowledge
158. Suggestiveness
159. Industriousness
160. 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.

161. Friendly
162. Honest
163. Stable
164. Flexible
165. 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

166. Safety
167. 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.

168. I am guided in my conduct by firm principles.
169. I assert myself with energy on any occasion.
170. 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.

171. Realistic
172. Ambitious
173. Flexible
174. 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

175. Initiative
176. Potentiality
177. 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.

178. I like reading about business trends.
 179. I am systematic in caring for my personal property.
 180. I never neglect serious things in order to have a good time.
- 2-15-63 ht

APPENDIX D

THE JUDGMENT OF INTERESTS

GENERAL DIRECTIONS:

The following four tests investigate your knowledge of the different interests of men and women, young and old men, executives and unskilled workers, psychologists and men-in-general. For each test, large groups were asked to check whether they "liked" or "disliked" various occupations, school subjects, activities, etc. The correct answers are based on what they reported.

PART I

DIFFERENCES BETWEEN MEN AND WOMEN

Directions--Mark "1" if you think more men than women like the interest;
"2" if you think more women than men like the interest.

1. Athletic director
2. Operating machinery
3. Emotional people
4. Entertaining others
5. Laboratory technician
6. People who have made a fortune in business
7. Foreigners
8. Opening a conversation with a stranger
9. Have mechanical ingenuity (inventive)
10. Actor
11. Musician
12. Dramatics
13. Mechanical drawing
14. Calculus
15. Physiology
16. Treasurer of a society
17. Interpreter
18. Buyer of merchandise
19. Sculptor
20. Activity which produces tangible returns
21. Sociology
22. Botany
23. Ancient languages
24. People who are natural leaders
25. Carelessly dressed people
26. People who have done you favors
27. Occasionally make bets
28. Tell jokes well
29. Art galleries
30. Literature

PART II

DIFFERENCES BETWEEN YOUNG AND OLD MEN

Directions--Mark "1" if you think more 15 year olds than 55 year olds like the interest; mark "2" if you think more 55 year olds like the interest.

31. Floorwalker
32. Handling horses
33. Auto repairman
34. Ship's officer
35. Specialty salesman
36. Clergyman
37. Marine engineer
38. Sociology
39. Operating machinery
40. Locomotive engineer
41. Teaching adults
42. Economics
43. Educational movies
44. Manual training
45. Fishing
46. Travel movies
47. Spendthrifts
48. Thrifty people
49. Saving money
50. Definite salary (as opposed
to commission on what is
done)
51. Thomas A. Edison
52. Enter into situations and
enthusiastically carry
out programs
53. Show firmness without being
easy
54. Usually ignore the feelings
of others
55. Am quite sure of myself
56. Carelessly dressed people
57. Interest the public in a
machine
58. People who get "rattled"
easy
59. Tell jokes well
60. Win friends easily

PART III

DIFFERENCES BETWEEN EXECUTIVES AND UNSKILLED WORKERS

Directions: Mark "1" if you think more unskilled workers than professional and executive workers like the interest; mark "2" if you think more professional and executive workers like the interest.

- | | |
|---|-------------------------------|
| 61. Physics | 104. J. J. Pershing, soldier |
| 62. History | 105. John Wanamaker, merchant |
| 63. Boxing | |
| 64. Physical training | |
| 65. Detective stories | |
| 66. Mathematics | |
| 67. Climbing along edge of precipice | |
| 68. Golf | |
| 69. Agriculture | |
| 70. Musical comedy | |
| 71. "New Republic" | |
| 72. Typist | |
| 73. Office clerk | |
| 74. Lawyer, criminal | |
| 75. Lawyer, corporation | |
| | |
| 76. Secret service man | |
| 77. Manufacturer | |
| 78. Sales manager | |
| 79. Scientific research worker | |
| 80. Electrical engineer | |
| 81. Advertiser | |
| 82. Draftsman | |
| 83. Repairing a clock | |
| 84. Magazine writer | |
| 85. Editor | |
| 86. Repairing electrical wiring | |
| 87. Definite salary | |
| 88. Opportunity to understand just how one's superior expects work to be done | |
| 89. Work for yourself | |
| 90. Freedom in working out one's own methods of doing the work | |
| | |
| 91. Great variety of work | |
| 92. Giving "first aid" assistance | |
| 93. Adjusting difficulties of others | |
| 94. People who always agree with you | |
| 95. People who chew gum | |
| 96. Thrifty people | |
| 97. Nervous people | |
| 98. Conservative people | |
| 99. People who talk very slowly | |
| 100. People with gold teeth | |
| 101. Energetic people | |
| 102. President of a club | |
| 103. Pet monkeys | |

(over)

(See above on right.)

PART IV

DIFFERENCES BETWEEN PSYCHOLOGISTS AND MEN-IN-GENERAL

Directions: Mark "1" if you think more psychologists than men-in-general like the interest; mark "2" if you think fewer men-in-general like the interest.

106. Doing research work
107. Teaching adults
108. Rancher
109. Statistician
110. Regular hours of work
111. Athletic director
112. Actor
113. Writing reports
114. Orchestra conductor
115. Office manager
116. Artist
117. Wholesaler
118. Poet
119. Sculptor
120. Editor
121. Corporation lawyer
122. Manufacturer
123. Astronomer
124. Cashier in bank
125. Physician
126. Developing business systems
127. Magazine writer
128. Conservative people
129. Carelessly dressed people
130. People who make fortunes in business
131. Thrifty people
132. Absent-minded people
133. Solving mechanical puzzles
134. My advice is sought by many
135. My feelings are easily hurt
136. Independents in politics
137. Put drive into the organization
138. Have more than my share of novel ideas
139. Saving money
140. Fishing
141. Chess
142. Geometry
143. Physical activity
144. Physiology
145. Sporting pages
146. Hunting
147. Algebra
148. Literature
149. Symphony concerts
150. Physical training

APPENDIX E

THE JUDGMENT OF MEN

GENERAL DIRECTIONS:

This is a test of your ability to judge men. You are going to see five-minute filmed interviews with three men: Mr. G, Mr. W., and Mr. Z. When the film is over you will be asked to answer questions about what they looked like and said and also to answer questions about how they rated themselves and what their friends think of them. That is, the test is divided into two parts:

- Part I. Observational Accuracy
- Part II. Inference Accuracy

Instructions For Part I

This part of the test is concerned with the appearance, actions, and conversation of the three men. The statements in the test are of the following kinds:

- He had a red hat
- He smiled frequently
- He said he liked to play chess

Answer the questions by using spaces 1, 2, 3, and 4 on the separate answer sheet:

- Mark "1" if you think the correct answer is Mr. G. (the man in the first interview)
- Mark "2" if you think the correct answer is Mr. W. (the man in the second interview)
- Mark "3" if you think the correct answer is Mr. Z. (the man in the third interview)
- Mark "4" if you think the statement applies to none of the three men.

Do all the items and try not to leave any blank.

DO NOT TURN THIS PAGE UNTIL THE FILM IS FINISHED
INSTRUCTIONS FOR PART 2 FOLLOW PART I

PART I

OBSERVATIONAL ACCURACY

Appearance and Actions

The first thirty statements refer to the appearance and actions of the men. REMEMBER to use "1" for Mr. G., "2" for Mr. W., "3" for Mr. Z., and "4" for statements that refer to none of the men.

1. He smiled frequently.
2. He kept wringing his hands.
3. His shirt and jacket were the same color.
4. He left quickly.
5. He shook the interviewer's hand when he entered.
6. He wore a knit white pullover shirt.
7. He wore a wedding ring.
8. He sat far back from the table.
9. He gave a quick smile upon leaving.
10. He put his left hand to his chin.
11. He had a rather high forehead.
12. He did not change his facial expression.
13. His eyes appeared to be red.
14. He had a nervous stutter.
15. His elbows were on the table.
16. He folded a piece of paper.
17. He had a very soft voice.
18. He moved his chair forward
19. His hands were in his lap most of the time.
20. He sat sideways to the interviewer.
21. He was wearing a shiny belt.
22. There was a birthmark on his upper lip.
23. He wore a tan sport jacket.
24. He needed to shave.
25. He covered his mouth.
26. There was a pen or pencil in his hand.
27. He had a pen clipped to his shirt.
28. His hair was parted on the right.
29. He wore a turtle-neck sweater.
30. He did not shift his body at all during the interview.

(over)

Conversation

The following statements refer to what the interviewees said. Remember to use "1" for Mr. G, "2" for Mr. W, "3" for Mr. Z, and "4" for none of them.

He said that:

31. He did not want to talk about himself.
32. He would sometimes go to a person who lied about him.
33. Being in movies makes him nervous.
34. He is not very athletic.
35. People don't need religion.
36. He has been in home movies.
37. He keeps his emotions in check.
38. He never attends church.
39. He likes dancing.
40. He likes being married.
41. Moral teachings are important to most people.
42. He would get "sore" if someone lied about him.
43. People need a basic belief.
44. It is good to get along with people.
45. He likes music.

46. He is an average person.
47. He likes to "play around."
48. He wouldn't like it if his brother took his car.
49. Religion is not a major issue to him.
50. He said that people have a big conscience.
51. Religion keeps him from things he feels like doing.
52. He never goes to parties.
53. He has few friends.
54. Only a mean or big thing makes him lose his temper.
55. He gets along well with intimate friends.
56. Religion is important to him.
57. He said that he doesn't mind being in movies.
58. It is important to have a hobby.
59. He likes summer sports.
60. He is disturbed at the way people get after parties.

EB. BG/HS
February, 1963

THE JUDGMENT OF WOMEN

GENERAL DIRECTIONS:

This is a test of your ability to judge women. You are going to see five-minute filmed interviews with three women: Mrs. D., Mrs. N., and Mrs. P. When the film is over you will be asked to answer questions about what they looked like and said and also to answer questions about how they rated themselves and what their friends think of them. That is, the test is divided into two parts:

Part I. Observational Accuracy

Part II. Inference Accuracy

Instructions for Part I.

This part of the test is concerned with the appearance, actions, and conversation of the three women. The statements in the test are of the following kinds:

She had a red hat

She smiled frequently

She said she liked to play tennis

Answer the questions by using spaces 1, 2, 3, and 4 on the separate answer sheet:

Mark "1" if you think the correct answer is Mrs. D.
(the woman in the first interview)

Mark "2" if you think the correct answer is Mrs. N.
(the woman in the second interview)

Mark "3" if you think the correct answer is Mrs. P.
(the woman in the third interview)

Mark "4" if you think the statement applies to none
of the three women.

Please answer all the statements, leaving none blank.

DO NOT TURN THIS PAGE UNTIL THE FILM IS FINISHED

Instructions for Part II follow Part I

PART I
OBSERVATIONAL ACCURACY

Appearance and Actions

The first sixty statements refer to the appearance and actions of the women.
REMEMBER to use "1" for Mrs. D., "2" for Mrs. N., "3" for Mrs. P. and "4" for statements that refer to none of the women.

1. She wore short sleeves.
2. She wore a necklace
3. She faced the camera directly.
4. Her hair was messy and uncombed.
5. She wore a ring on her right hand.
6. She smiled very infrequently.
7. Her hands were below the table.
8. She clenched her fingers.
9. She had very thin eyebrows.
10. She straightened her glasses.
11. She leaned back in her chair.
12. Her hair was turned under on the ends.
13. She had a long thin neck.
14. She had to clear her throat.
15. She spoke slowly and softly.
16. Her coat had a button undone.
17. She looked down as she left.
18. She nervously tugged at her collar.
19. She wore shiny silver earrings.
20. Her ring had a dark colored stone.
21. Her watch had a gold strap on it.
22. She wore no lipstick.
23. She had waves in her hair.
24. She used no hand gestures at all.
25. She took something from the table as she left.
26. She gestured with both hands.
27. She carried no purse.
28. She wore no earrings.
29. She put her gloves on the table.
30. She sat sideways to the interviewer.

Conversation

The remaining statements refer to what the interviewees said. Remember to use "1" for Mrs. D., "2" for Mrs. N., "3" for Mrs. P., and "4" for none of them.

SHE SAID THAT:

31. She wished she had more patience.
32. She reads a great deal.
33. She expects people to be inconsiderate.
34. She has few friends.
35. Religion makes people better.
36. In her spare time she works in her home.
37. It is a problem for her to put up with 10 other employees.
38. Religion is something to cling to and depend on.
39. She loses her temper when she's tired and nervous.
40. She thinks religious persons don't lose their temper.
41. Religion should be the greatest thing in the home.
42. She has no time for hobbies.
43. She would give money for mentally disturbed people.
44. She never gets finished with housework.
45. She thinks she is quite a hard worker.
46. She loses her temper often.
47. She would laugh off a lie told about her.
48. Religion should be "over 50% of one's life."
49. One of her handicaps is lack of time to do what she wants to do.
50. She thinks there is good in everyone.
51. She tends to control her temper too much.
52. Her work is in the field of religion.
53. Remembering names is her greatest problem.
54. She can't control her temper.
55. The inconsiderateness of people makes her lose her temper.
56. A lie would make her mad.
57. Her greatest problem is neglecting her family.
58. She likes to do things that are creative.
59. She agreed that she is "very busy."
60. Religion is important in her home.

APPENDIX F

SUPPRESSION SCALE

1. I have sometimes gotten so angry that I felt like throwing and breaking things.
2. I sometimes take the remarks of others in a too personal way.
3. I have sometimes felt like getting revenge when someone has insulted me.
4. I have never been jealous of other people's successes.
5. I have occasionally felt contempt for the opinions of others.
6. I have sometimes corrected others, not because they were wrong, but only because they irritated me.
7. I like to know important people because it makes me feel important.
8. If it were not for my fear of disapproval, I believe I would violate certain social conventions.
9. I am not affected by flattery.
10. I have never thought of things too bad to talk about.
11. There are almost no things about myself on which I am touchy.
12. I think about myself rather often.
13. My parents never made me do anything that I thought was unreasonable.
14. I never enjoy it when I persuade someone to do what I want.

15. I was afraid of the dark during one period of my childhood.
16. I have had dreams that I refused to talk about.
17. My table manners are as good at home as when I am out with company.
18. I have never really disliked any teacher.
19. Some people are so bossy that I feel like doing the opposite of what they request, even though I know they are right.
20. I find it easy to laugh at even serious mistakes that I make.
21. I almost always do about as well as I expected in competitions.
22. People have never criticized me in what I thought was an unfair way.
23. As a child, I was never really angry with my parents.
24. Personal criticism never bothers me.
25. I have almost never been disturbed about sexual matters.
26. I am practically always tolerant even in dealing with people that I don't like.
27. I like people that are like me.
28. I have sometimes felt like swearing.
29. My sense of humor is probably no better than that of most people.
30. As a child, I was honest chiefly through fear of getting caught.

APPENDIX G

MALE JUDGES

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
Men-Obs-App	17	-01	12	13	10	14	19	07	17
Men-Obs-Con	18	15	22	13	-03	06	20	07	17
Men-Obs-TTL	25	14	27	22	-03	12	30	07	24
Men-Inf-2nd	--	18	82	27	00	17	80	11	61
Men-Inf-3rd	18	--	71	20	10	19	24	68	55
Men-Inf-TTL	82	71	--	31	06	23	71	47	75
Wom-Obs-App	-09	-01	-07	03	03	03	-04	02	-02
Wom-Obs-Con	21	24	29	17	03	12	23	17	26
Wom-Obs-TTL	09	16	15	12	04	10	13	12	16
Wom-Inf-2nd	27	20	31	--	28	80	79	33	73
Wom-Inf-3rd	00	10	06	28	--	80	18	80	57
Wom-Inf-TTL	17	19	23	80	80	--	61	71	81
TTL-Obs-App	04	-01	02	09	08	11	08	05	09
TTL-Obs-Con	22	25	30	17	-00	11	25	15	25
TTL-OBS-ACC	18	17	22	17	04	13	22	13	22
TTL-Inf-2nd	80	24	71	79	18	61	--	28	84
TTL-Inf-3rd	11	68	47	33	80	71	28	--	76
TTL-INF-ACC	61	55	75	73	57	81	84	76	--
Stereo M-W	-10	-04	-09	-02	03	01	-07	-00	-05
Y-Old	09	-12	-01	12	02	09	13	-06	05
E-Uns	10	-05	04	01	06	05	07	02	06
P-Non	20	-08	10	07	16	15	17	08	16
TOTAL	16	-10	06	08	11	12	15	02	11
TTL SA & IS	58	42	66	62	51	70	75	63	87
Empathy-Psy	13	02	10	07	01	05	12	02	10
-Phys	-13	-09	-14	-08	-04	-07	-13	-08	-14
-Socl	08	16	15	06	06	08	09	14	14
Level Rtnng	04	02	04	11	-12	-00	10	-08	02
Spread Rtnng	-13	-04	-11	05	19	15	-05	12	03
PrecFlex-EF	06	-09	-01	07	17	15	08	07	09
-Space	00	-07	-04	-01	-07	-05	-00	-09	-06
-NeRev	04	00	03	14	17	20	11	13	15
-TOTAL	04	-07	-01	08	11	12	07	04	07
Age	-10	-10	-13	-02	18	10	-08	07	-01
Class	08	-02	-07	09	06	10	01	04	02
Curriculum	00	-04	-02	10	17	17	06	10	10
Psy Credits	24	-13	10	07	09	10	19	-01	12

MALE JUDGES Continued.

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
Gr Pt Avge	22	03	18	19	10	18	26	09	23
ACE-Quant	-04	19	08	06	07	08	02	16	11
ACE - Lang	09	-03	05	09	22	19	11	15	16
ACE - TOTAL	06	07	08	04	18	14	06	17	14
Socio-Econ	05	-06	00	07	-06	01	07	-08	00
Sex	--	--	--	--	--	--	--	--	--
Psych Dist	-11	-17	-18	-28	-02	-18	-24	-12	-23
Course Grade	28	-06	16	22	14	23	31	07	25
Pulse Rate	10	-00	-07	05	10	09	-03	07	02
Consideratn	17	-12	05	04	-03	01	13	-09	04
Init Struct	01	06	03	04	11	10	02	12	08
Activity	06	05	07	-17	-11	-18	-07	-05	-08
Sexuality	-07	05	-03	04	30	21	-02	25	13
Expressive	10	12	14	02	-04	-01	08	04	08
Self-Confid	-12	06	-05	-07	-02	-06	-12	02	-07
Dominance	-04	-01	-03	-07	-02	-05	-07	-02	-06
TOTAL BOLD	-01	10	05	-07	01	-04	-05	07	00
Calmness	-01	-05	-04	-01	-08	-06	-01	-09	-06
Optimism	-05	-06	-07	-10	-01	-07	-09	-04	-09
EmotControl	05	05	07	-10	-07	-10	-03	-02	-03
TTL STABIL	-00	-02	-02	-08	-07	-09	-05	-06	-07
Relig Scept	18	18	24	16	08	16	22	17	25
Liberalism	19	09	19	18	16	22	23	18	26
Nonconform	14	14	18	12	06	11	16	13	18
TTL LIBERAL	22	19	26	19	12	19	26	20	29
Sens Aware	15	10	16	-03	-02	-03	08	05	08
Introversn	19	-03	12	01	-04	-02	13	-04	06
Breadth Int	-07	06	-02	-03	13	06	-07	13	03
Artist Val	09	01	07	-00	06	04	06	05	07
TTL AWARE	10	05	10	-02	07	03	05	08	08
Ambition	07	-07	01	02	-10	-05	06	-11	-03
Orderliness	-07	-13	-12	-12	-07	-12	-12	-13	-16
TTL AMBITN	-01	-12	-08	-07	-09	-10	-05	-14	-11
Econom Val	-26	-11	-25	-11	-00	-07	-23	-07	-20
Gregarious	-06	-07	-08	-11	-08	-11	-11	-10	-13
TTL TH-PEOP	-19	-11	-20	-14	-06	-12	-21	-11	-20
Suppression	-05	03	-02	-09	-14	-14	-08	-09	-11
Scient Val	08	-01	05	02	-06	-02	07	-05	02
Warmth	-02	-11	-07	-09	-27	-22	-07	-27	-20
TTL LEADER	11	-04	06	07	08	08	11	02	09

FEMALE JUDGES

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
Men-Obs_App	-30	-11	-25	-18	07	-07	-33	-04	-23
Men-Obs-Con	08	49	33	47	14	40	34	46	50
Men-Obs-TTL	-17	21	02	17	16	21	-02	26	14
Men-Inf-2nd	--	43	86	12	-13	-00	79	24	66
Men-Inf-3rd	43	--	84	10	-01	06	37	75	68
Men-Inf-TTL	86	84	--	13	-09	03	69	58	79
Wom-Obs-App	-04	25	12	31	-29	02	16	-00	10
Wom-Obs-Con	-20	14	-04	20	-24	-02	-02	-05	-04
Wom-Obs-TTL	-13	23	05	30	-31	00	09	-03	04
Wom-Inf-2nd	12	10	13	--	17	78	70	19	57
Wom-Inf-3rd	-13	-01	-09	18	--	76	02	65	39
Wom-Inf-TTL	-00	06	03	78	76	--	48	54	63
TTL-Obs-App	-22	11	-07	10	16	-03	-10	-03	-08
TTL-Obs-Con	-08	35	15	38	-08	20	17	21	24
TTL-OBS-ACC	-18	26	04	29	-13	11	05	11	10
TTL-Inf-2nd	79	37	69	70	02	48	--	29	83
TTL-Inf-3rd	24	75	58	19	65	54	29	--	83
TTL-INF-ACC	66	68	79	57	39	63	83	78	--
Stereo M-W	08	03	06	25	00	17	21	02	15
Y-Old	-20	11	-06	12	30	27	-07	28	12
E-Uns	08	28	21	52	-10	28	38	15	33
P-Non	-08	-06	-09	18	22	26	05	10	09
TOTAL	-15	-03	-11	37	19	37	12	11	14
TTL SA & IS	41	49	54	63	41	68	69	65	83
Empathy-Psy	-00	-09	-05	01	33	22	01	15	09
-Phys	11	09	11	03	-23	-13	09	-08	01
-Socl	-24	-10	-20	-10	07	-02	-23	-03	-17
Level Rtnng	33	43	45	12	19	20	31	45	47 ✓
Spread Rtnng	26	04	18	14	-15	00	27	-07	14
PercFlex-EF	32	24	33	08	07	10	28	23	32
-Space	-23	-10	-20	-36	01	-23	-38	-07	-30
-NeRev	04	19	14	-33	-05	-26	-17	11	-05
-TOTAL	04	17	12	-35	-01	-24	-18	12	-05
Age	-12	07	-03	-00	-12	-07	-08	-03	-07
Class	-04	02	-01	00	-29	-19	-03	-18	-12
Curriculum	-01	-11	-06	-12	19	04	-08	05	-02
Psy Credits	-25	-19	-26	11	26	24	-11	03	-05
Gr Pt Avge	46	37	49	46	11	38	61	35	61 ✓
ACE - Quant	-17	-11	-16	23	20	28	02	05	05

FEMALE JUDGES - Continued.

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
ACE - Lang	04	27	18	20	29	32	16	40	34 ✓
ACE - TOTAL	-08	07	-01	36	42	51	16	34	30 ✓
Socio-Econ	10	-31	-12	01	-21	-13	07	-37	-17
Sex	--	--	--	--	--	--	--	--	--
Psych Dist	27	44	42	-22	-11	-22	06	26	19
CourseGrade	-12	11	-01	49	28	51	22	27	30
Pulse Rate	-33	-29	-36	10	-13	-02	-18	-30	-29
Consideratn	-18	19	-00	19	44	41	-01	44	25
Init Struct	45	41	51 ✓	-10	-05	-10 ✓	26	28	34
Activity	28	-26	02	-30	04	-17	02	-17	-09
Sexuality	49	23	43	-30	11	-13	17	25	26
Expressive	28	15	26	08	08	11	25	17	26
Self-Confid	22	07	17	-15	08	-05	06	11	10
Dominance	31	07	23	31	-11	13	41	-02	26
TOTAL BOLD	45	08	32	-09	06	-02	27	10	24
Calmness	-32	-12	-26	-34	-06	-26	-44	-13	-36
Optimism	-05	-02	-04	-36	36	-01	-26	22	-04
EmotControl	-27	09	-11	-02	-06	-05	-21	03	-12
TTL STABIL	-31	-04	-21	-33	08	-17	-43	03	-27
Relig Scept	-18	-20	-22	08	38	30	-08	11	01
Liberalism	16	-11	04	12	45	37	19	22	25
Nonconform	01	-35	-19	-04	36	20	-02	-03	-03
TTL LIBERAL	-05	-27	-19	06	48	35	00	11	07
Sens Aware	-42	-40	-49	08	01	06	-25	-29	-34
Introversn	18	13	18	21	37	37	25	35	37
Breadth Int	42	20	37	19	08	17	42	20	39
Artist Val	07	-03	03	43	-04	26	31	-05	18
TTL AWARE	26	07	20	39	18	38	42	17	38 ✓
Ambition	35	42	46	14	12	17	33	40	45 ✓
Orderliness	-22	21	-01	22	-27	-03	-02	-03	-03
TTL AMBITN	05	39	25	23	-12	08	18	21	24
Econom Val	18	24	25	-21	-01	-15	-00	18	10
Gregarious	11	-30	-10	-19	-28	-31	-04	-42	-27
TTL TH-PEOP	19	-20	00	-28	-29	-37	-04	-34	-23
Suppression	-38	07	-19	06	17	14	-24	16	-06
Scient Val	48	28	45	03	14	11	36	30	42 ✓
Warmth	-22	-05	-16	-00	41	26	-16	24	04
TTL LEADER	08	46	31	09	50	38	11	68	47 ✓

MALE AND FEMALE JUDGES COMBINED

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
Men-Obs-App	08	-04	04	07	09	10	10	04	09
Men-Obs-Con	17	21	24	18	-02	10	22	12	22
Men-Obs-TTL	20	16	23	22	-00	13	26	10	23
Men-Inf-2nd	--	23	83	25	-02	15	80	13	62
Men-Inf-3rd	23	--	74	19	08	17	27	69	57
Men-Inf-TTL	83	74	--	29	04	20	71	49	76
Wom-Obs-App	-08	-06	-02	09	-02	04	01	02	02
Wom-Obs-Con	15	23	24	18	-00	11	21	15	23
Wom-Obs-TTL	05	19	14	17	-01	10	14	11	16
Wom-Inf-2nd	25	19	29	--	27	80	79	32	71
Wom-Inf-3rd	-02	08	04	27	--	79	16	78	55
Wom-Inf-TTL	15	17	20	80	79	--	59	69	79
TTL-Obs-App	-00	02	01	10	04	09	06	04	07
TTL-Obs-Con	18	27	28	21	-09	13	25	16	26
TTL-OBS-ACC	12	19	20	20	02	14	20	13	21
TTL-Inf-2nd	80	27	71	79	16	59	--	28	84
TTL-Inf-3rd	13	69	49	32	78	69	28	--	76
TTL-INF-ACC	62	57	76	71	55	79	84	76	--
Stereo M-W	-07	-02	-06	03	03	03	-03	01	-01
Y-Old	07	-09	-00	13	04	11	12	-03	07
E-Uns	10	01	07	09	04	08	12	04	10
P-Non	15	-08	06	08	17	16	14	07	14
-TOTAL	11	-08	03	12	12	15	15	04	12
TTL SA & IS	56	43	64	62	50	70	74	63	86
Empathy-Psy	11	-00	08	05	04	06	10	03	09
-Phys	-10	-05	-10	-06	-06	-07	-10	-08	-11
-Socl	04	12	10	04	06	06	05	12	10
Level Rtng	09	10	12	13	-08	04	14	01	10
Spread Rtng	-07	-04	-07	04	14	12	-02	08	04
PercFlex-EF	08	-06	02	05	15	13	08	08	10
-Space	-04	-09	-08	-08	-06	-08	-07	-10	-11
-NeRev	04	06	06	05	12	11	06	13	11
-TOTAL	04	-04	00	01	10	07	03	05	05
Age	-11	-09	-13	-04	15	06	-10	05	-04
Class	-08	-02	-07	06	01	05	-01	-01	-01
Curriculum	00	06	-03	07	17	15	04	09	08
Psy Credits	14	-12	03	09	12	13	15	01	10
Gr Pt Avge	27	11	25	24	10	21	32	14	30
ACE-Quant	-06	11	02	06	08	09	-00	13	07
ACE - Lang	09	04	08	12	22	22	13	19	20

MALE AND FEMALE JUDGES COMBINED - Continued.

<u>Variable</u>	<u>Men Judged</u>			<u>Women Judged</u>			<u>Total Judged</u>		
	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>	<u>2nd</u>	<u>3rd</u>	<u>Tot</u>
ACE - TOTAL	04	07	07	07	21	18	07	19	16
Socio-Econ	06	-08	-00	08	-07	01	09	-10	01
Sex	04	08	07	11	01	07	09	06	09
Psych Dist	-06	-07	-08	-24	-03	-17	-19	-07	-17
CourseGrade	22	-03	14	26	16	27	31	10	26
Pulse Rate	-15	-08	-15	05	05	06	-06	-01	-05
Consideratn	11	-05	05	07	05	07	11	00	08
Init Struct	06	11	10	01	09	06	04	13	10
Activity	09	-02	05	-20	-09	-18	-06	-08	-09
Sexuality	01	04	03	-07	23	10	-03	19	09
Expressive	13	13	17	05	-03	01	11	07	11
Self-Confid	-08	05	-03	-09	-01	-07	-11	02	-06
Dominance	01	-01	00	-03	-04	-04	-02	-03	-03
TOTAL BOLD	06	08	08	-10	02	-05	-02	06	02
Calmness	-06	-08	-09	-07	-08	-10	-09	-11	-12
Optimism	-05	-06	-07	-14	03	-07	-12	-01	-09
EmotControl	01	05	04	-09	-07	-10	-05	-02	-04
TTL STABIL	-04	-04	-05	-12	-05	-11	-10	-06	-11
Relig Scept	12	10	14	14	13	17	16	16	20
Liberalism	19	06	17	18	20	23	23	18	26
Nonconform	12	05	11	09	10	12	13	10	15
TTL LIBERAL	17	10	18	17	17	21	21	19	25
Sens Aware	08	05	09	01	-01	-00	06	02	05
Introversn	19	02	14	06	02	05	16	03	12
Breadth Int	00	08	05	-01	12	07	-00	14	08
Artist Val	10	03	08	08	05	08	11	05	10
TTL AWARE	13	07	13	05	09	09	11	11	14
Ambition	11	02	09	02	-07	-03	08	-04	03
Orderliness	-09	-08	-11	-08	-09	-11	-11	-12	-14
TL AMBITION	-01	-04	-03	-05	-09	-09	-03	-10	-08
Econom Val	-22	-10	-21	-15	-01	-10	-23	-07	-20
Gregarious	-03	-11	-08	-12	-11	-14	-09	-15	-15
TL TH-PEOPL	-15	-14	-18	-17	-08	-16	-20	-15	-22
Suppression	-09	04	-04	-06	-10	-10	-09	-05	-09
Scient Val	11	01	09	01	-04	-02	08	-02	04
Warmth	-04	-09	-08	-07	-19	-16	-07	-19	-15
TTL LEADER	11	02	09	05	11	10	10	10	12

APPENDIX H

The first fifteen items obtained from the item analysis are included in the Results section. The remaining forty-five items are listed below. The percentages listed are the percents of people in the high and low groups who answered the particular item as "true."

HIGH %	LOW %	r	Ans.	
36	72	-.37	F	16. Religion should be a set of practices concerning our relation to the supernatural
28	64	-.37	F	17. I am guided in all my conduct by firm principles.
92	68	.37	T	18. I believe that the individualist is the man who is most likely to discover the best road to a new future.
84	52	.37	T	19. The idea of God is not absolutely necessary for the development of good human beings.
60	88	-.36	F	20. I like tennis.
96	80	.36	T	21. It is not absolutely necessary to believe in the existence of God in order to lead a good life.
20	52	-.35	F	22. My faith in God is absolutely complete for "though he slay me, yet will I trust him."
20	52	-.35	F	23. I always feel even the minor interests of others as if they were my own.

<u>HIGH</u> <u>%</u>	<u>LOW</u> <u>%</u>	<u>r</u>	<u>Ans.</u>		
52	20	.35	T	24.	I generally talk very quietly.
80	48	.35	T	25.	I am quick to discard the old and accept the new: new fashions, new methods, new ideas.
80	48	.35	T	26.	I get annoyed when people take up my time for no purpose.
24	56	-.34	F	27.	I take pains not to incur the disapproval of others.
44	76	-.34	F	28.	I always play every game very hard.
76	44	.35	T	29.	I can become so absorbed in solving a problem that I forget everything.
56	84	-.33	F	30.	I like to keep all my letters and other papers neatly arranged and filed.
36	68	-.33	F	31.	I have never been seasick, plane sick, or carsick.
84	56	.33	T	32.	There may be better ways of explaining the working of the world than to assume a God.
44	16	.33	T	33.	I like to associate with emotional people.
12	36	-.32	F	34.	I never argue with older people whom I respect.
92	72	.32	T	35.	I like to participate in discussions about sex and sexual activities.
92	72	.32	T	36.	I occasionally spend time thinking about sexual matters.
36	12	.32	T	37.	I usually enjoy spending an evening alone.

<u>HIGH</u> <u>%</u>	<u>LOW</u> <u>%</u>	<u>r</u>	<u>Ans.</u>	
28	8	.32	T	38. I don't particularly like reading about business trends.
92	72	.32	T	39. Divine inspiration is certainly not the most important source of truth.
88	64	.32	T	40. Women should have as much right to propose dates to men as men to women.
48	20	.31	T	41. I like to perform laboratory experiments.
4	16	-.30	F	42. Cat meat is out of the question for the human diet under any circumstances.
16	40	-.30	F	43. I seldom do anything for which anyone could reproach me.
4	16	-.30	F	44. I am not ticklish at all.
52	24	.30	T	45. Some of my tastes change rather rapidly.
16	4	.30	T	46. I rather dislike directing the activities of people.
32	60	-.29	F	47. The average person needs more caution than daring.
36	64	-.29	F	48. Before I do something I am apt to consider whether my friends will blame me for it.
44	72	-.29	F	49. It doesn't bother me to work in noisy surroundings.
36	64	-.29	F	50. I always prefer to spend my social evenings with members of the opposite sex rather than my own sex.

HIGH %	LOW %	r	Ans.		
40	68	-.29	F	51.	I generally prefer to keep my opinions and feelings to myself.
28	56	-.29	F	52.	People have never criticized me in what I thought was an unfair way.
72	44	.29	T	53.	I have occasionally doubted the reality of God.
60	32	.29	T	54.	The world might benefit from having a new kind of religion.
60	32	.29	T	55.	I have sometimes corrected others not because they were wrong, but only because they irritated me.
12	32	-.28	F	56.	Professors should not put forth their own radical views in the classroom.
76	92	-.28	F	57.	I like advertising as an occupation.
76	92	-.28	F	58.	I like the occupation of being a Secret Service Man.
92	76	.28	T	59.	Sometimes I rather enjoy doing things I'm not supposed to do.
32	12	.28	T	60.	I would like being a sculptor, even if I were not particularly good.
20	44	-.27	F	61.	I believe that everyone's intentions are good.
20	44	-.27	F	62.	I have never been jealous of other people's successes.
44	20	.27	T	63.	I would rather read "Atlantic Monthly" than "Business Week."

<u>HIGH</u> <u>%</u>	<u>LOW</u> <u>%</u>	<u>r</u>	<u>Ans.</u>	
80	56	.27	T	64. Racial agitators should be allowed to speak publicly in certain parks and streets.
48	72	-.26	F	65. I like long periods of physical exertion.
84	64	.26	T	66. I have occasionally eaten things that upset my stomach.
64	84	-.26	F	67. I am considered extremely "steady" by my friends rather than "excitable."
72	48	.26	T	68. I would rather go out with attractive persons of the opposite sex than do almost anything else.
52	28	.26	T	69. Sometimes I become so emotional that I find it a little hard to get to sleep.
84	64	.26	T	70. I enjoy helping people with their personal problems.
28	52	-.26	F	71. I like everyone I meet, even those with different interests and goals from mine.
24	48	-.26	F	72. It is of little importance to me whether people agree with my ideas or not.
84	64	.26	T	73. I would like being a Consul.
52	28	.26	T	74. I sometimes lack self-confidence when I have to compete against people who are at least as good as I am.
16	36	-.26	F	75. A man who works in business for his living all the week can best spend Sunday in hearing a sermon.

<u>HIGH</u> <u>%</u>	<u>LOW</u> <u>%</u>	<u>r</u>	<u>Ans.</u>	
52	76	-.26	F	76. I have extremely strong loyalties toward my ideals of beauty.
64	40	.25	T	77. I sometimes tell people frankly what I think of them.
64	40	.25	T	78. I like Vaudeville.
60	36	.25	T	79. The supernatural idea ought to play only a minor part in religious thought.
68	44	.25	T	80. I am sometimes so discouraged about my activities that I cannot do my best.
56	32	.25	T	81. I see life as a constant series of problems which must be solved.
64	40	.25	T	82. I am not particularly methodical in my daily life.
32	56	-.25	F	83. My sense of humor is probably no better than that of most people.
36	60	-.25	F	84. I consider the close observance of social customs and manners an essential aspect of life.
36	60	-.25	F	85. I am inclined to agree with the poet who said that "Beauty is truth."
44	68	-.25	F	86. I have never read a book on modern art that interested me.
60	80	-.24	F	87. I control my emotions in practically all situations.
12	28	-.24	F	88. I am never aware of my heart beating.

<u>HIGH</u> <u>%</u>	<u>LOW</u> <u>%</u>	<u>r</u>	<u>Ans.</u>	
40	20	.24	T	89. I only work for tangible and clearly-defined results.
12	28	-.24	F	90. I spend very little time thinking about money matters.

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