Name _____ Period _____ Date _____

HANDOUT 10–23   *Carl Rogers*

Self-Concept Clarity Scale

Indicate your degree of agreement with each of the following items using a scale from 1 = strongly disagree to 5 = strongly agree:

____ 1. My beliefs about myself often conflict with one another.

____ 2. On one day, I might have one opinion of myself and on another day, I might have a different opinion.

____ 3. I spend a lot of time wondering about what kind of person I am.

____ 4. Sometimes I feel that I am not really the person I appear to be.

____ 5. When I think about the kind of person I have been in the past, I'm not sure what I was really like.

____ 6. I seldom experience conflict between the different aspects of my personality.

____ 7. Sometimes, I think I know other people better than I know myself.

____ 8. My beliefs about myself seem to change very frequently.

____ 9. If I were asked to describe my personality, my description might end up being different from one day to another.

____ 10. Even if I wanted to, I don't think I could tell someone what I'm really like.

____ 11. In general, I have a clear sense of who I am and what I am.

____ 12. It is often hard for me to make up my mind about things because I don't really know what I want.

Classroom Exercise: <u>Self-Concept Clarity</u>

A good classroom complement to the text discussion of self-esteem is *self-concept clarity*. It refers to the extent to which the contents of an individual's self-concept (e.g., perceived personal attributes) are clearly and confidently defined, internally consistent, and temporally stable. Handout 10–23 is Jennifer Campbell and her colleagues' Self-Concept Clarity Scale. In obtaining a total score, students should first reverse the numbers they gave in response to items 1, 2, 3, 4, 5, 7, 8, 9, 10 and 12 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1) and then add the numbers in front of all the items. Total scores can range from 12 to 60, with higher scores reflecting greater self-concept clarity. Mean scores for males and females are approximately 40 and 39, respectively.

[handwritten margin note: all but 6 & 11]

Ask students how self-concept clarity might make a difference in a person's life. Campbell and her associates' research indicated that self-concept clarity showed a strong positive relationship to self-esteem. If there is a causal relationship between clarity and self-esteem, its direction is unclear. Higher self-esteem may contribute to greater self-clarity, or vice versa. In terms of the "Big Five" personality dimensions, self-concept clarity was positively related to conscientiousness, agreeableness, and emotional stability but showed little correlation with extraversion or openness to experience. Findings also suggested that whereas people with confused self-concepts may have a greater tendency toward chronic self-analysis, they may be less in tune with their internal states than people with more clearly articulated self-schemas. Interestingly, Japanese research participants showed lower levels of self-concept clarity and lower correlations of self-concept clarity with self-esteem. You might ask students to explain these latter relationships in terms of Japan being a more collectivist society.

Campbell, J. D., et al. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology, 70,* 141–156.

Exercise 14.2

MATCHMAKER, MATCHMAKER   *Practical Problem Solving*

One of the more compelling and popular approaches to explaining personality patterns is the framework referred to as the Big 5. This approach suggests that there are five fairly stable dimensions on which we can make judgments about personality. Not only are the dimensions stable, but they appear to have some cross-cultural applicability, as well. According to this theory, we can evaluate personality along the following five dimensions:

Conscientiousness... Irresponsibility

Stability .... Neurosis

Extraversion .... Introversion

Open to experience... Closed to experience

Agreeableness .... Hostility

Suppose that you decide to set up a dating service based on the Big 5 principles. What kind of potential could occur when you match extremes on each of the dimensions? How would you predict the following matches would turn out?

a. Conscientious + Conscientious:_____

    Conscientious + Irresponsible: _____

    Irresponsible + Irresponsible: _____

b. Stable + Stable: _____

    Stable + Neurotic: _____

    Neurotic + Neurotic: _____

c. Extravert + Extravert: _____

    Extravert + Introvert: _____

    Introvert + Introvert: _____

d. Open + Open:_____

    Open + Closed: _____

    Closed + Closed: _____

e. Agreeable + Agreeable: _____

    Agreeable + Hostile: _____

    Hostile + Hostile:_____

After completing this exercise, you should be able to

- describe the Big 5 theory of personality.
- predict how the Big 5 characteristics might differ in other cultures.
- speculate about the interaction potential of mixed styles according to the Big 5.
- recognize what a foolish business enterprise this would be!

Exercise 14.2

MATCHMAKER, MATCHMAKER   Practical Problem Solving

a. *Conscientious + Conscientious:* A good match. A tidy house, promises kept.

Conscientious + Irresponsible: Not a good match. The irresponsible partner will forever be disappointing the conscientious partner. The irresponsible one may feel frustration at constantly having to apologize and make amends and fail at that, too.

Irresponsible + Irresponsible: A good match. Two irresponsible people may function well together, because neither will have high expectations for themselves or the other person involved.

b. *Stable + Stable:* A good match (but maybe a little boring . . .).

Stable + Neurotic: Perhaps a good match because the unstable partner can bring some variety and challenge to the relationship, if both the stability and the neuroses aren't extreme.

Neurotic + Neurotic: Probably not a good idea. Two basically unstable people may not be able to offer each other much support and may feed on each other's worries and fears.

c. *Extravert + Extravert:* An excellent match! The only risk is that two extraverts might compete with each other a bit for the attention spotlight.

Extravert + Introvert: Only a fair match. The strong social needs of the extravert might feel a bit threatening to the introvert, whose needs are to be more solitary.

Introvert + Introvert: A good match. Perhaps a little quiet, but a good match!

d. *Open + Open:* A good match. These two individuals will spend all their discretionary income on new adventures and travels.

Open + Closed: Not a good match. The stimulus-seeking adventurer may have to pursue activities without the recliner-bound partner.

Closed + Closed: A good match. In extreme cases, they can simply sit and look at each other; however, neither might make a good client, because registering for the service would be an adventure.

e. *Agreeable + Agreeable:* A good match. This couple should be flexible enough in times of difficulty to find some common ground and celebrate many anniversaries.

Agreeable + Hostile: Some possibility for partnership, if the agreeable partner can compensate for the angrier, hostile stance of the other.

Hostile + Hostile: Not a good idea. This is a combustible combination that is not likely to be very satisfying for either partner.

"Big Five" Inventory

Name _____ Period _____ Date _____

HANDOUT 10-10

Following is a list of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

Disagree strongly	Disagree moderately	Disagree a little	Neither agree nor disagree	Agree a little	Agree moderately	Agree strongly
1	2	3	4	5	6	7

I see myself as:

_____   1. Extraverted, enthusiastic.

_____   2. Critical, quarrelsome.

_____   3. Dependable, self-disciplined.

_____   4. Anxious, easily upset.

_____   5. Open to new experiences, complex.

_____   6. Reserved, quiet.

_____   7. Sympathetic, warm.

_____   8. Disorganized, careless.

_____   9. Calm, emotionally stable.

_____ 10. Conventional, uncreative.

Source: Gosling, S. D., Rentfrow, P. J., & Swann, W. B., Jr. (2003). A very brief measure of the Big-Five personality domains. *Journal of Research in Personality, 37,* 525 (Appendix A).

4. Is X crazy (unpredictable) or sane (stable)?
5. Is X smart or dumb (How easy is it for me to teach X)?

Goldberg, L. R. (1981). Language and individual differences: The search for universals in personality lexicons. In L. Wheeler (Ed.), *Review of personality and social psychology* (pp. 141–165). Beverly Hills, CA: Sage.

Goldberg, L. R. (1990). An alternative "description of personality": The Big-Five structure. *Journal of Personality and Social Psychology, 59,* 1216–1229.

Cervone, D., & Pervin, L. A., (2008). *Personality: Theory and research* (10th ed.) New York: Wiley.

Classroom Exercise: "Big Five" Inventories

Handout 10–10, designed by Samuel Gosling and his colleagues, provides a brief measure of the Big Five personality dimensions. The authors state that the instrument, although somewhat inferior to standard multi-item scales, showed significant convergence with widely used Big Five measures in self, observer, and peer reports; test-retest reliability; patterns of predicted external correlates; and self and observer ratings. The scale takes only a minute to complete, so using it in the classroom can provide an efficient introduction to trait theory.

In scoring, students should reverse the numbers they place in response to items 2, 4, 6, 8, and 10 (1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1). Then they should combine the numbers for items 1 and 6 to obtain their extraversion score, 2 and 7 for agreeableness, 3 and 8 for conscientiousness, 4 and 9 for emotional stability, and 5 and 10 for openness to experience. Scores can range from 2 to 14 for each trait, with higher scores reflecting strong exhibition of a trait.

Handout 10–11, the Big Five Inventory designed by Oliver P. John and his colleagues, provides another assessment of the Big Five personality dimensions. Following are directions for students to measure the degree to which they exhibit each dimension:

- Extraversion: First reverse the numbers placed in front of items 6, 21, and 31 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1), then add all the numbers for 1, 6, 11, 16, 21, 26, 31, and 36. Scores can range from 8 to 40, with higher scores reflecting greater extraversion.

- Agreeableness: First reverse the numbers placed in front of items 2, 12, 27, and 37 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1), then add all the numbers for 2, 7, 12, 17, 22, 27, 32, 37, and 42. Scores can range from 9 to 45, with higher scores reflecting greater agreeableness.

- Conscientiousness: First reverse the numbers placed in front of items 8, 18, 23, and 43 (1 = 5,
2 = 4, 3 = 3, 4 = 2, 5 = 1), then add all the numbers for 3, 8, 13, 18, 23, 28, 33, 38, and 43. Scores can range from 9 to 45, with higher scores reflecting greater conscientiousness.

- Neuroticism: First reverse the numbers placed in front of items 9, 24, and 34 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1), then add all the numbers for 4, 9, 14, 19, 24, 29, 34, and 39. Scores can range from 8 to 40, with higher scores reflecting greater neuroticism.

- Openness: First reverse the numbers placed in front of items 35 and 41 (1 = 5, 2 = 4, 3 = 3, 4 = 2, 5 = 1), then add all the numbers for 5, 10, 15, 20, 25, 30, 35, 40, 41, and 44. Scores can range from 10 to 50, with higher scores reflecting greater openness.

Stephen Dollinger and Anne Kilman LaMartina describe a class exercise that encourages students to reflect on the relationship between the five personality dimensions and behavior. The exercise also provides a good review of the correlational approach in psychological research that was first introduced in text Unit 2. Dollinger and LaMartina suggest that some time before your discussion of personality, invite students to participate in an extra-credit research day in which the volunteers complete various questionnaires, including the NEO Personality Inventory (or you could use the Big Five Inventory—Handout 10–11) and a "twenty- to forty-item behavior checklist of actions or activities that students occasionally perform and that are of psychological interest." You may want to select some questions from the following list created by Dollinger and LaMartina or you can design your own.

"Ever had a vacation in Florida or Mexico?"
"Ever dated a person of a different race or nationality?"
"Ever kept a personal journal or diary of your life and feelings?"
"Ever read 12 or more books in one year, not counting those for school assignments?"
"Ever marched or protested against an injustice?"
"Ever fell in love at first sight?"
"Ever thrown a party for 20 or more people?"
"Ever written a poem spontaneously (not for a class assignment)?"
"Ever listened to music by yourself in the dark?"
"Ever had a girlfriend/boyfriend whose name you have forgotten?"
"Ever pulled an all-nighter to complete an assignment?"

Have students use optical scanning forms to respond so their answers can be readily scored and