

INTERPERSONAL ORIENTATIONS AND
THE SELECTION OF SENSITIVE PEOPLE

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ABSTRACT

INTERPERSONAL ORIENTATIONS AND THE SELECTION OF SENSITIVE PEOPLE

By

Jack L. Shook

Sensitivity to people was defined as the ability to predict another person or group's feelings, thoughts, and behavior. This ability was conceptualized as being composed of four independent components, Observational Sensitivity, Nomothetic Sensitivity, Idiographic Sensitivity, and Theoretical Sensitivity. Instruments were selected to measure the first three components. Correlates of sensitivity were identified and the following hypotheses advanced:

1. The higher the belief in consideration, the more sensitive.
2. The higher the belief in initiation of structure, the more sensitive.
3. The more other-oriented, the more sensitive.
4. The more objective the orientation, the more sensitive.
5. The more intelligent, the more sensitive.
6. Traits of personality are related to sensitivity.

All but hypothesis four were partially confirmed. The problem of the selection of sensitive people was discussed and some examples were cited. Areas for future research were indicated.

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AND THE SELECTION OF SENSITIVE PEOPLE

By

Jack L. Shook

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To Peggy and Douglas

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
LIST OF APPENDICES	vii
INTRODUCTION	1
HISTORY	2
Components of Sensitivity	5
Observational Sensitivity	5
Nomothetic Sensitivity	6
Idiographic Sensitivity	7
Theoretical Sensitivity	8
Correlates of Sensitivity	9
Intelligence	9
Leadership Attitude Scales	9
Subjectivity versus Objectivity	11
Self versus Other	11
Personality Traits	12
PROBLEM	13
Hypotheses Tested	13
METHOD	14
Subjects	14
Measurements of Sensitivity	14
The Case of the Instructor (SMITH)	15
Knowledge of Men and Women	15
The Case of Zolton	16
Intercorrelations of the Measures of Sensitivity	16
Reliabilities of the Measures of Sensitivity	18
Measurements of Interpersonal Orientation to People	18
Leadership Attitudes	18
Self versus Other Orientation	19
Subjectivity versus Objectivity	19
Intercorrelations of the Measures of Interpersonal	
Orientations	20
Reliabilities of the Orientation Scales	20

Measures of Intellectual Achievement.	20
Measurements of Personality	22
RESULTS.	26
DISCUSSION	30
The Problem of Selection.	30
Future Research	32
SUMMARY.	34
BIBLIOGRAPHY	35
APPENDICES	

LIST OF TABLES

Table	Page
1. Intercorrelations among the measures of sensitivity.	17
2. Reliabilities of the measures of sensitivity.	17
3. Intercorrelations among the orientation to people scales	21
4. Reliabilities of the orientation scales	21
5. Intercorrelations among the measures of intellectual achievement	23
6. Reliabilities of the intellectual achievement measures	23
7. Protebob personality inventory.	24
8. Reliabilities of the Protebob personality inventory.	25
9. Intercorrelations among the personality scales	25
10. Correlations among the measures of sensitivity and other available measures.	27
11. Correlations among the orientation to people scales and the measures of intellectual achievement and personality scales	29

LIST OF APPENDICES

Appendix

- A. Case of the instructor
- B. Knowledge of men and women
- C. Case of Zolton
- D. Orientations to people
- E. The Protebob personality inventory

INTRODUCTION

The concern with understanding people has increased considerably in the past two decades. This can be evidenced in the rise of sensitivity training groups such as T-groups and in the popularity of the social sciences among college students. The ability to understand people has been named empathy, social perception, ability to judge people, etc. In this study, it is referred to as sensitivity to people.

The purpose of this study was two-fold. The first was to identify and measure several components of sensitivity and their correlates. The second was to present a method of selecting a sensitive person. As used in this study, sensitivity refers to the ability to predict another person or group's feelings, thoughts, and behavior (Smith, 1966).

HISTORY

A sensitive person and his ability to understand people has been given several names. Dymond (1950) used the term "empathy" to describe this ability. For Dymond, empathy was the "imaginative transposing of oneself into the thinking, feeling, and acting of another." The accuracy score for empathic ability was the sum of all errors made in predicting the behavior of several persons. Dymond saw empathy or sensitivity to people as a unidimensional ability.

Later conceptualizations of sensitivity mathematically dissected the score one received into error components. (Cronbach, 1955; Bronfenbrenner, et al, 1958; Cline, 1960; Smith, 1966) Cronbach felt that the total score may be misinterpreted due to error tendencies within the judge. He statistically isolated five main components which may affect one's score. Elevation (E) was conceived as the way the rater used the response scale, i.e. whether he tended to rate others high or low. Differential Elevation (DE) was the tendency to spread the ratings among those rated. Stereotype Accuracy (SA) was the ability to predict the norms of a group of persons. Differential Accuracy (DA) was the ability to predict differences between the persons rated. Assumed Similarity (AS) was considered the rater's tendency to project his feelings, thoughts, or behavior into the person being rated.

Although all of these were components of the sensitivity score, later studies recognized the components of Stereotype Accuracy and Differential Accuracy as being "types" of sensitivity. The other

dimensions were to be reckoned with by techniques of test construction. (Cline and Richards, 1960; Grossman, 1963; Johnson, 1963; Shears, 1967). Bronfenbrenner, et al (1958) referred to his two types of "social perception ability" as sensitivity to the generalized other and interpersonal sensitivity. In addition, he conceptualized four types of prediction: first person--the judge (A) predicts what the person being rated (B) thinks of him (A); second person--(A) predicts what (B) thinks of himself; third person-- (A) predicts how (B) feels towards another person (C); and non-personal--(A) predicts (B's) feelings about other objects and concepts which do not refer to particular individuals or groups. Finally Bronfenbrenner added a time dimension to sensitivity. He believed that a sensitive person not only is aware of differences among people or groups but also of variation within a person or group through time. This addition of the time axis has the effect of putting all of the indices of sensitivity into three dimensional space.

Smith (1966) divided the concepts of Cronbach and Bronfenbrenner into the perceiver and the perceived. Level and spread were viewed as habits of the perceived. Stereotype Accuracy and Differential Accuracy were knowledge of the person judged. An interaction variable was added to the schema. It consisted of empathy, previously called projection or assumed similarity and observation.

An even finer breakdown of sensitivity was presented by Warr and Knapper (1968). They chose to view "person perception" in terms of cognitive elements and processes. Although they attempt to theorize the whole perceptual process, many of their conceptualizations are not currently measurable and will not be considered here.

It is evident that when we speak of a sensitive person we are not referring to a unidimensional process. A sensitive person can be accurate in his stereotypes, his observations, his "individual" perceptions, etc. It has been generally recognized that these components are independent. (Cline and Richards, 1960) Therefore, he can be accurate in one component but not in another.

As mentioned earlier, some of the components are considered errors in sensitivity rather than components differentiating types of sensitive people. Included among the errors in sensitivity are level, spread, and empathy. What remains is the components of sensitivity recognized in this study as important to identifying and selecting sensitive people, i.e. stereotype accuracy and individual accuracy. Both are modified by the time axis of Bronfenbrenner presenting a third component. Sensitivity based on these components is guided mainly by the implicit personality theories which the person uses to predict behavior. (Smith, 1966) To improve sensitivity, Smith (1968) suggested that training programs stress the use of explicit theories which could be tested and improved through direct feedback. The use of explicit personality theories in correctly predicting behavior is the last component of sensitivity. We thus have four components which are postulated to be relatively independent measures of sensitivity to people. In a forthcoming book, Smith refers to them as Observational, Nomothetic, Idiographic, and Theoretical sensitivity. Each of these components will be considered separately below.

Components of Sensitivity

Observational Sensitivity--"the ability to look at and listen to another person and remember what he looked like and said," has had few studies concerning sensitivity directed toward it, although it is an important concept. Gestalt psychologists have shown that what is observable in objects is not always perceived. That is, we tend to see the unified whole rather than the specifics in a situation. Smith (1968) referred to this unified whole as the expressive quality in a person. That is, when we observe people, we have a tendency to perceive their goodness or badness and then evaluate them based on our perceptions.

Body and facial cues have been related to judgements of people (e.g. Thornton, 1944; Secord, 1958; Argyle and Dean, 1965). Ekman (1957, 1964, 1965a, 1965b) has studied judgemental accuracy based on observations of head and body cues.

Harris (1962) and Bruni (1963) developed a test of observational accuracy. In their studies they used color and sound motion pictures developed by Cline (1960). The subjects were asked to view a film of several persons being interviewed. After viewing the film, they were presented with a questionnaire which tested their knowledge of the interviewee's appearance, actions, and content of conversation, and also how he believed the interviewees answered a series of questions (sensitivity). They found that sensitivity was related to accurate observation.

As a component of sensitivity, observation is especially important

to situations in which the perceiver has low acquaintance with the individual perceived. That is, he has little knowledge of the person's background, group membership, etc. It is in this context that we use the term Observation Accuracy in this study--the ability to correctly predict the behavior of others in low acquaintance situations.

Nomothetic Sensitivity is "the ability to learn about the typical member of a group and to use this knowledge in making more accurate predictions about individuals in that group." For years stereotypes have been considered inaccurate and a hinderance to the problem of social perception (Harding, 1968). However, several studies have shown stereotypes provide at times more accurate judgements of individuals when known than in their absence (Tagiuri, 1968). Some studies have even found that judges were more accurate when only the stereotype information was known rather than when additional information about the perceived individual was provided (Stelmachers and McHugh, 1964).

Stereotypes pervade all of our perceptions of people. Several studies have shown that by altering information such as race and ethnic group membership inferences made about people can be changed (Warr and Knapper, 1968). Sappenfield (1969) found that even personal acquaintances are perceived stereotypically.

In recognition of the importance of stereotypes, Zavala (1960), Silkner (1962), and Johnson (1963) have developed tests to measure stereotype accuracy concerning groups. Their scales were derived from information about a particular group ascertained by the Strong Vocational Interest Blank. Their scales tested one's knowledge of several groups: men, women, young, old, executives, unskilled labor, etc. One of the important conclusions that arose out of their studies was that

stereotype accuracy is not a generalizable ability as others (Traverse, 1941) had believed. That is, one may be very accurate in perceiving men in general but not psychologists. A later study by Spier (1969) has also confirmed this finding. In addition, Spier found that training and improvement in one stereotype did not generalize to other stereotypes.

Idiographic Sensitivity--"The ability to use increasing exposure to and information about a person in making increasingly accurate predictions about him." This component of sensitivity has been studied very little. One of the main reasons is that it is highly impractical for most researchers to have subjects interact for great lengths of time. Most of the past studies have had interactions of less than an hour. In the case of the Cline films, observations only last five minutes. There have been a few studies, however, that have measured parts of this component. For instance, Dymond (1954) measured sensitivity in married couples. Gage (1958) correlated teacher effectiveness and "understanding" of pupils. The importance in the understanding of this component may be most realized in studies such as the present one, i.e. selection of sensitive people. As an example, clinical psychologists need to be proficient in idiographic sensitivity. Whether this ability can be taught is under conjecture. Several studies cited by Smith (1966) have shown that psychologists who are supposedly trained in this art do no better, and sometimes worse, than the untrained in accurately perceiving others. Therefore, selection of those with high idiographic sensitivity may be necessary before entering graduate training in clinical psychology. Since time and money would prevent a lengthy acquaintance period between the perceiver and the perceived, other selection

scales which correlate with idiographic sensitivity and yet are easy to administer would be more practical.

Theoretical Sensitivity is "the ability to select and use theories to make more accurate predictions about others." As mentioned above, we tend to use implicit personality theories when we judge others. The foremost problem with these theories is that we use them unconsciously, and therefore they are unverifiable. Smith (1966) suggested that sensitivity can be improved by selecting an explicit theory, thereby providing feedback as to our theoretical accuracy. Francher (1966), in a study using Harvard undergraduates who had taken a course in personality, found that those who use an explicit personality theory (in this case a trait approach) were more accurate predictors. Grossman (1967) tried to improve the sensitivity of a group of undergraduates by instructing them on the use of a five trait theory of personality. In this case, the theory accounted for little improvement. However, this result may have been due to difficulties in getting people to accept and use a new theory as in previous studies, and general difficulty in improving sensitivity with any kind of training.

This component, because of its stress on training, will not be considered further in this present study.

Correlates of Sensitivity

In the foregoing sections, we were concerned with defining the term sensitivity as it was used in this study. In considering the further problem of the selection of sensitive people, we were concerned with two aspects of the problem. The first was to ascertain the qualities and interpersonal orientations that are recognizable or measurable in a sensitive person. The second was to develop instruments which are relatively easy to administer, making it practically feasible to select sensitive people from large samples at different times. In this section, the correlates of sensitivity are discussed. The methods section will deal with the selection instruments.

Intelligence

Smith (1966), in reviewing twenty studies occurring between 1915 and 1965, concluded that "intelligence is the most certain correlate of sensitivity," having a median r of .30. Although other measures of intelligence have been positively related to sensitivity (course grade, GPA, quantitative, etc.), verbal ability has received by far the most support. (Dymond, 1950; Johnson, 1963; Grossman, 1963, Bruni, 1963).

Leadership Attitude Scales

Fleishman (1953), in constructing a test to measure differential leadership styles, isolated two major factors. "Consideration" was "the extent to which the leader was considerate of his workers feelings" and reflected a human relations aspect of leadership. "Initiation of

Structure" was "the extent to which the leader defined or facilitated group interactions toward good attainment" (planning, scheduling, criticizing, etc.). In a review of past studies, Korman (1966) found no consistent trends in the interaction of the two dimensions, i.e. they are independent. He suggested that situational variables are acting as moderators. Greenwood (1969) comes to a similar conclusion but also adds that both are independent of intelligence.

Dore (1960) constructed a leadership attitude scale based on four attitudes isolated by the Survey Research Center of the University of Michigan. The sub-scales were measurements of Employee-Oriented (EO), Delegation of Authority (DA), Differentiated Role (DR), and Creates Teamwork (CT). Based on the intercorrelations of the scales, he concluded that the scales measure two independent attitudes, one involving EO, DA, and CT, and the other, DR. It was concluded that these were similar to the Fleishman factors. He also found some evidence that the scales were related to the stereotype accuracy between men and women. Johnson (1963) found a significant relation with the same scales. Grossman (1963) found a positive relationship between the leadership scales and the ability to judge people. However, in all of the above cases, erratic relationships occurred among leadership attitudes and the criterion scales. It is believed that this may be due to the unreliability of some of the measures. The correlation of the leadership scales with sensitivity makes some intuitive sense. For to believe in the delegation of authority and to be employee oriented indicates confidence in interpersonal abilities. In assuming a differentiated role, the leader is socially perceptive to his special role in the group which demands an understanding of the group. It must be remembered that the scales ask what one prefers to do, not what the situation commands.

Subjectivity versus Objectivity

Based on a previous study by Wolin (1954), Mullin (1962) conducted an investigation of what he termed Empathic Drive (subjectivity) and its relationship to sensitivity. Empathic Drive was the tendency to respond to a person's internal psychological states. The test that he developed to measure Empathic Drive required the subjects to watch a series of silent films depicting a person being interviewed (Cline, 1960). After the film stopped, the subjects were asked to fill out a questionnaire, picking a statement in each item that was most like their impression of the interviewee. Each item contained one statement reflecting a psychological state, e.g. is satisfied with life and three others reflecting the physical, actional, or characterological aspect of the person. He found that people vary consistently in their saliency of Empathic Drive. He also found a low but negative correlation between stereotype accuracy (men-women) and interpersonal accuracy. In a later study, Meitus (1969) also found these low but again negative relationships, which indicates that objectivity or the tendency to notive verifiable facts may be related to sensitivity. Mullin found that Empathic Drive was not related to the personality variables measured or to intelligence. He also found a positive relation between Empathic Drive and Employee Orientation (consideration).

Self versus Other

Bronfenbrenner (1958) and Jones and Thibaut (1955) have defined the ways in which people orient themselves to others. Linden (1965) developed a test to measure these orientations and studied how they are related to sensitivity. The orientations thus defined were: first person, "What can he do for me?"; second person, "What does he think of

himself?"; third person, "What do his friends think of him?"; and non-personal, "How much does he weigh?" The test consisted of fifty-two multiple choice questions concerning the way the subject feels the person in a hypothetical situation responded. Each alternative represented one of the four orientations.

Linden found that people were either first person oriented with a high reliability, or they were split among the other orientations causing low reliabilities. No significant relation was found between the orientations and sensitivity. However, it was suggested that given improved reliabilities, the relationship of self (eog involvement) versus other orientation may be similar to that of subjectivity versus objectivity.

Personality Traits

Several studies have indicated a relationship between personality indices and sensitivity. All results are not comparable due to different measures of sensitivity and personality. Smith (1966) cited some studies that are comparable and came up with this profile: sensitive people are "more intelligent, more tolerant, and above all, more independent but responsible and considerate in their relations with others." Shears (1967) in attempting to verify the personality correlates using the Protebob Personality Inventory (Linden, 1965) found virtually no relationship. Continued research needs to be done in this area using similar criteria and measurement to get meaningful interpretations.

PROBLEM

This study had two objectives: one, to identify and measure the components of sensitivity and their correlates; and two, investigate the problem of selecting a sensitive person.

Hypotheses Tested

The hypotheses presented below are based on the correlates of sensitivity previously discussed.

1. The higher the belief in consideration, the more sensitive.
2. The higher the belief in initiation of structure, the more sensitive.
3. The more other-oriented, the more sensitive.
4. The more objective the orientation, the more sensitive.
5. The more intelligent, the more sensitive.
6. Traits of personality are related to sensitivity.

METHOD

This study proceeded in two phases. The first phase concentrated on the selection and improvement by item analysis of the various instruments to be used in the second phase. The revised tests were then administered to a group of college students to test the foregoing hypotheses.

Subjects

The subjects for both phases of the study consisted of undergraduate students in Psychology of Personality classes at Michigan State University during the terms Fall, 1970 and Winter, 1971. The Fall, 1970 class consisted of 250 students, 100 males and 150 females. The Winter, 1971 class had an enrollment of 200. However, as an indication of motivation to do well, only those students who took all of the tests were included in this study. The number of subjects used in the second phase was thus reduced to 67, 26 males and 41 females.

The Measurements of Sensitivity

A component approach to sensitivity consisting of four relatively independent parts was postulated. However, this study only proposed to measure three of them, Idiographic, Nomothetic, and Observational.

The Case of the Instructor (SMITH)

To measure idiographic sensitivity, it was necessary to select a person who was known to all of the subjects for a relatively long period of time. The one person who best fit the requirements was the instructor.

All of the subjects were exposed to the instructor approximately 25 hours before taking the test. It is conceded that this was not a long time for an intimate acquaintance and interaction. However, it is a considerably longer acquaintance than that afforded by most sensitivity studies.

The test was developed by having the instructor answer a series of questions dealing with his likes or dislikes of various subjects, interests, and occupations. In addition, the instructor took a personality test which will be described later. His scores (percentiles) on the various personality scales were also included. The subjects were to predict how the instructor answered the questions. This test and all of the others were scored by adding the correct responses. The test and the correct answers are provided in Appendix A.

Knowledge of Men and Women

To measure nomothetic sensitivity, it was decided to use a group that all of the subjects were equally familiar with, in this case men and women. In other situations, different tests may be selected. For instance, if we were selecting inner city police officers, a test of the typical juvenile delinquent would perhaps be more appropriate. (See Appendix B) The test used in this study was originally developed by Zavala (1960) and refined by Silkner (1962). It consists of items taken from the Strong Vocational Interest Blank. The subjects were asked to

respond to each item as they thought over 50% of men and women in general did. See Appendix B for the test.

The Case of Zolton

As mentioned earlier, observational sensitivity includes the ability to accurately predict another's feelings, thoughts, or actions after only being exposed to him for a short time.

The difficulty in measuring this aspect of sensitivity is that of providing a constant amount of cues for all observers. Cline and Richards (1960) minimized this by developing a set of sound color films of interviews with various persons. The interviews were not rehearsed. However, the interviewer intentionally probed the following areas: personal values, personality strengths and weaknesses, reaction to the interview, hobbies and activities, self conception, and temper.

Each interviewee was studied in depth after the interview, including several paper and pencil personality tests and an intensive interview on his past history and personal habits. Five judging instruments were then derived. This present study used items from several of these instruments, adjective checklist, sentence completion test, behavior post-diction, and opinion prediction. (See Appendix C)

Intercorrelations of the Measures of Sensitivity

If the measures of sensitivity are properly related to the component theory, they should be relatively independent. A brief look at Table 1 will confirm this.

We therefore, have three independent measures of sensitivity which when combined will, in addition, indicate one's general sensitivity.

TABLE 1
INTERCORRELATIONS AMONG THE MEASURES OF SENSITIVITY

	SMITH	ZOLTON	STEREOTYPE	SZS-TOTAL
SMITH	---			
ZOLTON	.11	---		
STEREOTYPE	-.16	.18	---	
SZS-TOTAL ¹	.30*	.40**	.38**	---

¹ Correlation of part with remainder.

* $P < .05$

** $P < .01$

TABLE 2
RELIABILITIES OF THE MEASURES OF SENSITIVITY

	Internal Consistency Fall 1970	Internal Consistency WINTER 1971
SMITH	.56	.59
ZOLTON	.54	.53
STEREOTYPE (MEN & WOMEN)	.63	.71

Reliabilities of the Measures of Sensitivity

Table 2 indicates the reliabilities of the instruments for both phases of this study. The reliabilities are internal consistency measures based on the Kuder-Richardson Formula #20. As mentioned earlier, the tests were originally presented in Fall, 1970 and then item analyzed. According to Nunnally (1967), item analysis requires a minimum of five subjects per item. Our study falls short of the minimum, which may explain the lack of improvement between the two phases.

The Measurements of Interpersonal Orientation To People

The interpersonal orientation scales consist of five separate tests that were combined into a battery to be given at one time. The battery includes measures of consideration, initiation of structure, self versus other orientation, subjective versus objective orientation, each of which will be discussed separately below.

Leadership Attitudes

The leadership attitude scales of consideration and initiating structure were developed by Dore (1960). They consist of pairs of statements expressing the leadership method to be measured and the other statement of the opposite view. The original test was given in the Fall of 1970, consisting of 64 items, 32 for each leadership attitude. After an item analysis, each test was shortened to 16 items. This was done so the battery could easily be administered at one sitting. (See Appendix D)

Self Versus Other Orientation

This test was originally developed by Linden (1965) and consisted of 52 multiple choice items. The subjects are presented with various hypothetical cases and are asked to pick one of four alternatives which most nearly expressed how he thought the hypothetical person would behave in the ambiguous situation. The four alternatives represented different ways of orienting oneself to a situation. Linden referred to these as self-orientation, i.e. "What does this person think of me?"; other-orientation, "Why does this person behave as he does?"; social orientation, "What do others think of him?"; and non-personal-orientation, or factual orientation.

Linden's study showed that the self-orientation is mutually exclusive of the other types. The present study, therefore, paired the self-orientation with one of the remaining three orientations which were renamed as the other orientation. The pairing was based on the most discriminating items, based on an item analysis. In addition, the test was shortened to 28 items. (See Appendix D)

Subjectivity Versus Objectivity

This test first appeared in Mullin (1962). It was developed using the Cline films. The subjects are asked to view two silent films. Each film showed a person being interviewed. After each film, the subjects are asked to pick a statement which is most like their impression of the person being interviewed. The original test had three choices, one representing internal psychological states and the other two representing external appearance, actions, and impact upon others.

The present study reduced the choices to two, internal and external. The test was scored in the direction of objectivity. The total

score thus indicates whether a person tends to form immediate impressions of people based on internal and non-verifiable constructs or external and objective facts. Again this test was shortened from Phase 1 to Phase 2. (See Appendix D)

Intercorrelations of the Measures of Interpersonal Orientations

Although it was not postulated that the different orientations are independent, the intercorrelations among the orientation scales (Table 3) indicates that they, for the most part, are independent. The only significant relationship was between consideration and initiating structure.

The independence of these measures is especially helpful when we combine them and obtain a total score and later when relating them to the measure of sensitivity.

The Reliabilities of the Orientation Scales

The reliabilities were again computed using the Kuder-Richardson Formula #20. It can be seen (Table 4) that although the tests were shortened from Phase 1 to Phase 2, the internal consistency was not adversely affected. Only the objectivity test showed a considerable loss.

Measures of Intellectual Achievement

Although the subjects were not given an intelligence test, various measures were available which do indicate intellectual achievement. The easiest to obtain in this study was the course grade. The other measures included were scores on tests that all incoming freshmen are required to take, which include verbal comprehension, arithmetic

TABLE 3
INTERCORRELATIONS AMONG THE ORIENTATION TO PEOPLE SCALES

	CONSID	INIT-STRUC	OTHER	OBJECT	ORIENT-TOT
CONSID	---				
INIT STRUC	-.30**	---			
OTHER	.25	-.16	---		
OBJECTIVE	.12	-.05	.21	---	
ORIENT-TOTAL ¹	.20	.11	.11	.36**	---

¹ Correlations of part with remainder.

* P < .05

** P < .01

TABLE 4
RELIABILITIES OF THE ORIENTATION SCALES

	Internal Consistency Fall 1970	Internal Consistency Winter 1971
CONSIDERATION	.85	.74
INITIATION OF STRUCTURE	.70	.75
OTHER ORIENTED	.78	.79
OBJECTIVITY	.86	.70
ORIENT-TOTAL	---	.73

proficiency, and math (algebra) proficiency. The intercorrelations for the measures are reported in Table 5. As expected, they were all highly intercorrelated ($P < .01$). The internal consistencies, which are moderate to high, are shown in Table 6.

Measurements of Personality

The personality variables, which were hypothesized as being related to sensitivity, were taken from the Protebob Personality Inventory (Linden, 1965; Grossman, 1967). This test is composed of 200 items, measuring five separate traits. The five traits were derived from a factor analysis of stable traits found in several personality questionnaires, including Edward's Personal Preference Schedule, 1954, Cattell's Sixteen Personality Factor Questionnaire, 1956, and Gough's California Psychological Inventory, 1954. The factors and their highest factor loadings are listed in Table 7. Table 8 presents the reliabilities originally found (Linden, 1965) and also the internal consistency measured in this study. The five factors are considered as being relatively independent personality traits. The intercorrelations found in this study generally confirm that assertion. (Table 9) (See Appendix E)

TABLE 5
INTERCORRELATIONS AMONG THE MEASURES OF INTELLECTUAL ACHIEVEMENT

	1	2	3	4
1. COURSE GRADE	---			
2. READING	.57**	---		
3. ARITHMETIC	.41**	.64**	---	
4. MATH	.49**	.49**	.63**	---

** P < .01

TABLE 6
RELIABILITIES OF THE INTELLECTUAL ACHIEVEMENT MEASURES

INTERNAL CONSISTENCIES	
1. COURSE GRADE	
Midterm Exam	.70
Final Exam	.88
2. READING	.82
3. ARITHMETIC	.75
4. MATH	.78

Appendix 1

The following table lists the 100 most common words in the corpus of 1000 texts.

The words are listed in descending order of frequency, with the most frequent word at the top and the least frequent word at the bottom.

Word		Frequency	
the	1	1000	1000
and	2	950	950
of	3	900	900
in	4	850	850
to	5	800	800
a	6	750	750
that	7	700	700
on	8	650	650
is	9	600	600
for	10	550	550
with	11	500	500
as	12	450	450
at	13	400	400
by	14	350	350
from	15	300	300
which	16	250	250
you	17	200	200
he	18	150	150
she	19	100	100
it	20	50	50
we	21	40	40
they	22	30	30
us	23	20	20
him	24	10	10
her	25	5	5
me	26	5	5
us	27	5	5
him	28	5	5
her	29	5	5
me	30	5	5
us	31	5	5
him	32	5	5
her	33	5	5
me	34	5	5
us	35	5	5
him	36	5	5
her	37	5	5
me	38	5	5
us	39	5	5
him	40	5	5
her	41	5	5
me	42	5	5
us	43	5	5
him	44	5	5
her	45	5	5
me	46	5	5
us	47	5	5
him	48	5	5
her	49	5	5
me	50	5	5
us	51	5	5
him	52	5	5
her	53	5	5
me	54	5	5
us	55	5	5
him	56	5	5
her	57	5	5
me	58	5	5
us	59	5	5
him	60	5	5
her	61	5	5
me	62	5	5
us	63	5	5
him	64	5	5
her	65	5	5
me	66	5	5
us	67	5	5
him	68	5	5
her	69	5	5
me	70	5	5
us	71	5	5
him	72	5	5
her	73	5	5
me	74	5	5
us	75	5	5
him	76	5	5
her	77	5	5
me	78	5	5
us	79	5	5
him	80	5	5
her	81	5	5
me	82	5	5
us	83	5	5
him	84	5	5
her	85	5	5
me	86	5	5
us	87	5	5
him	88	5	5
her	89	5	5
me	90	5	5
us	91	5	5
him	92	5	5
her	93	5	5
me	94	5	5
us	95	5	5
him	96	5	5
her	97	5	5
me	98	5	5
us	99	5	5
him	100	5	5

TABLE 7
PROTEBOB PERSONALITY INVENTORY*

Basic Traits and Related Traits		Loading
1. <u>The Cautious</u>	vs. <u>The Bold</u>	
Submissive	Dominant	.79
Low activity level	High activity level	.71
Low self-confidence	Self-confident	.63
Pessimism	Optimistic	.62
2. <u>The Emotional</u>	vs. <u>The Calm</u>	
Emotional	Calm	.79
Critical	Amiable	.74
High sensory awareness	Low sensory awareness	.55
Cold	Warm	.34
Expressive	Inhibited	.32
3. <u>The Introverted</u>	vs. <u>The Extroverted</u>	
High artistic values	Low artistic values	.72
Low economic values	High economic values	.68
Introverted thinking	Extroverted thinking	.64
Low manifest sexuality	High manifest sexuality	.55
4. <u>The Impulsive</u>	vs. <u>The Controlled</u>	
Unambitious	Ambitious	.82
Unorganized	Organized	.77
Low emotional control	High emotional control	.50
Gregarious	Aloof	.37
5. <u>The Rationalistic</u>	vs. <u>The Empirical</u>	
Resistance to change (conservative)	Readiness for change (liberal)	.67
Religious believer	Religious sceptic	.66
Social conformist	Nonconformist	.59
Nonscientific	Scientific	.49

* Grossman, 1967; Linden, 1965

TABLE 8
RELIABILITIES OF THE PROTEBOB PERSONALITY INVENTORY

	Internal Consistency (1965)	Stability (1965)	Internal Consistency (1971)
CAUTIOUS-BOLD	.88	.83	.87
CALM-EMOTIONAL	.88	.81	.90
INTROVERTED-EXTROVERTED	.90	.92	.87
IMPULSIVE-CONTROLLED	.80	.80	.82
RATIONAL-EMPIRICAL	.90	.94	.86

TABLE 9
INTERCORRELATIONS AMONG THE PERSONALITY SCALES

	1	2	3	4	5
IMPULSIVE-CONTROLLED	---				
RATIONAL-EMPIRICAL	-.21	---			
INTROVERTED-EXTROVERTED	.41*	-.12	---		
CAUTIOUS-BOLD	.02	.08	-.02	---	
CALM-EMOTIONAL	-.23	-.15	-.35*	.01	---

* $P < .05$

RESULTS

The general results are presented in Table 10. The tests are grouped according to their respective categories, i.e. orientations to people, intellectual achievement, and personality scales.

Hypothesis 1: The more considerate, the more sensitive.

Consideration is significantly correlated to the test of idiographic sensitivity (Smith) and is not related to the other components of sensitivity. Therefore, this hypothesis is confirmed.

Hypothesis 2: The higher the belief in initiation of structure, the more sensitive.

Initiation of structure only approaches significance ($.25 = P < .05$) in Observational Sensitivity (Zolton). However, the correlation is in the proper direction considering its negative relationship to other orientations. Therefore, the hypothesis is tentatively supported.

Hypothesis 3: The more other-oriented, the more sensitive.

Other-oriented is significantly correlated to nomothetic sensitivity (Stereotype) and tentatively related to observational sensitivity.

Hypothesis 4: The more objective the orientation, the more sensitive.

This hypothesis was not confirmed.

TABLE 10
CORRELATIONS AMONG THE MEASURES OF SENSITIVITY
AND OTHER AVAILABLE MEASURES

	SMITH	ZOLTON	STEREOTYPE	SZS-TOTAL
CONSID	.33**	-.13	.03	.13
INIT STRUC	-.14	.23	.16	.14
OTHER	.11	-.23	.32*	.09
OBJECTIVE	.01	.13	.12	.14
ORIENT-TOTAL	.22	.05	.28*	.30**
COURSE GRADE	.29*	.18	.15	.35**
READING	.30*	.24*	.26*	.45**
ARITHMETIC	.15	.45**	.21	.46**
MATH	.11	.19	.13	.25*
IMPULSIVE- CONTROL	-.12	.08	-.10	-.07
RATIONAL- EMPIRICAL	.39**	-.04	.14	.28*
INTROVERTED- EXTROVERTED	-.13	-.05	.02	-.09
CAUTIOUS- BOLD	.07	.00	.01	.05
CALM- EMOTIONAL	-.22	.10	-.23	-.19

* P < .05

** P < .01

Hypothesis 5: Intelligence is positively correlated with sensitivity.

With nine out of fifteen significant correlations, this hypothesis was strongly supported.

Hypothesis 6: Traits of personality are related to sensitivity.

There were only two significant correlations between the personality scales and sensitivity. The significant correlation between Empirical and SZS-total is an artifact of the high correlation between Empirical and the Smith test. Therefore, it must be concluded that in general the personality scales are not related to sensitivity.

Correlations Among the Other Scales

In consideration of the second problem presented in this study, i.e. the selection of a sensitive person, it is necessary to present the correlations among the selection instruments. Table 11 clearly indicates that intelligence and personality are unrelated to the orientation scores. And further that judging by this study, personality is probably unrelated to intelligence.

TABLE 11
CORRELATIONS AMONG THE ORIENTATION TO PEOPLE SCALES AND
THE MEASURES OF INTELLECTUAL ACHIEVEMENT AND PERSONALITY SCALES

	CONSID	INIT-STRUC	OTHER	OBJECT	ORIENT-TOT	GRADE	READING	ARITH	MATH
COURSE GRADE	.17	-.01	.01	-.02	.02	---	---	---	---
READING	.19	-.05	-.03	-.05	.12	---	---	---	---
ARITHMETIC	.04	.10	-.02	-.05	.08	---	---	---	---
MATH	.12	.04	.02	.03	.16	---	---	---	---
IMPULSIVE - CONTROL	-.28*	.25	-.07	.24	.07	-.03	-.25	-.11	.05
RATIONAL - EMPIRICAL	.18	-.13	.16	.09	.11	.33*	.17	-.02	.26
INTROVERT - EXTROVERT	-.37	.11	-.16	.10	-.05	-.10	-.15	-.15	-.02
CAUTIOUS - BOLD	.01	.25	-.00	.06	-.21	-.08	-.07	.01	.09
CALM - EMOTIONAL	.18	-.16	-.03	-.18	-.19	-.13	.02	.21	.01

* $P < .05$

DISCUSSION

Since the sensitivity components were found to be independent, as were the orientation scores, it is not surprising that the correlations were not consistent over all of the variables. The only consistent correlations over the components were the reading achievement scores, which corresponds to the findings of Smith (1966) that sensitivity is most related to verbal intelligence.

The Problem of Selection

The selection of sensitive people is becoming an increasingly important task. For instance, university graduate schools in Psychology are rapidly being forced to be more and more selective in accepting applicants. But what are the criteria used? In the past, it has been intelligence scores, such as GPA and Graduate Record Exams. However due to the restriction in range of these indices among those entering graduate programs, these indices probably little differentiate good from bad psychologists. As mentioned above, there is no evidence that sensitivity is increased through training in psychology. (Smith, 1966) Therefore, if sensitive clinical psychologists are needed, then they need to be selected at the beginning on the basis of idiographic sensitivity.

The selection problem is also manifested in business. For instance, campus recruiters rarely spend over a half an hour interviewing a person for a job. Yet in this short time, the recruiter must screen applicants for further consideration of employment. His decisions can be

costly to the company both in the selection of poor applicants and the lack of good ones. Webster (1964) summarized several years of research by himself and his students concerning the employment interview. Two major findings are of interest to this study. The first is that interviewers use stereotypes to evaluate applicants. That is, the interviewer bases part of his decision on his stereotypes of successful people in the occupation for which he is recruiting. Secondly, that the interviewers form early impressions of the applicant and then tend to emphasize parts of the information available to them that confirm their impression. In selecting a recruiter, therefore, it may be useful to select them on the basis of nomothetic and observational sensitivity.

The technique of multiple regressions suggests how selection instruments can most effectively be combined (Thorndike, 1962). Using this method, we want instruments which are highly correlated with the criterion, yet uncorrelated among themselves. Thus according to the present findings, if we were interested in selecting a person with idiographic sensitivity, we would use the tests of consideration, reading achievement, and the empirically minded. All of them correlate highly with our measure of idiographic sensitivity (.33, .30, .39), yet are correlated very little themselves (.19, .18, .17). In a similar manner, each component of sensitivity could be related to a battery of tests.

The selection battery is especially important when there are great numbers to be screened. Simple paper and pencil tests are easy to handle and are flexible in their use. Direct idiographic sensitivity measurement would be virtually impossible in most instances.

One of the most significant findings, both statistically and scientifically of this study, was that the total orientation score is

positively related to the measurement of general sensitivity. As a summary of the results of this study, we therefore combined those instruments which were significantly correlated with the measure of general sensitivity, i.e. total orientation, intelligence, and empirically minded. A multiple correlation of .54 was computed, which is significant at the .001 level.

Future Research

It is quite evident that the reliabilities of the criterion scores need improvement. The moderate reliabilities obtained may be the cause of the generally low correlations. It is interesting to note that the orientation score with the lowest reliability also has the lowest correlations.

Better measures of idiographic sensitivity need to be explored. The definition used stresses a growth in perceptual accuracy as acquaintance increases. Our present criterion, although representing sensitivity after some acquaintance, is still fixed in time. A third dimension measurement needs to be developed, sensitive enough to detect small changes in sensitivity. One suggestion would be to use new freshmen roommates as subjects in such a study.

This brings us to what we shall call differential selection processes, which are simply the adjusting of the selection techniques and instruments to the situation at hand. The results that we obtained may be situation specific, i.e. reflecting the structure of a classroom and the observing of the instructor with little interaction, and in the case of Zolton, with no overt interaction. It is the method by which they were obtained that is important. Thus, instruments should be selected based on their past abilities to discriminate sensitive people. They

should be as independent of each other as possible. And they should be easy to administer.

Finally, it is up to future studies to confirm the relationships found in this study and to improve the multiple R herein established.

SUMMARY

Sensitivity to people was defined as the ability to predict another person or group's feelings, thoughts, and behavior. This ability was conceptualized as being composed of four independent components, Observational Sensitivity, Nomothetic Sensitivity, Idiographic Sensitivity, and Theoretical Sensitivity. Instruments were selected to measure the first three components. Correlates of sensitivity were identified and the following hypotheses advanced:

1. The higher the belief in consideration, the more sensitive.
2. The higher the belief in initiation of structure, the more sensitive.
3. The more other-oriented, the more sensitive.
4. The more objective the orientation, the more sensitive.
5. The more intelligent, the more sensitive.
6. Traits of personality are related to sensitivity.

All but hypothesis four were partially confirmed. The problem of the selection of sensitive people was discussed and some examples were cited. Areas for future research were indicated.

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APPENDIX A
CASE OF THE INSTRUCTOR

CASE OF THE INSTRUCTOR

You have now seen and heard the instructor for hours and read what he has written. How well do you now understand how he sees himself?

He completed the same personality inventory as you did. How do you think his scores compare with those of the men in this class? Mark:

- (1) LOW. 25th percentile or less.
- (2) AVERAGE. 26th percentile to the 75th percentile.
- (3) HIGH. 76th percentile or higher.

Ans.

- (3) 1. Cautious vs BOLD
- (1) 2. Unemotional vs EMOTIONAL
- (1) 3. Artistic vs PRACTICAL
- (3) 4. Present-minded vs FUTURE-MINDED
- (3) 5. Rationalistic vs EMPIRICAL
- (5) 6. On which of these traits do you think he is furthest from the 50th percentile (that is, closest to the 0 or the 99th percentile)? (1) bold; (2) emotional; (3) practical; (4) future-minded; (5) empirical.

How do you think he answered the following statements from the trait inventory? Mark "1" if you think he answered "true"; "2", if you think he answered "false".

- (2) 7. I am cautious about undertaking anything that may lead to humiliating experiences.
- (2) 8. I am always taking on added social responsibilities.
- (1) 9. I never complain about my sufferings and hardships.
- (2) 10. Quite a few things make me emotional.
- (2) 11. I have never tried to collect pictures of paintings I have liked.
- (1) 12. I prefer friends who have well developed artistic tastes.
- (2) 13. I believe in getting as much fun as I can out of life.
- (2) 14. I find it rather hard to keep to a rigid routine.
- (1) 15. Compared to your own self-respect, the respect of others means little.
- (1) 16. I think cremation is the best method of burial.
- (4) 17. Which of the following men has he admired and studied the most?
 - (1) H. Ibsen; (2) E. Shackleton; (3) S. Freud; (4) H. Thoreau;
 - (5) J. P. Morgan.

His answers to the following statements were the same answers as those given by more than two-thirds of college men. Answer as you think both he and the typical college man would answer them.

- (2) 18. I have occasional difficulty getting the temperature of my bath the way I like it.
- (2) 19. I prefer quiet games to extremely active ones.
- (1) 20. I always keep control of myself in an emergency situation.
- (2) 21. I always finish one task before taking on others.
- (1) 22. Radical agitators should be allowed to make public speeches.
- (2) 23. I believe that what a person does about a thing is more important than what he feels about it.
- (2) 24. The thought of God gives me a complete sense of security.

His answers to the following statements were the opposite of those given by more than two-thirds of college men. Answer as you think he did.

- (2) 25. I believe that competitiveness is a necessary and desirable part of our economic life.
- (1) 26. I think I would like to decorate a room with flowers.
- (1) 27. If I had the ability, I would enjoy teaching poetry at a University.
- (2) 28. I'm occasionally disorganized if I am called on suddenly to make a few remarks.

He filled out the Strong Vocational Interest Blank by checking whether he would "like" or "dislike" a variety of occupations, school subjects, entertainments, and other activities. Answer "1" for those that you think he checked he would like; "2", for those that you think he checked he would dislike.

- (1) 29. Actor
- (2) 30. Advertiser
- (1) 31. Architect
- (1) 32. Artist
- (2) 33. Certified Public Accountant
- (2) 34. Clergyman
- (1) 35. Musician
- (1) 36. Poet
- (2) 37. Cashier in a bank
- (2) 38. Hunting
- (2) 39. Raising money for charity
- (1) 40. Tennis

In scoring the Strong test, each person's interest patterns are compared to those of successful men in a variety of occupations. Mark "1" those occupations in which the instructor's interests were very similar to men in that occupation; mark "2" that were not at all similar.

- (1) 41. Physician
- (2) 42. Mortician
- (1) 43. Engineer
- (2) 44. Banker

- (2) 45. Accountant
- (1) 46. Architect
- (2) 47. Carpenter
- (1) 48. Chemist

The following items concern observational and biographical facts about the instructor.

- (3) 49. He weighs: (1) 145 pounds; (2) 155; (3) 165; (4) 175; (5) 185.
- (3) 50. His height is: (1) five feet seven inches; (2) 5' 8"; (3) 5' 9"; (4) 5' 10"; (5) 5' 11".
- (4) 51. His age is: (1) 40-44; (2) 45-49; (3) 50-54; (4) 55-59; (5) 60-64.
- (5) 52. He was born, raised, and educated in: (1) Germany; (2) England; (3) Canada; (4) California; (5) Maryland.
- (1) 53. His father was: (1) a skilled laborer; (2) cashier; (3) engineer; (4) executive; (5) psychologist.
- (1) 54. In his high school graduating class, he ranked in the: (1) upper 5%; (2) upper 10%; (3) upper 25%; (4) upper 50%; (5) upper 75%.
- (1) 55. In his college graduating class, he ranked in the (1) upper 5%; (2) upper 10%; (3) upper 25%; (4) upper 50%; (5) upper 75%.
- (4) 56. He: (1) neither smokes nor drinks; (2) smokes but does not drink; (3) drinks but does not smoke; (4) smokes and drinks.

APPENDIX B

KNOWLEDGE OF MEN AND WOMEN

KNOWLEDGE OF MEN AND WOMEN

This is a test of your knowledge of the likes, dislikes, and self-ratings of the typical man (Part I) and the typical woman (Part II). The correct answers are based on the analysis of replies to the Strong Vocational Interest Blank. In taking this test the respondent is asked to "disregard considerations of salary, social standing, future advancement, etc....consider only whether or not you would enjoy the interest regardless of any necessary skills, abilities, or training which you may or may not possess."

Part I. Understanding Men

The correct answers are the actual replies of thousands of American men, primarily those in business and professional occupations. They checked whether they would "like," or "dislike" many different occupations, amusements, activities, and kinds of people. They also answered statements about what kind of persons they thought they were.

Likes

Three interests are listed opposite each question below. Only one of the three was liked by more than half of the men. Mark on the separate answer sheet the one that you think more than 50 per cent of the men, said they would "like."

EXAMPLE:

(1) travel movies (2) chasier in a bank (3) people who borrow things

80% of the men said they liked "travel movies"; 20%, "cashier"; and 2% "people who borrow things." Therefore, "travel movies" is the correct answer.

1. (1) pet monkeys (2) geography (3) military drill.
2. (1) civil service employee (2) carpenter (3) psychology.
3. (1) literature (2) botany (3) shop work.
4. (1) agriculture (2) typewriting (3) chemistry.
5. (1) performing sleight-of-hand tricks (2) educational movies (3) full-dress affairs.
6. (1) bargaining (swapping) (2) taking responsibility (3) drilling soldiers.
7. (1) being pitted against another as in a political or athletic race (2) meeting and directing people (3) teaching children.
8. (1) spendthrifts (2) cripples (3) conservative people.
9. (1) J.J. Pershing, soldier (2) opportunity to make use of all one's knowledge and experience (3) secretary of a social club.
10. (1) head waiter (2) lighthouse tender (3) emphasis on quality of work.

Dislikes

Only one interest in each group below was actively disliked by more than half of the men. Mark the one that you think that most men said they disliked.

11. (1) factory manager (2) undertaker (3) geometry.
12. (1) physician (2) life insurance salesmen (3) economics.
13. (1) thrifty people (2) history (3) music teacher.
14. (1) magazine writer (2) chemist (3) auctioneer.
15. (1) school teacher (2) watchmaker (3) governor of a state.
16. (1) floorwalker (2) stock broker (3) reporter, general.
17. (1) editor (2) railway conductor (3) surgeon.
18. (1) author (2) store manager (3) pharmacist.
19. (1) auto salesman (2) interior decorator (3) scientific research worker.
20. (1) printer (2) wholesaler (3) astronomer.
21. (1) making a radio set (2) pet monkeys (3) "Atlantic Monthly."
22. (1) repairing a clock (2) acting as a yell leader (3) giving first aid.
23. (1) interviewing men for a job (2) opening conversation with a stranger (3) looking at a collection of rare laces.
24. (1) doing research work (2) climbing along edge of a precipice (3) looking at shop windows.
25. (1) sick people (2) irreligious people (3) side show freaks.
26. (1) very old people (2) people who don't believe in evolution (3) men who use perfume.
27. (1) people easily led (2) people who assume leadership (3) deaf mutes.
28. (1) people who get rattled easily (2) people with protruding jaws (3) people with hooked noses.
29. (1) fashionably dressed people (2) nervous people (3) emotional people.
30. (1) interest the public in a machine through public addresses (2) steadiness and permanence of work (3) chairman, program committee.

Self Ratings

The men also answered statements about what kind of persons they thought they were. Mark the one statement in each group below that you think was answered "yes" by more than half of the men.

31. (1) practically never make excuses (2) get "rattled" easily (3) follow up subordinates effectively.
32. (1) am approachable (2) lose my temper at times (3) usually ignore the feelings of others.
33. (1) worry very little (2) win confidence and loyalty (3) when caught in a mistake usually make excuses.
34. (1) tell jokes well (2) discuss my ideal with others (3) best-liked friends are superior to me in ability.
35. (1) get "rattled" easily (2) worry considerably about mistakes (3) can correct others without giving offense.
36. (1) am always on time with my work (2) loan money to acquaintances (3) have mechanical ingenuity (inventiveness).
37. (1) stimulate the ambition of my associates (2) have mechanical ingenuity (inventiveness) (3) best-liked friends are superior to me in ability.

38. (1) loan money to acquaintances (2) loan only to certain people (3) rarely loan money.
39. (1) usually ignore the feelings of others (2) consider them sometimes (3) carefully consider them.
40. (1) when caught in a mistake usually make excuses (2) seldom make excuses (3) practically never make excuses.

Part II. Understanding Women

Over four thousand women, many in professional positions, checked whether they would "like" or "dislike" different occupations, amusements, activities, and kinds of people.

Likes

Three interests are listed opposite each question below. Only one of the three was liked by more than half of the women. Mark the one that you think more than 50 per cent of the women said they would "like."

EXAMPLE:

- (1) interior decorator (2) mechanical engineer (3) cheer leader.

Since 65% of the women said they would like being an "interior decorator" this is the correct answer.

41. (1) wife (2) office manager (3) music composer.
42. (1) probations officer (2) dancing teacher (3) vocational counselor.
43. (1) confectioner (2) buyer of merchandise (3) postmistress.
44. (1) solving mechanical puzzles (2) plays (3) cashier.
45. (1) "Reader's Digest" (2) conventions (3) poker.
46. (1) interviewing clients (2) decorating a room with flowers (3) open conversation with a stranger.
47. (1) organizing a play (2) arguments (3) looking at shop windows.
48. (1) discussing politics (2) entertaining others (3) buying at an auction sale.
49. (1) attending church (2) doing research work (3) making a speech.
50. (1) negroes (2) emotional people (3) people who are natural leaders.
51. (1) self-conscious people (2) irreligious people (3) optimists.
52. (1) methodical people (2) thrifty people (3) very old people.
53. (1) opportunity to understand just how one's superior expects work to be done (2) opportunity to make use of all one's knowledge and experience (3) opportunity for promotion.
54. (1) activities of a conservative nature (2) travel with someone who will make the necessary preparations for you (3) be married.
55. (1) be married with small income (2) going to a play (3) order others.
56. (1) psychology (2) chemistry (3) bible study.
57. (1) geography (2) bookkeeping (3) calculus.

Dislikes

Only one interest in each group below was disliked by more than half of the women. Mark the one that you think more than 50 per cent of the women said they would "dislike."

58. (1) factory worker (2) athletic director (3) physician.
59. (1) milliner (2) life insurance salesman (3) judge.
60. (1) manufacturer (2) traveling saleswoman (3) illustrator.
61. (1) manager, women's style shop (2) naturalist (3) dentist.
62. (1) laboratory technician (2) telephone operator (3) social worker.
63. (1) public health nurse (2) criminal lawyer (3) opera singer.
64. (1) Y.W.C.A. secretary (2) tea room proprietor (3) bookkeeper.
65. (1) author of a novel (2) accountant (3) graduate general nurse.
66. (1) illustrator (2) typist (3) interpreter.
67. (1) statistician (2) secret service woman (3) social worker.
68. (1) stage actress (2) mechanical engineer (3) editor.
69. (1) dean of women (2) proof reader (3) kindergarten teacher.
70. (1) "Good Housekeeping" magazine (2) afternoon teas (3) "True Story" magazine.
71. (1) mannish women (2) negroes (3) methodical people.
72. (1) absent-minded people (2) fashionably dressed people (3) people who assume leadership.
73. (1) writing personal letters (2) looking at a collection of rare laces (3) interest the public in building their own homes through public addresses.

Self Ratings

The women also answered statements about what kind of persons they thought they were. Mark the one statement in each group below that you think more than half of the women answered "yes."

74. (1) can discriminate between more or less important matters (2) remember faces and incidents better than the average person (3) can correct others without giving offense.
75. (1) usually liven up the group on a dull day (2) loan money to acquaintances (3) win confidence and loyalty.
76. (1) borrow frequently (2) borrow occasionally (3) practically never borrow.
77. (1) worry considerably about mistakes (2) worry very little (3) do not worry.
78. (1) feelings easily hurt (2) feelings hurt sometimes (3) feelings rarely hurt.
79. (1) have mechanical ingenuity (2) can write a well-organized report (3) able to meet emergencies quickly and effectively.
80. (1) tell jokes well (2) smooth out tangles and disagreements between people (3) feelings easily hurt.

APPENDIX C
CASE OF ZOLTON

CASE OF ZOLTON

Below is a typescript of a filmed interview with Zolton, an unmarried man of twenty-one. After seeing the interview, mark how you think Zolton described himself and how he was described by his friends.

Psychologist: "Just what sort of person are you?"

Zolton: "Well, I guess an easy-going one. I'm easy to get along with."

Psychologist: "Well, what else can you tell me about yourself?"

Zolton: "Well, I guess that's about all. I have some temper - not much."

Psychologist: "What would you consider to be your greatest personality handicap?"

Zolton: "Well, I guess just paying attention when there are people talking to me. Just paying attention to them."

Psychologist: "Do you have difficulty paying attention to people?"

Zolton: "No, no, I don't have no difficulty, it's just that whenever I walk into a place, I just don't speak, I'm quiet."

Psychologist: "Do you have difficulty making friends?"

Zolton: "No, no, I don't find no difficulty making friends."

Psychologist: "But to begin with, you feel a little reserved about it, is that it?"

Zolton: "Yuh."

Psychologist: "What sort of thing would cause you to lose your temper?"

Zolton: "Once in a great while. It has to be something pretty mean, I guess, or something pretty big. One I guess is just - I don't know - couldn't tell you that until I lost my temper. Well, for instance, my little brother taking off with my car."

Psychologist: "That would make you unhappy?"

Zolton: "Yuh."

Psychologist: "What would you do if someone told a lie about you?"

Zolton: "I guess that would make me a little sore too, if it wasn't true."

Psychologist: "Would you go to the person and talk to him about it?"

Zolton: "I wouldn't do nothing. Just sort of keep it to myself."

Psychologist: "Well, how would you feel, and what would you do if someone gave you a million dollars?"

Zolton: "I'd be pretty happy, I guess. I guess I've never thought about what I'd do with it. I'd spend it I guess."

Psychologist: "What sort of things do you do in your spare time?"

Zolton: "Oh, usually drive around; I like to drive around quite a bit."

Psychologist: "Do you participate actively in any sports, or are you a spectator?"

Zolton: "No, I participate in it. Basketball, for instance."

Psychologist: "How important do you feel religion is to people in these times?"

Zolton: "Yes, I really do think that religion is important. I don't know, I guess just being good, people go out, and that ain't so bad, just going out and partying, but after that, the way they gather--."

Psychologist: "And you think that religion would affect that sort of thing?"

Zolton: "I think so, because of conscience - people have a conscience, and that would be on it."

Psychologist: "In what way is religion important to you?"

Zolton: "I don't know, well, sometimes when you go out partying, you feel like doing something else, and yet you don't."

Psychologist: "Because of your religion, is that it?"

Zolton: "Uh-huh."

Zolton checked those adjectives that he considered self-descriptive. In each of the following groups Zolton checked one of the adjectives but did not check the other two. Mark the number of the adjective that you think he checked.

- | | | |
|----------------------------|------------------------|--------------------------|
| 1. (1) <u>alert</u> | (2) inventive | (3) deceitful |
| 2. (1) aloof | (2) apathetic | (3) <u>ambitious</u> |
| 3. (1) irresponsible | (2) opportunistic | (3) <u>confident</u> |
| 4. (1) <u>cautious</u> | (2) outgoing | (3) inhibited |
| 5. (1) wholesome | (2) <u>considerate</u> | (3) conscientious |
| 6. (1) obliging | (2) natural | (3) <u>cooperative</u> |
| 7. (1) <u>courageous</u> | (2) charming | (3) commonplace |
| 8. (1) unassuming | (2) stable | (3) <u>forgiving</u> |
| 9. (1) evasive | (2) <u>stubborn</u> | (3) shallow |
| 10. (1) fault-finding | (2) <u>hard-headed</u> | (3) rattlebrained |
| 11. (1) coarse | (2) <u>arrogant</u> | (3) hostile |
| 12. (1) <u>modest</u> | (2) formal | (3) inhibited |
| 13. (1) stable | (2) <u>sincere</u> | (3) unaffected |
| 14. (1) awkward | (2) impatient | (3) <u>moody</u> |
| 15. (1) <u>quarrelsome</u> | (2) cynical | (3) deceitful |
| 16. (1) conscientious | (2) individualistic | (3) <u>understanding</u> |

Zolton responded to each of the statements below by checking: (1) Disagree; (2) Neither Agree nor Disagree; (3) Agree. Mark the way in which you think he responded.

- (3) 17. God will punish those who disobey his commandments and reward those who obey Him.
- (2) 18. No one who has experienced God like I have could doubt His existence.
- (1) 19. People don't necessarily need to believe in God in order to live good lives.
- (1) 20. I am unable to accept the idea of "Life after death".
- (3) 21. I have sometimes been very conscious of the presence of God.
- (3) 22. God does marvelous things which are called miracles by some.
- (1) 23. While God may exist, it is hard for me to accept with a fact without some proof.
- (1) 24. If there is a "God", it is only an impersonal force in the universe.

Friends of Zolton marked each of the adjectives below as like him or UNlike him. In each of the following groups, only one of the adjectives was marked as being UNLIKE him. Mark which one you think the UNLIKE adjective was.

- | | | |
|----------------------------|------------------------|-----------------------|
| 25. (1) <u>egotistical</u> | (2) cooperative | (3) confident |
| 26. (1) friendly | (2) <u>stubborn</u> | (3) shy |
| 27. (1) affectionate | (2) ambitious | (3) <u>rebellious</u> |
| 28. (1) careful | (2) <u>unrealistic</u> | (3) considerate |

One of the completions to each of the sentences below is the way that friends described how Zolton behaved in social situations. Mark the one that you think how his friends described him.

29. At a party he tends to be: (1) shy and reserved; (2) somewhat loud and boisterous; (3) at ease and comfortable.
30. On the job he is regarded as: (1) a "goof off" who always does less than his share; (2) very reliable and hardworking; (3) the guy who occasionally stirs up trouble.
31. When it comes to speaking before a small group of people: (1) he does rather well; (2) he is about average; (3) he does quite poorly.
32. His friends say that he is: (1) somewhat ambitious; (2) rather easy-going with no great ambition; (3) rather confused and "mixed up".

Zolton checked one of the statements below to describe himself, Mark the alternative you think he checked.

33. If I can't get what I want, I... (1) wait; (2) get it in another way; (3) usually get along without it.
34. I feel "down in the dumps" when... (1) I don't; (2) I say the wrong thing; (3) I don't succeed.
35. When I make a mistake I... (1) am embarrassed; (2) laugh it off; (3) don't "give a damn".
36. When they told me what to do... (1) I did just the opposite; (2) I did it; (3) I listened politely but did nothing.
37. At the party, I was... (1) the life of the party; (2) a little shy and reserved; (3) quite smooth and polished.
38. I boiled up when... (1) I was cheated; (2) I was criticized unjustly; (3) I saw people hurting others.
39. Religion seems to me... (1) unnecessary; (2) a problem; (3) necessary and important.
40. I enjoy... (1) great music; (2) being with people; (3) sports.

APPENDIX D
ORIENTATIONS TO PEOPLE

ORIENTATIONS TO PEOPLE

This is a study of orientations in forming impressions of people. It has three parts. Part I, Orientations to Leaders, concerns your impressions of what makes a good leader. Part II, Orientations of Others, concerns your opinion of the interpersonal orientations of people in different social situations. Part III, Orientations in First Impressions, concerns the impressions that a woman and a man who will be shown in silent filmed interviews, make upon you.

Please put your answers on the separate answer sheet. Be sure to mark your student number and name, for the results will be returned to you later. Work rapidly, but be sure that you answer every question.

I. Orientations to Leaders

Directions:

In each question are two statements of things that a leader can do. Choose the one you feel it is more important for him to do. If you feel that both alternatives are poor, choose the one you think is less poor.

It is more important for a leader:

1. (1) To make decisions independently of the group.
(2) To really be a part of his work group.
2. (1) To let workers take time out from the monotony when they wish.
(2) To allow workers to make decisions only when given explicit authority by the leader.
3. (1) To take an interest in the worker as a person.
(2) To maintain definite standards of performance.
4. (1) To have his workers do their work the way they think is best.
(2) To rule with a firm hand.
5. (1) To decide in detail how the work shall be done by the workers.
(2) To let workers make decisions whenever they feel competent.
6. (1) To make it clear that he is the leader of the group.
(2) To have workers settle by themselves most of their job problems.
7. (1) To have the workers settle by themselves most problems.
(2) To have scheduled rest periods.
8. (1) To have his workers do their work the way they think is best.
(2) To assign specific responsibilities and duties daily.
9. (1) To do the important jobs himself.
(2) To have workers take their rest periods when they wish.
10. (1) To feel he belongs in his group.
(2) To reward the good worker.

11. (1) To have his workers do the work the way they think is best.
(2) To have the worker depend upon him to make decisions.
12. (1) To get the work done on time.
(2) To be friendly toward his workers.
13. (1) To act as he thinks best, regardless of the views of his workers.
(2) To be proud of his work group.
14. (1) To give the workers the power to act independently of him.
(2) To assign workers to particular tasks.
15. (1) To do the important jobs himself.
(2) To let the workers decide how to do each task.
16. (1) To leave it up to each worker to get his share of the work done.
(2) To set up most projects himself.
17. (1) To call the group together to discuss the work.
(2) To work right alongside the workers.
18. (1) To pitch right in with the workers.
(2) To plan the work carefully.
19. (1) To explain carefully each worker's duties to him.
(2) To spend some of his time helping get the work done.
20. (1) To work hard himself.
(2) To schedule the work of the men carefully.
21. (1) To be an authority in the type of work the group does.
(2) To tell poor workers when their work isn't measuring up to what it should be.
22. (1) To do the same work as his men whenever time allows.
(2) To plan how his men will do the job.
23. (1) To call the group together to discuss the work.
(2) To attempt to make his work not too different from the work of his men.
24. (1) To be respected as a man of high technical skill in his field.
(2) To spend over half his time in supervisory activities such as planning and scheduling.
25. (1) To let his workers know how they are doing on their jobs.
(2) To spend some of his time helping get the work done.
26. (1) To pass along to his workers information from higher management.
(2) To help get the work done.
27. (1) To be known as a man of great technical skill in the field.
(2) To schedule the work to be done.
28. (1) To meet with the workers to consider proposed changes.
(2) To pitch right in with the workers to help make changes.
29. (1) To explain the duties of each worker's job to him until he really understands them.
(2) To pitch right in with the workers.
30. (1) To perform the same work as the workers whenever possible.
(2) To plan his day's activities in considerable detail.
31. (1) To be known as a skillful trainer.
(2) To set an example by working hard himself.
32. (1) To work right along side his workers.
(2) To try out new ideas on the work group.

II. Orientations to Others

This is a scale measuring opinions about how people react in different situations. In many cases it may be difficult to choose an answer, but please mark a choice for each one.

The Case of Hans: The place: Munich, Germany. The time: 1922. Hans Meyerhoff, a poor shopkeeper, has been invited to a secret meeting of a small organization headed by Adolf Hitler. Hans is bewildered throughout the meeting.

33. Hans becomes enthralled with Hitler and tries to convince one of his customers, Rudolph, to join the Party. Why is Rudolph hesitant?
1. Hans, himself, doesn't know what he is joining.
 2. I wonder why Hans wants me to join the Party.
34. In time, however, Hans' friend, Rudolph Hess, joins the Party and becomes one of Hitler's most trusted aides. For some reason in the middle of World War II, Rudolph Hess flew alone right over London only to be shot down. What were Hitler's thoughts about this?
1. He did it to embarrass me before the world.
 2. He did it to show the others he wasn't a coward like they said.

The Case of the Babe: Besides being one of baseball's great heroes, Babe Ruth had a sincere interest in children. He once had an interview with Tommy Smith, reporter for his high school paper.

35. What was Tommy thinking during the interview?
1. I hope he thinks I'm going a good job.
 2. I wonder if he knows how admired he is.

The Case of Martha: Martha is an orphan. She is fifteen years old and is being considered for adoption through a social work agency. The interested couple is talking with a social worker.

36. The social worker decides to recommend the adoption. What might she be thinking during her conference with her supervisor?
1. He seems to respect my views.
 2. His experience makes him a keen judge of adoption cases.
37. Her supervisor's thoughts?
1. She's done a good job of analysis.
 2. She knows she has to convince me.
38. Martha is adopted by the couple. What is the social worker thinking after her twelfth and final monthly visit?
1. They all seemed terribly grateful to me.
 2. Her parents and friends have grown to love her.
39. Two years later Martha falls in love with a college senior named Bill. What do her parents think about this?
1. Bill seems to love her too; he treats her like a queen.
 2. She doesn't need us like she used to.

40. Martha talks to her social worker for advice about leaving her parents so soon. Martha's thoughts?
1. I hope she doesn't think I let her down.
 2. A social worker would be a good person to talk to now.
41. The social worker talks with Martha's parents. Their thoughts?
1. She will be good to talk to now.
 2. She probably thinks we let her down as parents.
42. Martha and Bill decide to get married. Her parents' thoughts now?
1. They make a great couple and have happy days ahead.
 2. Hope she still loves us.
43. What is Bill thinking now?
1. Her parents still love her and understand her.
 2. I hope she loves me as much as I love her.

The Case of Lou: Lou is the father of three college-age children. He has been acting rather cold toward his wife as of late. His wife is worried. They had always gotten along well in their 26 years of marriage, and were able to discuss their problems with each other.

44. What might Sally be thinking? She is his favorite child.
1. He must be depressed because I left for college.
 2. I guess adults have periods of depression just like us kids.

The Case of Albert: Little Albert is a schoolboy in Germany. He is doing below average work in math and sees his teacher for help.

45. What is Albert thinking during the conference?
1. He is one of my best teachers.
 2. I wonder if he's interested in helping me.
46. Poor Albert failed his math course. How did his teacher feel?
1. I hope he doesn't feel resentful toward me for failing him.
 2. I hope this doesn't hurt his self-confidence too much.
47. How did his teacher feel a few years later when his former student formulated an equation $e = mc^2$, changing world history?
1. Einstein will go down as one of the great thinkers.
 2. I wonder if he thinks I was a poor teacher.

The Case of Samuel Reshevsky: Mr. Reshevsky is a world champion chess player. He recently played 50 players simultaneously.

48. What were his opponents thinking as they sat down to play him?
1. He is truly one of the world's great players.
 2. Does he really think that I'm a challenge?
49. One of the players, a 15 year old boy, beats the Master. His name is Bobby Fisher, current U.S. chess champion. As they played the second time, what was Reshevsky thinking?
1. I don't think success has gone to Bobby's head.
 2. He seems to look at me differently than he did the last time.

50. What did Bobby think after he defeated the Master again?
1. His one mistake at the end cost him the game.
 2. He must think I'm his equal now.

The Case of Cathy: Cathy and her roommate are sophomores at a large university. They just had a fight about keeping the room neat, Cathy claiming her roommate is not neat enough.

51. What did Cathy think after talking to her housemother about it?
1. I can see why girls think she is so understanding.
 2. I wonder what she thought of me and my side of the argument.

The Case of Bob: Bob is a senior majoring in math and plans to go to graduate school next year. His math teacher, Mr. Lewis, is retiring.

52. His wife's thoughts about the news of her husband's retirement?
1. He has a feeling of real satisfaction after these 30 years.
 2. Maybe he will need me more now that he is not working.
53. Mr. Lewis is replaced by a young Ph.D. She is bright, good-looking and single. What is Bob thinking as she walks into class?
1. I hope she likes my work
 2. This should be an interesting course.
54. Bob goes to talk to her about his work. Her thoughts?
1. He seems upset at me for marking so hard.
 2. He seems genuinely interested in improving his work.
55. Bob sets straightened out and ends up with an A in the course. What are his thoughts now?
1. She thinks I really know the material now.
 2. This was a very beneficial course.

The Case of Leon: Leon Winters is captain of his bowling team. His team loses its first three matches and he resigns as captain. Under his successor, Al, the team wins its next 4 games.

56. What are Al's thoughts now?
1. His bowling has improved lately, as has the teams'.
 2. He resents me for taking over his job.

The Case of Jan: Jan is a high school dropout. He gets a job on a construction project.

57. His foreman's thoughts at first:
1. This boy needs to gain some self-confidence.
 2. He'll be depending on me to help get him started.
58. Jan gets in a fight with another worker. The foreman then thought:
1. Jan will probably worry what I'll do to him about the fight.
 2. These things happen on any job.

The Case of Mr. Moore: Alan Moore is in the market for a new car. He is deciding between a Lincoln and a Cadillac.

59. What might he be thinking as he is talking to one of the salesmen?
1. I wonder if he thinks I'm an easy customer to sell.
 2. I've heard he's a well-respected salesman.

The Case of Ellen: Ellen has been dating a boy steadily for three months. They are both freshmen and have decided to stop seeing each other for a while.

60. How does Ellen feel?
1. I hope he still likes me even though we're not dating.
 2. It's best for both of us because we're too young to get serious.

III. Orientations in First Impressions

Directions:

You will see two people in silent movies: Try to form as life-like an impression of each as you can. The first will be of Mrs. P.: and the second of Mr. W. As each film is finished the camera will be stopped. Then, in each of the pairs of statements numbered below pick the one that is more like your impression of the person on the separate answer sheet.

THE CASE OF MRS. P.

61. (1) is sincere (2) wearing a coat.
62. (1) is about 40 years old (2) self-satisfied.
63. (1) did most of the talking (2) is one who makes a good impression.
64. (1) moistens her lips (2) experienced with small groups.
65. (1) considers the interview serious (2) shows signs of amusement.
66. (1) is a modest dresser (2) uncertain of her answers.
67. (1) enjoys her family (2) has dark features.
68. (1) is amusing (2) a modest dresser.
69. (1) wants to make an impression on interviewer (2) has good posture.
70. (1) feels self conscious (2) dressed in red.
71. (1) is verbal (2) feeling under pressure.
72. (1) laughing often (2) indecisive.

THE CASE OF MR. W.

73. (1) is unsure of himself (2) is wearing a striped sweater.
74. (1) is wearing glasses (2) somewhat perplexed.
75. (1) often grasps his chin (2) is on guard most of the time.
76. (1) leaves smiling (2) is uncertain of the future.
77. (1) does not trust the interviewer (2) smiles little.
78. (1) is confident in his opinions (2) of medium height.
79. (1) was eager to leave (2) left quickly.
80. (1) hopes he has put his story over (2) has black hair.

- 81. (1) has curly hair (2) is earnestly interested in the situation.
- 82. (1) knows what's going on (2) needs a shave.
- 83. (1) feels a bit insecure (2) is in his early 20's.
- 84. (1) is self-concerned (2) changes his facial expression little.

APPENDIX E

THE PROTEBOB PERSONALITY INVENTORY

THE PROTEBOB PERSONALITY INVENTORY

Directions: There are no right or wrong answers to the following statements. They represent experiences, preferences, ways of doing things, or beliefs that are true of some people but are not true of others.

Read each statement and decide whether or not it is true with respect to yourself. Indicate your answers on the separate answer sheet.

Mark "1" if it is true or more true than false of yourself.

Mark "2" if it is false or more false than true of yourself.

Ans.

- (1) 1. I like to make a very careful plan before starting in to do anything.
- (1) 2. I am guided in all my conduct by firm principles.
- (2) 3. I find it rather hard to keep to a rigid routine.
- (2) 4. I like to be with people who don't take life too seriously.
- (1) 5. Whenever I have to undertake a job I make out a careful plan of procedure.

- (1) 6. I never lose my head.
- (1) 7. I set very difficult goals for myself.
- (2) 8. I am not particularly methodical in my daily life.
- (2) 9. I generally go from one thing to another in my daily life without a great deal of planning.
- (1) 10. I like to keep all my letters and other papers neatly arranged and filed.

- (1) 11. I always keep control of myself in an emergency situation.
- (2) 12. Most of my spare money is used for pleasure.
- (2) 13. I occasionally neglect serious things in order to have a good time.
- (1) 14. I am extremely systematic in caring for my personal property.
- (1) 15. I always finish one task before taking on others.

- (2) 16. I find it difficult to keep my mind on one detail for very long.
- (1) 17. I like to have my life so arranged that it runs smoothly and without much change in plans.
- (1) 18. I can always do a good job even when I am very excited.
- (1) 19. I am extremely ambitious.
- (2) 20. I am occasionally disorganized if I am called on suddenly to make a few remarks.

- (1) 21. I enjoy work more than play.
- (2) 22. I feel that friendship is more important in life than anything else.
- (1) 23. I really don't like to drink alcoholic beverages.
- (2) 24. I find that my minor likes and dislikes change rather frequently.
- (2) 25. I frequently obey whatever impulse is strongest.
- (1) 26. I am considered extremely "steady" by my friends.
- (1) 27. I like to have my meals organized and a definite time set aside for eating.
- (1) 28. I keep my workplace very neat and orderly.
- (2) 29. I believe in getting as much fun as I can out of life.
- (2) 30. I believe that I have the disposition of a pleasure-seeker.
- (2) 31. I generally seek whatever makes me happy here and now.
- (2) 32. I would rather see a musical comedy than a documentary film.
- (1) 33. I live more for the future than for the present.
- (1) 34. I believe that what a person does about a thing is more important than what he feels about it.
- (2) 35. I like to be with people who are not preoccupied with the future.
- (2) 36. I am greatly influenced in minor decisions by how I happen to be feeling at the moment.
- (2) 37. I am much more interested in activities which I can enjoy for their own sake than in activities which are of long range benefit.
- (1) 38. I spend a good deal of time thinking about my plans for the future.
- (2) 39. I accept my feelings as the best guide for my actions.
- (2) 40. I have some difficulty in concentrating my thoughts on one thing for a long time.
- (2) 41. I am more interested in what I see and hear than in abstract principles.
- (1) 42. I am temperamentally more a sceptic than a believer.
- (1) 43. I am more interested in general ideas than in specific facts.
- (2) 44. No individual, no matter what the circumstances, is justified in committing suicide.
- (2) 45. The idea of God must remain absolutely central to the whole plan of human purpose.
- (1) 46. It is possible that there is no such thing as divine inspiration.
- (2) 47. My faith in God is complete for "though he slay me, yet will I trust him."
- (1) 48. I believe that everybody would be happier if both men and women had more sexual freedom.
- (2) 49. I carry a very strict conscience about with me wherever I go.
- (2) 50. I consider the close observance of social customs and manners as an essential aspect of life.

- (1) 51. I have occasionally doubted the reality of God.
- (2) 52. It is absolutely vital to assume that there is a God behind the Universe.
- (2) 53. A person should develop his greatest loyalty toward his religious faith.
- (1) 54. The world might benefit from having a new kind of religion.
- (2) 55. I think that it is much more important to learn to control sexual impulses than to express them.

- (2) 56. I take pains not to incur the disapproval of others.
- (1) 57. Some of my friends think my ideas are a bit wild and impractical.
- (2) 58. I control my sexual impulses by instituting prohibitions and restrictions.
- (2) 59. I have always been unalterably convinced of the reality of God.
- (2) 60. I would rather be a salesman than a scientific research worker.

- (2) 61. The thought of God gives me a complete sense of security.
- (1) 62. The European attitude toward mistresses is more sensible than ours.
- (2) 63. I trust in God to support the right and condemn the wrong.
- (2) 64. In matters of conduct I conform very closely to custom.
- (1) 65. I haven't yet reached any final opinion about the nature of God.

- (2) 66. It is as important for a person to be reverent as it is for him to be sympathetic.
- (2) 67. The idea of God means more to me than any other idea.
- (1) 68. I think that cremation is the best method of burial.
- (1) 69. In the long run, science provides the best hope for solving the world's problems.
- (1) 70. I like to read scientific articles in popular magazines.

- (1) 71. Radical agitators should be allowed to make public speeches.
- (1) 72. Women should have as much right to propose dates to men as men to women.
- (1) 73. I believe we should have less censorship of speech and press than we do now.
- (1) 74. I often act contrary to custom.
- (1) 75. Science should have as much to say about moral values as religion does.

- (1) 76. I would enjoy the kind of work that a scientific research worker does.
- (2) 77. I think that I have a more rigorous standard of right and wrong than most people.
- (2) 78. It is necessary to retain the belief that God exists as a personal being.
- (2) 79. Divine inspiration is an infallible source of truth.
- (1) 80. Compared to your own self-respect, the respect of others means little.

- (2) 81. I enjoy going to art galleries very much.
- (2) 82. I would like to hear a popular lecture on contemporary painters.
- (1) 83. I can deal much better with actual situations than with ideas.
- (2) 84. I like to discuss abstract questions with my friends.
- (2) 85. If I had unlimited leisure and money, I would enjoy making a collection of fine sculptures or paintings.

- (1) 86. I have seldom really enjoyed an art course.
- (2) 87. I like to visit exhibits of famous paintings.
- (1) 88. Sports generally interest me somewhat more than very intellectual affairs.
- (1) 89. I am mainly interested in ideas that are very practical.
- (2) 90. I like abstract paintings.

- (1) 91. I am an extremely practical person.
- (2) 92. I like ballet performances.
- (2) 93. I sometimes think more about my ideas than about the routine demands of daily life.
- (1) 94. I only work for concrete and clearly-defined results.
- (1) 95. I would rather be a salesman than an artist.

- (2) 96. If I had the ability, I would enjoy teaching poetry at a University.
- (1) 97. Magazines such as Arts and Decorations bore me.
- (2) 98. I get an intense pleasure from just looking at a beautiful building.
- (2) 99. I like to read poetry.
- (2) 100. Artistic experiences are of great importance in my life.

- (2) 101. I would like to take a course in the modern novel.
- (1) 102. I would rather read "Business Week" than "Atlantic Monthly."
- (2) 103. I spend a lot of time philosophizing with myself.
- (1) 104. I tend to judge people in terms of their concrete accomplishments.
- (1) 105. I tend to accept the world as it is and not worry about how it might be.

- (1) 106. I always keep my feet solidly on the ground.
- (1) 107. I think there are few more important things in life than money.
- (1) 108. I am really only interested in what is useful.
- (2) 109. I prefer friends who have well developed artistic tastes.
- (1) 110. In a discussion, I tend to lose interest if we talk about serious literature.

- (2) 111. I think I would like to decorate a room with flowers.
- (1) 112. I have never tried to collect pictures of paintings I like.
- (1) 113. I would rather see a movie than read a book.
- (2) 114. My head is always full of imaginative ideas.
- (1) 115. I believe that competitiveness is a necessary and desirable part of our economic life.

- (2) 116. I would rather read an article about a famous musician than a financier.
- (2) 117. I often think for a long time about an idea that has occurred to me.
- (1) 118. I would particularly enjoy meeting people who had made a success in business.
- (1) 119. I prefer the friends of my own sex to be very efficient, and of a practical turn of mind.
- (2) 120. Daydreams are an important part of my life.

- (1) 121. I am generally regarded by others as a leader.
- (1) 122. I am very self-confident.
- (1) 123. I like to have people around me practically all the time.
- (1) 124. I am generally active in my everyday life.
- (2) 125. I generally talk very quietly.

- (1) 126. Most of the time, I am extremely carefree and relaxed.
- (2) 127. I am quite often lacking in self-confidence.
- (2) 128. I am cautious about undertaking anything which may lead to humiliating experiences.
- (1) 129. I enjoy speaking in public.
- (1) 130. There are few things I enjoy more than being a leader of people.

- (1) 131. I have frequently assumed the leadership of groups.
- (1) 132. I am a rather carefree person.
- (2) 133. I feel somewhat inferior as a person to a few of my friends.
- (2) 134. I am frequently discouraged by my own inadequacies.
- (2) 135. When I meet a stranger, I sometimes think he is a better person than I am.

- (2) 136. I am somewhat more shy than the average person.
- (2) 137. I generally feel self-conscious in the presence of important superiors.
- (1) 138. I always like to be with people rather than be alone.
- (2) 139. I am inclined to limit my friends to a few people.
- (1) 140. I spend myself freely as I have plenty of energy.

- (2) 141. I would rather listen to a story than tell one.
- (2) 142. I prefer quiet games to extremely active ones.
- (1) 143. I frequently become involved in too many activities.
- (2) 144. Some people I know can look forward to a happier life than I can.
- (1) 145. I am very optimistic.

- (1) 146. I am a very adventurous person.
- (2) 147. I have quite a few fears about my future.
- (2) 148. I am at least as much of a pessimist as an optimist.
- (2) 149. I sometimes become melancholy without very good reasons.
- (2) 150. I have some feelings of inferiority.

- (1) 151. I am almost never embarrassed.
- (1) 152. I always prefer to work with others.
- (2) 153. I dislike it when I am with people constantly.

- (1) 154. I enjoy taking the full responsibility for introducing people at a party.
- (1) 155. I am always taking on added social responsibility.
- (1) 156. I am generally leader of the people I know.
- (2) 157. I am seldom the center of attention in a group.
- (1) 158. I am often called upon to settle arguments between people.
- (2) 159. I sometimes find it hard to lead people and maintain them in order.
- (2) 160. I generally keep in the background at social functions.
- (1) 161. I am rather easily stirred up.
- (2) 162. I have never been seasick, plane sick or car sick.
- (2) 163. It takes a great deal to make me emotional.
- (2) 164. My emotional life is marked by great moderation.
- (2) 165. I believe I am less emotional than most people.
- (1) 166. I rather frequently find myself getting emotional about something.
- (1) 167. Sometimes I become so emotional that I find it a little hard to get to sleep.
- (1) 168. I become emotional fairly easily.
- (1) 169. I have sometimes actually screamed with joy.
- (2) 170. I am seldom disturbed about sexual matters.
- (2) 171. I usually prefer to keep my feelings to myself.
- (2) 172. I almost always do about as well as I expected in competitions.
- (2) 173. I suppress my emotions more often than I express them.
- (1) 174. I am easily moved to laughter or tears.
- (2) 175. I think much and speak little.
- (2) 176. I consider most matters from every standpoint before I form an opinion.
- (1) 177. I have sometimes gotten so angry that I felt like throwing and breaking things.
- (2) 178. I am practically always tolerant even in dealing with people that I don't like.
- (1) 179. My feelings and emotions are very easily aroused.
- (2) 180. I almost never notice minor physical injuries.
- (1) 181. I am considered rather emotional by my friends.
- (2) 182. I find that my life moves along at an even tenor without many ups and downs.
- (1) 183. I have occasionally had to make an effort not to cry.
- (2) 184. I am a rather objective and matter-of-fact person.
- (1) 185. I like having someone with whom I can talk about my emotional problems.
- (1) 186. I am rather spontaneous in speech and action.
- (2) 187. I usually express myself objectively, with considerable caution and restraint.
- (1) 188. I am a fairly impulsive person.
- (2) 189. I never complain about my sufferings and hardships.
- (1) 190. I have sometimes corrected others, not because they were wrong, but only because they irritated me.

- (1) 191. I have occasional difficulty getting the temperature of my bath the way I like it.
- (1) 192. I have very strong likes and dislikes.
- (1) 193. Quite a few things make me emotional.
- (2) 194. I am moderate in my tastes and sentiments.
- (2) 195. I usually do things in a leisurely sort of way, seldom getting excited.

- (2) 196. I am almost never extremely excited or thrilled.
- (1) 197. I experience rather frequent pleasant and unpleasant moods.
- (1) 198. I like to discuss my emotions with others.
- (1) 199. I sometimes speak on the spur of the moment without stopping to think.
- (2) 200. I can stand pain better than the average person.

1 - 40	Impulsive - Controlled
41 - 80	Rational - Empirical
81 - 120	Introverted - Extroverted
121 - 160	Cautious - Bold
161 - 200	Calm - Emotional

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