INTERPERSONAL PERCEPTION: THE ACCURACY OF FIRST

IMPRESSIONS AND ATTITUDE CHANGE AS

A FUNCTION OF SELF-IMAGE AND

AGE SIMILARITIES

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# CHAPTER I

## INTRODUCTION

Almost every individual experiences situations daily
in which he formulates plans and acts on the basis of his
first impressions of others. The degree of influence at-
tributable to these impressions is dependent upon the atti-
tudes of the individual perceiver. Rather than ponder over
the philosophic question of whether or not first impressions
should determine the course of future interpersonal relations,
psychologists concerned with this type behavior have di-
rected their interests to the understanding of the dynamics
underlying impression formation and the behavior which results
from these impressions.

It is the intent of this study to investigate an aspect
of the accuracy of first impressions and the stability of at-
titudes formed on the basis of these impressions. The study
of first impressions and their influence on behavior is one
aspect of the general topic of person perception.

## Theoretical Background

The underlying process of person perception may best
be understood as a progression of phases, from cue selection,
to inference drawing, to final translation (27). According

1

to Attneave (2, p.189), the function of this process is the encoding of incoming information in its most economical form.

The complexity of person perception has long been recognized by anthropologists and sociologists, as well as psychologists (16). Concepts evolving from each discipline, while oriented within a discrete frame of reference, have proved to be compatible in the formation of theoretical explanations in this area.

The term "interpersonal relations" was first introduced by Sullivan, and was quickly adopted by psychologists (16). One of Sullivan's observations was that the utilization of information is directly related to awareness (21). The awareness which one person has for another dictates the direction which the ensuing relationship will assume. If the transmitted information is misperceived, the factor of awareness is reduced and interpersonal relationships are hindered.

Carl Rogers (25), in writing about what he calls an individual's phenomenal field, emphasizes that an individual reacts to his environment according to the manner in which he perceives what is to him the real world. In trying to maintain a degree of consistency in his conception of reality, the individual uses himself as a frame of reference with which to evaluate the environment. When relating this concept to the process of person perception, it may be proposed that an accurate perception of others is at first dependent upon the similarities between the interacting individuals. With regard

to the similarities between individuals, Rogers hypothesized
as follows:

> The greater the congruence of experience, awareness
> and communication on the part of one individual, the
> more the ensuing relationship will involve: a tendency
> toward recriprocal communication with a quality of in-
> creasing congruence; a tendency toward more mutually
> accurate understanding of the communications; improved
> psychological adjustment and functioning in both parties;
> mutual satisfaction in the relationship.
>
> Conversely the greater the communicated incongruence
> of experience and awareness, the more the ensuing rela-
> tionship will involve: further communication with the
> same quality; disintegration of accurate understanding;
> less adequate psychological adjustment and functioning
> in both parties; and mutual dissatisfaction in the
> relationship (24, p. 345).

From Rogers' hypothesis it may be assumed that a judge's
evaluation of another person will be most accurate when the
other person shares similar personality traits and less accurate
as the other person departs from this similarity. In terms
of first impressions, an encounter with a person of similar
personality traits will afford the judge a communication which
may be evaluated on the basis of congruent past experiences.

Inferences drawn on the basis of past experiences have
been considered by Cronbach (7) in the formulation of an
implicit personality theory. Formally stated, an observed
trait is associated with an inferential net linking one trait
to another. First impressions may, therefore, be considered
related to past experiences in which cognitive systems were
established. Elements relevant to the cognitive system are
generalized into a set pattern which determines the direction
of the judgment.

The stability of a first impression has been found by
Luchins (18) to be more significantly affected by primacy
rather than recency.  Assuming that a judge is not confronted
by an extensive array of unrelated interpolated communications,
he will maintain convictions forwarded by first impressions.
In conjunction with Heider's balance theory (13), in which un-
balanced cognitive systems ultimately shift to a state of
balance, the stability of a first impression may be related
to the similarity between the judge and the person being
judged.  In this manner the introduction of additional infor-
mation would serve as a communication reinforcing the relation-
ship between previous judgments and the cognitive systems from
which they were generalized.

The theories forwarded by the forementioned psychologists
represent a general overview of some of the theoretical ex-
planations of interpersonal behavior.  When considering an
objective study of these theoretical propositions, it becomes
necessary to utilize techniques which measure the quality and
consequences of experience during interpersonal interaction
and the determinants which regulate such behavior (12, p.61).
In reference to the measurement of determinants, Harry Triandis
wrote:

> Since another person has many characteristics, the
> observation that an individual has a certain attitude
> toward him gives only idiographic information.  What
> is needed are the observations of the individual's be-
> haviors toward people who have or do not have the various
> characteristics . . . . . . . . . . . . . . . . . . . .
> . . . . . . . . . . . . . . . . . . . . . . . . . . . .

To reach even this point of understanding of an indi-
vidual's attitudes, we should as a minumum learn some-
thing about his personal constructs concerning the
characteristics that are likely to be important for
him in viewing other people (29, pp. 234-235).

## Review of Related Studies

Studies investigating the dynamics of person perception
may be found in abundance throughout the psychological lit-
erature. Those which will be considered at this time will
be categorized according to their contributions in the areas
of basic impression formation, factors in perception, moti-
vational relativity, degree or amount of available information
as stimulation, and similarity of traits or attitudes.

It has been suggested that impressions of personality
evolve from an initial global conception of behavior (13).
In several early studies conducted by Asch (1), it was found
that such a conception is formed from a Gestaltic association
of a variety of traits, the selection of which is discrete
for each individual. Because of the discreteness of individual
trait selection, Asch concluded that, although impression
formation is an organized process, it can not be expressed
as a mathematical function.

To illustrate the dynamics of perceptual organization,
Heider and Simmel (14) conducted a study in which several
groups of adults viewed a two and one-half minute motion-
picture involving only the movement of three geometric forms:
a large triangle, a small triangle and a circle. One group

was asked to report what they saw. A second group was asked
to consider the figures to be human and report what they saw.
Although the features of human action were eliminated nearly
all subjects in the first group reported the action to be an-
imated. They even gave the geometric figures personalities
with definite characters. This finding led Heider to believe
that past experiences determine the organization of a person's
perceptions when he is evaluating the observed actions of other
individuals.

In a later study conducted by Gollin (10), impression
formation was found to be a function of observed character-
istics and underlying cognitive factors. Such an explanation
complimented the observations of Asch by defining the variety
of traits as two separate systems functioning as a whole.
Leby and Dugan (17) explored an aspect of the cognitive process
and learned that individuals discern observable characteristics
according to apparent worth, threat, dependability, and potential
affinity of the person being observed.

Factors found influencing the formation of person
perception have been categorized according to age, sex,
background, intelligence, training in psychology, self in-
sight, and emotional stability (28). When considering these
factors as a joint combination of attitudes of the stimulus
person, nature of the interaction, and characteristics of the
perceiver, a general overview of the perceptual process may

be established, which will serve as a basis for the comprehension of segmented studies in personality perception.

During the course of an interpersonal interaction, the perceiver as well as the stimulus person participates in a dramatic display of role behavior, which is believed to be the most effective representation of self within a particular environment. Studies, such as those conducted by Wishner (32), illustrate the fact that the stimulus factors, observed during interpersonal interaction, are only as signigicant as their correlation with the environmental setting. Researchers such as Norman (22), Steiner (28) and Cattell (6) have taken into consideration the effects of role playing and distilled the resultant interaction into factors applicable to the formation of social perception.

Age and sex of the individual have not been found to differentiate an individual's ability to judge another person, again excluding the effect of role association within a given environment (28). Intelligence and background of the perceiver have proved to be effective factors in enhancing the accuracy of person perceptions (28). Despite the popular conception that psychologists possess an acute awareness of others, studies have shown them to fall short of this expectation when compared with inexperienced individuals judging personality. traits during an initial interview ( 9, 30). It may, therefore, be seen that basic factors in person perception have been

determined from objective studies and are considered as valid variables in perception formation.

When considering the influence of motivation in the acquisition of information about other persons, it has been found that individuals recall more characteristics related to high-intensity needs than to moderate-intensity needs (5). The perceived desirability of personality characteristics is an important factor in the formulation of first impressions. This idea is supported by other studies which found that intra-judge trait intercorrelations are influenced by familiarity of traits (15), and the relationship between the trait and the judge (11). Such findings suggest that the similarity of personality traits between a judge and the person being judged would increase the accuracy of the judge's first impression. The judge's familiarity with the trait he would be rating would be increased, which would account for an increased perception of the relationship of the trait with the person being judged.

The amount of available information which a judge may employ in rating others has been found to influence the accuracy of interpersonal perception. Surprisingly enough, optimum accuracy has been found to be associated with a moderate amount of information (31). This suggests that first impressions afford a judge a reliable basis for a correct prediction, if the available information is limited.

> It would appear, then, that persons who have only the most superficial information about one another can draw upon their more-or-less comparable prior experiences and whatever easily observable cues are

available to them to yield peer-rating sturctures that
are highly similar to those obtained from subjects who
are intimately acquainted with one another. But only
in the latter sorts of groups will the peer ratings
agree to any marked extent with self-appraisals (23 p. 49).

Once a judge has established an identification of the
observed person with some reference group, the degree of
accuracy for the prediction of behavior is dependent upon
the similarity between the judged person's behavior and the
typical behavior of that group (26). It is for this reason
that the quality of information is as important in inter-
personal perception as the quantity. Furthermore, it has
been found that negative information has a stronger effect
on personality prediction than does positive information (20).
This finding was based on the predictions of a general population
and did not take into account the differential effect of
negative information on judges with personality characteristics
similar to that of the person being judged and those with
characteristics which are not similar. The present study
suggests that negative information concerning the judged
person will produce a greater effect upon those whose char-
acteristics are dissimilar to the judged person's than upon
those whose characteristics are similar.

In a study by Belenky (3), no evidence was found to
support the hypothesis that the ability to perceive the self
accurately is dependent upon the ability to perceive others
accurately. "Accurate predictions of the other person takes
place when differentiation of self from other is facilitated

by focusing upon the other person (19)." When this concept
and sociometric findings that ". . . the positive relationship
between perceived similarity and valuations of others is a
function of the need to be similar to valued persons (8)" are
jointly considered, the question arises as to whether or not
the accuracy of personality prediction is dependent upon the
similarity of a judge's self-image and the self-image of the
person being judged. If the judge's self-image is negative,
it would appear that he would not value a person with similar
personality traits and would consequently predict the self-
image of the other person as negative. In the same fashion,
if a judge's self-image is positive, it would appear that he
would value a person with similar personality traits and would
predict the self-image of the other person to be positive.

In a study conducted by Bender and Hastorf (4), subjects
were asked to evaluate another person on a forty-two item scale.
The person being judged evaluated himself on the same scale,
and accuracy predictions were determined by deviation scores
between the two. The accuracy of predictions was found to be
greatly influenced by projection. This suggests that judges
similar to the person being judged would obtain a high accuracy
score by generalizing a self-image to the other person.

The forementioned theories and findings have suggested
that an individual judges others on the basis of observable
traits. He associates these traits with established cognitive

systems. Communications which are consistent with the cognitive systems reinforce original inferences and stablize attitudes formed on first impressions. In the interest of further exploring the dynamics of predictions made during first impressions, the current study was conducted and the following hypotheses tested:

1. The accuracy of a judge's prediction of another person's self-image will increase as the similarity between the self-images of the judge and the other person increases.

2. The accuracy of a judge's prediction of another person's self-image will increase as the similarity between the age level of the judge and the other person increases.

3. Changes in the attitude of a judge toward another person, once negative information concerning the other person is introduced, will decrease as the similarity between the self-images of the judge and the other person increases.

4. Changes in attitude of a judge toward another person, once negative information concerning the other person is introduced, will decrease as the similarity of the age levels between the judge and the other person increases.

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# CHAPTER II

## METHODS

### Subjects

The subjects used in this study consisted of seventy-six students from one junior high and two college classes. A ninth grade class, comprising twenty-seven of the subjects, was selected because it afforded an adequate age contrast with the college classes, as well as a marked difference in the sophistication of the students. Two college classes, of different discliplines, were selected for the purpose of allowing a maximum representation of the college population. They consisted of twenty-six students enrolled in a freshman sociology class and twenty-three students enrolled in a senior psychology class.

### Procedure

An interview (Appendix I) with a twenty-one year old male college student, unknown to all of the subjects, was video taped and replayed for each of the three classes. This technique assured the standardization of the stimuli which would affect the subjects. Shortly after the taping session, the interviewee was given a Self-Image Questionnaire (1) (Appendix II) and instructed to answer the questions as they per-

the following instructions were read to the classes:

> Today we are going to conduct an experiment to learn
> how accurately a person can judge a stranger using a
> first impression as the only guide. You are going to
> be shown a video tape and for the next few minutes your
> job will be to observe the behavior of a stranger, whom
> I have interviewed. After the interview, I will hand
> you a questionnaire with which you will rate the stranger
> according to your first impression of him. Your co-
> operation in making honest evaluations of your impressions
> will be very important to the outcome of this experiment,
> so do your best to concentrate on the task at hand.

With the completion of the video tape, each student

received a copy of a Self-Image Questionnaire and two answer

sheets. The following instructions were read:

> I will now pass out the questionnaire and answer
> sheets. Be sure that you receive two answer sheets
> stapled together with the same number in the top right
> hand corner.
> Look at your questionnaire. You will notice that
> by each number there are two adjectives describing
> personality traits. Your task is to rate as accurately
> as you can the degree to which you think the stranger
> answered these questions about himself and record these
> answers in the column marked "stranger". You are also
> to record in the column marked "you" the degree to which
> you would answer each question about yourself. You
> are to record all of your answers on the answer sheet
> provided, and not on the questionnaire.
> Look at question one. Below the pair of traits
> "cautious" and "adventurous" you will notice a scale
> numbered from one to eight. If you considered the
> person being judged to consider himself very cautious,
> you would record a one on your answer sheet for question
> one. If you felt he considered himself very adventurous
> instead of cautious, you would record an eight on the
> answer sheet. If you felt the person to be somewhere
> between very cautious and very adventurous, you would
> record the appropriate number between one and eight
> which best described your judgment. Check only one of
> the eight divisions for each pair of traits. Work rapidly
> and do not omit any items.

Time was allowed for any questions related to the

answering of the questionnaire. When all students had

completed the questionnaire, the following negative information

about the stranger was read:

> When I first saw Mr. Lambert, he was to be evaluated
> to see if we felt he would succeed in college. During
> an interview with Mr. Lambert, we discussed his back-
> ground in which there was a long record of delinquent
> behavior. He was first arrested when eleven years old
> for stealing in a department store. His parents paid
> for the merchandise and he received no sentence.
> Throughout his junior high and high school years he
> was frequently picked up for participating in destructive
> acts with a gang, drunken driving and illegal possession
> of alcohol before age twenty-one. Each time he was
> caught, his parents paid for any damage which he had
> done and promised to keep him out of trouble.
> During his sophomore year of high school he was
> arrested for possession of narcotics and sent to a
> reform school. While in the reform school he continued
> his education and managed to receive a high school diploma
> at the same time that he was released on probation.
> He has not been in any trouble that we know about since
> he was placed on probation a few months ago. We recom-
> mended that he be given a chance in college, but because
> of his past will not speculate how he will turn out
> until more information can be obtained at the end of
> his first year in college.

With the introduction of the negative information,

the following instructions were read:

> As you know, this has been an experiment to de-
> termine the accuracy of a person's first impression.
> I would like for you to again list your impressions
> of this individual using the same criterion as before.
> Answer the questionnaire the same way you feel he would
> answer it about himself. If you feel your first im-
> pression gave you enough information about this indi-
> vidual to answer correctly, record the same responses
> as you did before. If you feel that this new infor-
> mation has given you a better understanding of this
> individual, then change your responses accordingly.
> Work rapidly and do not omit any items.

After the answer sheets were collected, each class

received a brief explanation of the experiment and was given

an opportunity to ask questions. The explanation began with

an assurance to the students that the negative information
about the stranger was false.

## Treatment of Data

Three scores were used as the dependent measures in the
present study: the absolute difference between each subject's
self-image and the actual self-image of the stranger, and the
absolute difference between each subject's anticipation of the
stranger's self-image and the actual self-image of the stranger,
and a change score which was computed by subtracting each
subject's anticipated self-image of the stranger prior to the
introduction of negative information from his anticipated
self-image of the stranger after negative information concerning
the stranger was introduced.

Groups consiting of subjects with the greatest and the
least amount of similarity to the stranger were created by
ranking all data according to the absolute difference scores
of the subjects' actual self-image and the actual self-image
of the stranger. A median split of the ranked data provided
two groups. The group with the lowest difference scores
was labeled most similar to the stranger, and the group
with the highest difference scores was labeled least similar.

The significance of the differences between the two
groups for accuracy of first impression and degree of attitude
change after the introduction of negative information were
determined by t tests (2). The accepted significance was
set at the .05 level.

The data was regrouped according to educational divisions. The junior high class comprised the group least similar to the stranger in terms of age and educational exposure. The two college classes formed the group most similar to the stranger in terms of age and educational exposure.

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# CHAPTER III

## RESULTS

### Accuracy of First Impressions

Two groups, defined according to degree of self-image similarity with the stranger, were compared to determine which could most accurately predict the actual self-image of the stranger. The results are presented in Table I.

TABLE I

ACCURACY OF FIRST IMPRESSIONS WITH RESPECT
TO SELF-IMAGE SIMILARITY

| Group | N | M | $Sp^2$ | t | p |
|---|---|---|---|---|---|
| Most Similar | 38 | 38.89 | -43.16 | -7.24 | .01 |
| Least Similar | 38 | 46.13 | | | |

The subjects determined to be most similar to the stranger were found to have a lower mean of absolute difference scores than the least similar group, when predicting the stranger's self-image, significant at the .01 level. This finding supported Hypothesis I, which stated that the accuracy of the judge's prediction of another person's self-image would increase as the similarity between the self-images of the judge and the other person increases.

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On the basis of age levels, the ninth grade class was compared with the college classes to determine whether or not a discrepency could be noted in accuracy prediction. The results are presented in Table II.

TABLE II

ACCURACY OF FIRST IMPRESSIONS WITH
RESPECT TO AGE LEVEL

| Group | N | M | $Sp^2$ | t | p |
|-------|----|-------|-------|------|----|
| Ninth Grade | 27 | 43.70 | 27.35 | -.64 | NS |
| College | 49 | 42.88 | | | |

Although there was a slight tendency for the college students to predict with greater accuracy than the ninth grade the manner in which the stranger responded on the questionnaire, the accuracy represented by the mean of the difference scores between the college students and the ninth grade students was not significant. This finding gives no support to Hypothesis II, which stated that the accuracy of a judge's prediction of antoher person's self-image would increase as the similarity between the age level of the judge and the other person increased.

Attitude Change

Hypothesis III stated that the changes in attitude of a judge toward another person, once negative information

concerning the other person is introduced, would decrease as the similarity between the self-image of the judge and the other person increases. The information summarized in Table III gives no support to this hypothesis.

TABLE III

ATTITUDE CHANGE WITH RESPECT
TO SELF-IMAGE SIMILARITY

| Group | N | M | $Sp^2$ | t | p |
|-------|---|---|--------|---|---|
| Most Similar | 38 | 37.37 | 58.21 | .76 | NS |
| Least Similar | 38 | 38.79 | | | |

Although the mean of the absolute difference scores is slightly lower for the subjects with self-images most like the stranger, the difference is negligible and could be the product of chance.

Hypothesis IV stated that changes in attitude of a judge toward another person, once negative information concerning the other person is introduced, will decrease as the similarity of the age level between the judge and the other person increases. Table IV shows this hypothesis to be supported. The mean of the difference scores for the college students was considerably lower than for the ninth grade students. This difference was found to be significant at the .01 level.

TABLE IV

ATTITUDE CHANGE WITH RESPECT
TO AGE LEVEL

| Group | N | M | $Sp^2$ | t | p |
|---|---|---|---|---|---|
| Ninth Grade | 27 | 44.11 | 77.19 | -4.35 | .01 |
| College | 49 | 34.76 | | | |

## Discussion

The current study drew upon the findings of a wide variety of interpersonal perception studies in an attempt to understand theoretical dynamics in terms of practical application. By encorporating these findings in an explanation of first impressions, several very interesting points arose.

Since Hypothesis I, relating the accuracy of a first impression to individual similarity, was supported, it could be assumed that available information is most beneficial when complementing familiarity with past experiences (6, 5, 3, 2). This, however, does not account for the rejection of Hypothesis II, relating accuracy of a first impression to similar age levels.

Considering the possibility that the judging ability of the ninth grade student would not be as sophisticated as that of a college student, it would appear that the college student would have an automatic edge in prediction studies. Since the person being judged came from the college population, this would give the college student another edge; he would

be judging a person within his own frame of reference. These factors did not prove to create a difference between the two judging populations.

On the assumption that negative information has a stronger effect on personality predictions than does positive information (4), the current study attempted to explore the effects negative information would have on first impressions. By comparing the difference between an initial informationally unsupported impression and one immediately following the introduction of negative information, a measure of attitude change was established. This change was measured to determine the differential effect negative information would have on various segments of the judging population.

The support of Hypothesis IV suggested that age levels are affected differently by negative information. Ninth grade students' attitudes changed significantly more than did the college students'. In relation to Hypothesis II, identification with an age group does not determine the accuracy of interpersonal perception; however, it does influence the individual's confidence in his perception (1, 5).

Hypothesis III stated that the changes in attitudes of a judge toward another person, once negative information concerning another person is introduced, would decrease as the similarity of the judge and the other person increased. The rejection of this hypothesis is attributed to the fact that the negative information was a false representation

of the person being judged. In effect, the additional information proved to create an equal imbalance for both similar and dissimilar groups.

In conclusion, the current study has shown that the accuracy of a first impression is dependent upon the similarity between the judge and the person being judged and the positive overtones of the impression which are perceived by the judge. Of greater importance, it has supported other studies which suggest that familarity with observed behavior increases the accuracy of interpersonal perception.

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# CHAPTER IV

## SUMMARY AND CONCLUSIONS

The current study was designed to investigate the
dynamics of first impressions in terms of accuracy of pre-
diction and stability of impressions or attitude change.
The two dependent variables studied were self-image and age
similarities.

Subjects were drawn from junior high and college pop-
ulations. All were subjected to the same experimental treat-
ment, and simple comparisons were made between predetermined
groups to ascertain the significance of basic theoretical
relationships.

The following hypotheses were formulated on the basis
of previous studies in interpersonal perception:

1. The accuracy of a judge's prediction of another
   person's self-image will increase as the similarity
   between the self-images of the judge and the other
   person increases.

2. The accuracy of a judge's prediction of another
   person's self-image will increase as the similarity
   between the age level of the judge and the other
   person increases.

3. Changes in the attitude of a judge toward another
   person, once negative information concerning the

other person is introduced, will decrease as the
similarity between the self-images of the judge
and the other person increases.

4. Changes in attitude of a judge toward another
person, once negative information concerning the
other person is introduced, will decrease as the
similarity of the age levels between the judge and
other person increases.

Only Hypotheses I and IV were supported. These findings
along with the rejection of Hypothesis III supported the related
theories on interpersonal perception. The rejection of
Hypothesis II suggested that confidence in one's judgements
is dependent upon peer identification when judging members of
another age group.

## APPENDIX I

### VIDEO TAPED INTERVIEW

Mr. Lambert I'm going to ask you some questions related to your personality. Your cooperation in answering these questions will be very important to the outcome of this experiment.

Q. How old are you?

A. I'm 21, I'll be 22 in July.

Q. Do you have any brothers or sisters?

A. I have one brother.

Q. Would you like to tell me something about him?

A. Oh, he's several years older than I am. He is 29. I've never been too close to him, but we always got along pretty good.

Q. Could you tell me something about your home life?

A. I had a fairly normal home life. My dad made a pretty good salary, $12,000 a year. We always got along real well. My mother was pretty religious. I got along better with my dad. We hunted and fished a lot. I usually always did what I wanted, most of the time.

Q. You said your mother was religious. Do you consider yourself a religious person.

A. No, not really. When I was 16 or 17 I used to go all the time. That was more or less the thing to do around the house. But I have never been very religious.

Q. Were you forced to attend chruch?

A. Never was forced, but it was the general thing to do to get along with your parents.

Q. How did you get along with your classmates in junior and senior high school?

A. I got along fairly well, like the other kids. The boys I hung around with were in sports.

Q. Were you in sports.

A. Yes, I played basketball, football, everything all through high school.

Q. Did you date very often in high school?

A. I never dated much. There were two or three girls I dated over a period of time, but not really too much other than that.

Q. Do you have a regular girl friend now?

A. No.

Q. Do you have any plans for marriage in the future?

A. Well, I would like to get married when I am twenty-eight or twenty-nine, when I get established in something. I don't see getting married in the near future.

Q. What kind of jobs have you held?

A. Mostly manual labor jobs: dock worker, truck driver, oil field helper, salesman, and this that and the other.

Q. Suppose you had a choice in your jobs, being a salesman or a lab technician working for the same company and making the same amount of money. Which type of job do you think you would pick?

A. I'd rather be a salesman. I would enjoy being out meeting people, rather than being cooped up in a lab.

Q. If you could work in some city or travel, which would you choose?

A. I'd rather travel and get different views of life. I'd like to move around for fifteen or twenty years, then settle down.

Q. What course of study have you choosen in college?

A. Psychology.

Q. Why?

A. When I first came to college, I wasn't interested in anything else. Psychology seemed to be pretty interesting. I hoped to better understand myself and others. I first went into it to find out about myself.

Q. Did you find out anything about yourself?

A. Oh yes, I learned how I did a few things that I did while I was growing up.

Q. Are you dissatisfied with your past?

A. Not a whole lot. There are some things that I wish I hadn't done, but I guess everyone has.

Q. What kind of plans do you have for your future?

A. Well, I guess graduate from college and get a job someplace. Than I would like to travel around some.

Thank you for helping us today in this experiment.

APPENDIX II

1. **Cautious**
Avoids strange and new situations;
prefers to know everything about
a situation before acting; does
not take risks.

**Adventurous**
Seeks new and strange exper-
iences; shows much initiative;
enjoys risks and uncertainty.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

2. **Imaginative**
Has a rich and vivid imagination;
thinks of unusual aspects of prob-
lems; imagines many more possi-
bilities and alternatives than
other people imagine.

**Unimaginative**
Thinking is conventional, obvious
literal, matter-of-fact; not
interested in complexities of a
problem that are not immediately
relevant to its solution.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

3. **Ordered**
Behavior is scheduled, planned,
regulated; knows what he is going
to do for the next few days or
weeks; usually prepared.

**Disordered**
Behavior is disorganized, un-
planned, erratic; does not like
to schedule or make plans;
usually unprepared for the next
few days or weeks.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

4. **Apathetic**
Lacks drive, energy, vitality;
appears to be passive, without
strong interests.

**Energetic**
Has unlimited energy, high drive,
vitality; needs to be constantly
active; interested in many
activities.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

5. **Self-Perspective**
Can be objective and detached
about himself; accepts his mis-
takes with humor, able to laugh
at himself.

**Self-Involvement**
Very serious about himself; un-
able to laugh or joke about him-
self and his mistakes; preoccu-
pied by his own problems and de-
sires; may not have sense of
humor.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |

6. **Understanding of others**
Sympathetic, empathetic, insight-
ful about the feelings and prob-
lems of other persons; a person
to whom others go for advice
when in trouble.

**Not understanding of others**
Not aware of or interested in the
feelings or problems of others;
may be tactless and brusque; other
persons may say he doesn't "under-
stand" and do not go to him for
advice.

| / | / | / | / | / | / | / | / | / |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
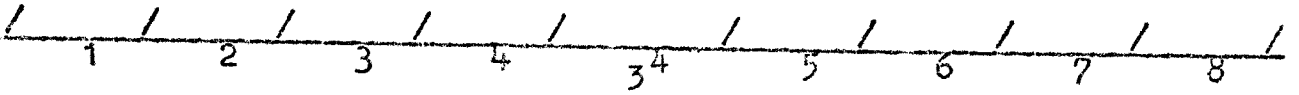
7.  **Not anticipate consequences**
    Impulsively acts without think-
    ing of the consequences; fre-
    quently makes mistakes because
    he has not anticipated the
    possible outcomes.

    **Anticipates consequences**
    Considers future possibilities
    and consequences of his decis-
    ions before acting; foresighted.

    / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /

8.  **Strong convictions**
    Dedicated to some value or ideal;
    motivated by strong beliefs and
    values (either religious, ethic-
    al, political, social).

    **Weak convictions**
    Few, if any, convictions or
    ideals that strongly influence
    his life; feels life is "empty",
    without meaning or value; may
    wish he had stronger beliefs
    and convictions.

    / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /

9.  **Purposeful**
    Life has personal direction and
    meaning; behavior is planful,
    persistent and determined;ener-
    gies are concentrated on a lim-
    ited number of activities.

    **Purposeless**
    Life has no direction or mean-
    ing; seems to be without purpose;
    flighty, distractable; does not
    know what he wants.

    / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /
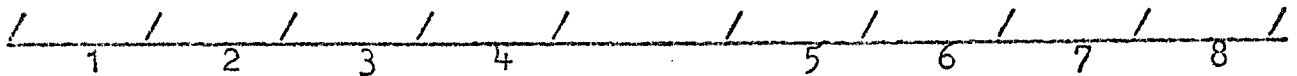
10. **Unpredictable**
    Moods and behavior are incon-
    sistent, changing and unpre-
    dictable; surprises other peo-
    ple with what he says or does.

    **Predictable**
    Moods and behavior are generally
    similar and consistent from day
    to day.

    / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /

11. **Suspicious**
    Frequently believes other people
    are unfair or dislike him; dis-
    trusts motives of others; may
    believe others talk about him
    when if fact they are not; hard
    to convince.

    **Trustful**
    Generally accepts actions and
    comments of others without dis-
    trusting their motives toward
    him; does not believe most other
    people want to take advantage
    of him.

    / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /

12. **Reflective**
Enjoys thinking and reflecting about his experiences, the motives of others, or social problems; seeks to understand why the facts are what they are; inner depth.

**Unreflective**
Prefers not to question why but to live life as it occurs; does not enjoy thinking about his experiences; accepts facts for what they are.

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/____/____/____/____/    /____/____/____/____/
   1    2    3    4        5    6    7    8
```

13. **Accepts self**
Recognizes but accepts his limitations and mistakes as well as his good qualities; is reasonably satisfied with the kind of person he is; respects himself.

**Rejects self**
Critical of himself; does not accept some of his own traits or motives but would like to be a different kind of person; uncomfortable about some of his feelings and desires.

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/____/____/____/____/    /____/____/____/____/
   1    2    3    4        5    6    7    8
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14. **Open**
Forthright, spontaneous, frank and direct in his expression; does not try to appear different than he is or try to protect himself when with others; easily expresses his own feelings.

**Defensive**
Secretive, keeps thoughts and feelings to himself; does not like to talk about his feelings and problems with anyone else; tries to appear he is a different person than he is; may evade questions or approaches of other people.

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/____/____/____/____/    /____/____/____/____/
   1    2    3    4        5    6    7    8
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15. **Self-centered**
Thinks more about himself and what he wants than about other people; talks a great deal about himself; frequently ignores the rights and needs of other people; opportunistic; egotistic.

**Other person-centered**
Thinks of others and what they want; tries to consider points of view of other persons; can compromise; may attempt to adjust to demands of others; altruistic considerate.

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/____/____/____/____/    /____/____/____/____/
   1    2    3    4        5    6    7    8
```

16. **Decisive**
Makes decisions with firmness; enjoys making decisions and fulfilling them.

**Indecisive**
Does not like to make decisions; must know all possibilities before he acts; hesitates a long time before making decisions; doubting.

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/____/____/____/____/    /____/____/____/____/
   1    2    3    4        5    6    7    8
```

17. **Enthusiastic**
Emotionally responsive, inter-
ested and excited about new
events; gets involved in act-
ivities easily; has strong in-
terests which excite him.

**Unenthusiastic**
Does not get emotionally involved
or excited; may be difficult to
motivate or to excite; unexpress-
ive, mild; not much excites him.

/____/____/____/____/_____/____/____/____/
  1    2    3    4         5    6    7    8

18. **High aspirations**
Ambitious and has strong need to
achieve; sets high goals for self
and often dissatisfied when he
does not accomplish all of them;
when completes a task, begins
another immediately.

**Low aspirations**
Unambitious and sets low goals
for himself; easily satisfied
with what he accomplishes; not
unhappy if does not accomplish
very much.

/____/____/____/____/_____/____/____/____/
  1    2    3    4         5    6    7    8

19. **Dependent**
Needs the advice and help of
others; seeks guidance readily;
suggestible; not self-sufficient;
cannot deny requests of other
people whose affection and
respect he wants.

**Independent**
Does not like to depend on other;
seldom asks for advice; prefers
to rely on his own efforts; may
maintain own way of life in face
of considerable opposition; can
say no to requests.

/____/____/____/____/_____/____/____/____/
  1    2    3    4         5    6    7    8

20. **Easily upset**
Easily becomes confused, excited,
or embarrassed in new situations
or emergencies; may readily blush
or become tense and anxious.

**Unshakable**
Does not lose self-control in
emotional or emergency situations
is slow to anger; self-possessed.

/____/____/____/____/_____/____/____/____/
  1    2    3    4         5    6    7    8

21. **Realistic**
Has good judgment and common
sense; makes practical and app-
ropriate comments and decisions.

**Unrealistic**
Makes impractical, inappropriate
suggestions that don't consider
all aspects of a problem; other
people do not rely on his judg-
ments.

/____/____/____/____/_____/____/____/____/
  1    2    3    4         5    6    7    8

22. **Rigid**
Strongly maintains his own ideas against all opposition; resists changing or adapting to new ways of doing things; does not like to change his habits or way of life.

    **Flexible**
Adapts his behavior when necessary to new situations; can compromise; is not surprised, baffled, or irritated if things are different from what he expected.

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/_____/_____/_____/_____/_____/_____/_____/_____/
   1      2      3      4      5      6      7      8
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23. **Placid**
Generally calm, relaxed, tranquil and composed

    **Tense**
Worried, tense, nervous, generally apprehensive and anxious.

```
/_____/_____/_____/_____/_____/_____/_____/_____/
   1      2      3      4      5      6      7      8
```

24. **Warm in personal relationships**
Sincerely friendly, emotionally responsive, sympathetic to others, affectionate; may be demonstrative, enjoys other people.

    **Cold in personal relationships**
Aloof, austere, and undemonstrative with others; does not like to express affection or sentiment; may be more comfortable in impersonal relationships.

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/_____/_____/_____/_____/_____/_____/_____/_____/
   1      2      3      4      5      6      7      8
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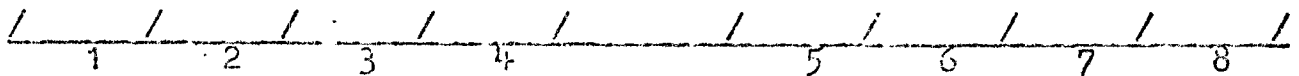
25. **Fulfilling his potential**
He is fulfilling his native capacities; satisfied he is accomplishing what he is capable of doing; does not feel blocked by inhibitions.

    **Not fulfilling his potential**
Could accomplish more than what he is; others say he has talents that he does not use or is not developing; feels blocked and unable to use all his talents.

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/_____/_____/_____/_____/_____/_____/_____/_____/
   1      2      3      4      5      6      7      8
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