

## CHAPTER 1

# The Study of the Person

### LEARNING OBJECTIVES

- 1.1. Summarize the main objectives of personality psychology.
- 1.2. Understand the concept of a basic approach (or paradigm).
- 1.3. Define and distinguish between the major basic approaches to personality.
- 1.4. Explain Funder's first law—that great strengths are usually great weaknesses and vice versa.
- 1.5. Evaluate the concept of the One Big Theory (OBT) and explain why separate approaches to personality are needed.

## MULTIPLE CHOICE

1. Which of the following is NOT part of the psychological triad?

- a. behavior
- b. thoughts
- c. psychological health
- d. feelings

ANS: C                      DIF: Easy                      REF: The Study of the Person  
OBJ: 1.1                      MSC: Remembering

2. Personality psychology and clinical psychology overlap most often when approaching which topic?

- a. personality processes
- b. personality disorders
- c. personality development
- d. None of the answer options is correct.

ANS: B                      DIF: Easy                      REF: The Study of the Person  
OBJ: 1.1                      MSC: Remembering

3. Personality psychology shares with clinical psychology

- a. an emphasis on mental disorders and the treatment of psychological problems.
- b. a common obligation to try to understand the whole person.
- c. a requirement that psychologists be licensed.
- d. the fact that both personality psychologists and clinical psychologists are usually in private practice rather than employed by universities.

ANS: B                      DIF: Moderate                      REF: The Study of the Person  
OBJ: 1.1                      MSC: Remembering

4. Which subfield of psychology uses personality psychology to understand vocational interests and occupational success and leadership?

- a. social
- b. cultural
- c. developmental
- d. organizational

ANS: D                      DIF: Easy                      REF: The Study of the Person  
OBJ: 1.1                      MSC: Remembering

5. Which part of the psychological triad corresponds to cognitions about the self?

- a. thoughts
- b. traits
- c. behaviors
- d. disorders

ANS: A                      DIF: Easy                      REF: The Study of the Person  
OBJ: 1.1                      MSC: Understanding

6. Personality is an individual's characteristic patterns of

- a. behavior.
- b. emotion.
- c. thought.
- d. All of the answer options are correct.

ANS: D                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.1                      MSC: Remembering

7. The unique mandate of personality psychologists is to attempt to

- a. identify and measure individual differences in ability and behavior.
- b. determine the effect of the social environment on behavior.
- c. explain whole, functioning persons and real-life concerns.
- d. prevent or treat psychological personality disorders.

ANS: C                      DIF: Moderate                      REF: The Goals of Personality Psychology  
OBJ: 1.1                      MSC: Remembering

8. Advocates of any particular basic approach to personality historically

- a. claimed that their approach explains everything worth explaining.
- b. admitted that other approaches have their good points.
- c. proudly asserted that they have deliberately limited what they have chosen to look at.
- d. claimed that approaches cannot be compared with each other.

ANS: A                      DIF: Moderate              REF: The Goals of Personality Psychology  
OBJ: 1.2                      MSC: Remembering

9. In observing human behavior, it is impossible to
- understand everything about a person all at once.
  - choose to limit what you look at in a person.
  - find patterns across different kinds of observation.
  - make any real progress toward solving the personality puzzle.

ANS: A                      DIF: Moderate              REF: The Goals of Personality Psychology  
OBJ: 1.2                      MSC: Understanding

10. The purpose of a basic approach (or paradigm) is to
- expand the range of data you consider.
  - integrate diverse perspectives.
  - limit inquiry to certain kinds of observations and patterns.
  - resolve contradictions in data.

ANS: C                      DIF: Moderate              REF: The Goals of Personality Psychology  
OBJ: 1.2                      MSC: Understanding

11. The phenomenological approach leads to which two directions of research?
- humanistic and cross-cultural perspectives on personality
  - humanistic and social-learning perspectives on personality
  - cross-cultural and cognitive perspectives on personality
  - trait and cross-cultural perspectives on personality

ANS: A                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Remembering

12. Personality psychologists who adhere to the \_\_\_\_\_ approach try to understand people by way of identifying, conceptualizing, and measuring the ways in which people differ psychologically from one another.
- psychoanalytic
  - trait
  - cognitive
  - phenomenological

ANS: B                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Understanding

13. Personality psychologists adhering to the \_\_\_\_\_ approach try to understand people by way of psychic energy, the workings of the unconscious mind, and the nature and resolution of internal mental conflict.
- psychoanalytic
  - trait
  - cognitive
  - phenomenological

ANS: A                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Understanding

14. The personality paradigm that focuses on rewards and punishments is known as the \_\_\_\_\_ paradigm.
- trait
  - behaviorist
  - phenomenological
  - psychoanalytic

ANS: B                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Understanding

15. \_\_\_\_\_ theories of personality apply the insights and methods derived from the study of perception, memory, and thought to the study of personality.
- Psychoanalytic
  - Trait
  - Cognitive
  - Phenomenological

ANS: C                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Understanding

16. Psychologists following the phenomenological approach

- a. focus on the workings of the unconscious mind and the resolution of internal mental conflict.
- b. study how overt behavior is affected by rewards and punishments.
- c. build theoretical models of how people process information.
- d. are concerned with our conscious experience of the world and the consequences of having free will.

ANS: D                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

17. Which of the following MOST closely represents a focal topic of the trait approach to personality?
- a. understanding mental conflicts
  - b. measuring and conceptualizing individual differences
  - c. understanding the mind in terms of biological mechanisms
  - d. applying principles of behaviorism and social observation

ANS: B                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

18. Which of the following MOST closely represents a focal topic of the biological approach to personality?
- a. understanding mental conflicts
  - b. measuring and conceptualizing individual differences
  - c. understanding the heritability of behavior and personality
  - d. applying principles of behaviorism and social observation

ANS: C                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

19. Which of the following MOST closely represents a focal topic of the psychoanalytic approach to personality?
- a. understanding mental conflicts
  - b. measuring and conceptualizing individual differences
  - c. discovering how conscious awareness produces uniquely human characteristics
  - d. applying principles of behaviorism and social observation

ANS: A                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

20. Which of the following MOST closely represents a focal topic of the phenomenological approach to personality?
- a. understanding mental conflicts
  - b. measuring and conceptualizing individual differences
  - c. discovering how conscious awareness produces uniquely human characteristics
  - d. applying principles of behaviorism and social observation

ANS: C                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

21. Which of the following MOST closely represents a focal topic of the learning and cognitive approaches to personality?
- a. understanding mental conflicts
  - b. measuring and conceptualizing individual differences
  - c. discovering how conscious awareness produces uniquely human characteristics
  - d. applying principles of behaviorism and social observation

ANS: D                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Understanding

22. The task of an employer who attempts to identify dependable, conscientious, and hard-working job applicants is similar to the task of the \_\_\_\_\_ psychologist, who attempts to identify and assess individual differences.
- a. psychoanalytic
  - b. trait
  - c. cognitive
  - d. behavioral

ANS: B                      DIF: Moderate              REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Applying

23. Jeff suspects that his roommate's sexist jokes may indicate that his roommate has some hidden, unconscious hostility toward women or that he feels very insecure around women. Jeff's analysis suggests a \_\_\_\_\_ approach to personality.

- a. psychoanalytic
- b. trait
- c. phenomenological
- d. behaviorist

ANS: A                      DIF: Moderate                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Applying

24. Which of the following is NOT one of the basic approaches to personality?

- a. psychoanalytic
- b. learning
- c. assessment
- d. phenomenological

ANS: C                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.3                      MSC: Understanding

25. A major advantage of personality psychology is that it focuses on the whole person and real-life concerns, yet this can often lead to overinclusive and unfocused research. Which of the following is a major theme of your textbook that speaks to this conflict?

- a. The personality puzzle will never be solved.
- b. The One Big Theory (OBT) can account for everything in personality.
- c. Great strengths are usually great weaknesses.
- d. A single basic approach must be chosen on the basis of rigorous data analysis.

ANS: C                      DIF: Moderate                      REF: The Goals of Personality Psychology  
OBJ: 1.4                      MSC: Understanding

26. According to Funder, in what way do personality psychologists appreciate individual differences?

- a. They categorize and label people; that is, they pigeonhole them.
- b. They appreciate rich individual differences because the person is the starting point of personality psychology.
- c. They psychoanalyze people, because there are important differences in the unconscious.
- d. They focus on how similar people behave in different situations.

ANS: B                      DIF: Moderate                      REF: The Goals of Personality Psychology  
OBJ: 1.4                      MSC: Understanding

27. What is a major advantage of using a basic approach to study personality psychology?

- a. It is the only approach that uses the scientific method.
- b. It focuses on the unconscious mind.
- c. It uses One Big Theory.
- d. It is a systematic way to study specific patterns of thoughts, feelings, and behaviors.

ANS: D                      DIF: Moderate                      REF: The Goals of Personality Psychology  
OBJ: 1.4                      MSC: Understanding

28. According to the text, personality's greatest strength, understanding whole persons, is also its greatest weakness. Which term describes this fundamental observation?

- a. pigeonholing
- b. psychological triad
- c. One Big Theory
- d. Funder's First Law

ANS: D                      DIF: Easy                      REF: The Goals of Personality Psychology  
OBJ: 1.4                      MSC: Understanding

29. Which of the following is an expression of Funder's First Law?

- a. People vary in terms of their trait levels.
- b. There are no perfect indicators of personality.
- c. Characteristics that are strengths in one sense are weaknesses in other ways.
- d. Individual differences should not be put into the "error" term in statistical analysis.

ANS: C                      DIF: Difficult                      REF: The Goals of Personality Psychology

OBJ: 1.4 MSC: Analyzing

30. Is narcissism always a bad trait?
- No, narcissists are highly persuasive and often make competent leaders.
  - No, narcissists sometimes act kindly toward others.
  - No, narcissists are rigid in their ethical thinking.
  - Yes, it is associated with negative outcomes like exploitativeness.

ANS: A DIF: Difficult REF: The Goals of Personality Psychology  
OBJ: 1.4 MSC: Analyzing

31. What is one of personality psychology's biggest advantages over other areas of psychology?
- It uses more rigorous methods.
  - It appreciates the uniqueness of the individual.
  - It created the One Big Theory to explain whole persons.
  - It focuses on the two most important aspects of the psychological triad.

ANS: B DIF: Moderate REF: The Goals of Personality Psychology  
OBJ: 1.4 MSC: Understanding

32. Why haven't personality psychologists combined all paradigms into One Big Theory?
- A theory that tries to explain everything would probably not provide the best explanation for any one thing.
  - The manageability of research programs would be lost.
  - The different basic approaches to psychology address the same sets of questions.
  - Applying principles of behaviorism helps reduce negative behaviors, making the cognitive approach the best one.

ANS: A DIF: Moderate REF: The Goals of Personality Psychology  
OBJ: 1.5 MSC: Remembering

33. The trait approach, the behaviorist approach, and the psychoanalytic approach
- are irreconcilable and contradictory views of human psychology.
  - are all part of the One Big Theory (OBT).
  - all address the biological basis of human psychology.
  - address different sets of questions about human psychology.

ANS: D DIF: Moderate REF: The Goals of Personality Psychology  
OBJ: 1.5 MSC: Understanding

34. Funder writes that there are good reasons why personality psychologists have distinct theories versus One Big Theory. Which is NOT one of those reasons?
- One Big Theory would undermine the smaller theories.
  - There is a trade-off between breadth and depth in theories.
  - There is, for now, no accepted One Big Theory.
  - Each theory offers a different perspective on personality.

ANS: A DIF: Difficult REF: The Goals of Personality Psychology  
OBJ: 1.5 MSC: Analyzing

35. Personality psychology emphasizes how people are \_\_\_\_\_, whereas subfields such as cognitive and social psychology emphasize how people are \_\_\_\_\_.
- similar to each other; different from each other
  - different from each other; similar to each other
  - essentially good; essentially bad
  - motivated by unconscious forces; motivated by conscious forces

ANS: B DIF: Moderate  
REF: Pigeonholing Versus Appreciation of Individual Differences  
OBJ: 1.1 MSC: Remembering

36. One critique of personality psychology is that it "pigeonholes" people. What does *pigeonholing* someone mean?

- a. psychoanalyzing people
- b. prescribing medication
- c. statistically analyzing results
- d. categorizing and labeling people

ANS: D                      DIF: Moderate  
 REF: Pigeonholing Versus Appreciation of Individual Differences  
 OBJ: 1.5                      MSC: Analyzing

37. What is the largest and most dominant approach in personality psychology today?

- a. learning and cognitive
- b. trait
- c. psychoanalytic
- d. biological

ANS: B                      DIF: Moderate                      REF: The Goals of Personality Psychology  
 OBJ: 1.3                      MSC: Remembering

38. One reason why behaviorism is so effective at changing behavior is that it ignores the possibility of

- a. social interactions.
- b. free will.
- c. cognitive mechanisms.
- d. evolution.

ANS: B                      DIF: Moderate                      REF: The Goals of Personality Psychology  
 OBJ: 1.4                      MSC: Remembering

39. What does Funder mean when he says that personality is coherent?

- a. The personality of one person depends on the personality of those around him or her.
- b. Clinical psychology is the most dominant subfield.
- c. Strengths are often weaknesses and vice versa.
- d. Each aspect of one's personality depends on the other parts.

ANS: D                      DIF: Moderate                      REF: The Goals of Personality Psychology  
 OBJ: 1.5                      MSC: Understanding

## MATCHING

*Match the personality approach with the most applicable research question.*

- a. Applied
- b. Biological
- c. Learning
- d. Phenomenological
- e. Psychoanalytic
- f. Trait

1. How do rewards affect social behavior?
2. How does unconscious conflict affect well-being?
3. What characteristics of individuals predict health?
4. Are there differences in neurotransmitter expression between people?
5. How do people from individualist cultures differ from others?

- |           |               |  |
|-----------|---------------|--|
| 1. ANS: C | DIF: Moderate | REF: The Goals of Personality Psychology |
| OBJ: 1.3  | MSC: Applying |  |
| 2. ANS: E | DIF: Moderate | REF: The Goals of Personality Psychology |
| OBJ: 1.3  | MSC: Applying |  |
| 3. ANS: F | DIF: Moderate | REF: The Goals of Personality Psychology |
| OBJ: 1.3  | MSC: Applying |  |
| 4. ANS: B | DIF: Moderate | REF: The Goals of Personality Psychology |
| OBJ: 1.3  | MSC: Applying |  |
| 5. ANS: D | DIF: Moderate | REF: The Goals of Personality Psychology |
| OBJ: 1.3  | MSC: Applying |  |

*Match the most relevant term with each definition.*

- a. Psychological triad

- b. Funder's First Law
- c. Pigeonholing
- d. One Big Theory
- e. Paradigm
- f. Funder's Second Law

- 6. Thoughts, feelings, and behavior
- 7. A basic approach to personality
- 8. Labeling and categorizing people
- 9. Great strengths are often great weaknesses.
- 10. A framework that can predict everything about human behavior

- 6. ANS: A                      DIF: Moderate              REF: The Study of the Person  
OBJ: 1.1                      MSC: Understanding
- 7. ANS: E                      DIF: Moderate              REF: The Study of the Person  
OBJ: 1.2                      MSC: Understanding
- 8. ANS: C                      DIF: Moderate              REF: The Study of the Person  
OBJ: 1.3                      MSC: Understanding
- 9. ANS: B                      DIF: Moderate              REF: The Study of the Person  
OBJ: 1.4                      MSC: Understanding
- 10. ANS: D                      DIF: Moderate              REF: The Study of the Person  
OBJ: 1.5                      MSC: Understanding

**SHORT ANSWER**

- 1. Explain why Funder believes that the basic approaches to personality are complementary and not competing explanations for understanding the psychological triad.

ANS:  
Answers will vary.

DIF: Moderate              REF: The Goals of Personality Psychology  
OBJ: 1.2                      MSC: Understanding

- 2. Funder argues that a basic approach that is good for explaining some elements of personality is usually poor at explaining other elements of personality. Provide an example of an aspect of personality that is well explained by one basic approach but not the others. Then identify limitations in that basic approach by pointing to other aspects of personality that are better explained by a different approach.

ANS:  
Answers will vary.

DIF: Difficult              REF: The Goals of Personality Psychology  
OBJ: 1.2                      MSC: Applying

- 3. Identify and describe the basic approaches to personality outlined in Chapter 1. Why is it useful to have a basic approach?

ANS:  
Answers will vary.

DIF: Moderate              REF: The Goals of Personality Psychology  
OBJ: 1.2 | 1.3              MSC: Understanding

- 4. Explain the idea of the One Big Theory. Identify the disadvantages of establishing such a theory.

ANS:  
Answers will vary.



DIF: Moderate      REF: The Goals of Personality Psychology  
OBJ: 1.2 | 1.5      MSC: Understanding

5. Define Funder's First Law and come up with your own example to illustrate it.

ANS:  
Answers will vary.

DIF: Difficult      REF: The Goals of Personality Psychology  
OBJ: 1.4      MSC: Applying

6. Your text states that personality psychology is both the largest as well as the smallest subfield of psychology. Explain what this means.

ANS:  
Answers will vary.

DIF: Moderate      REF: The Study of the Person OBJ:      1.1  
MSC: Understanding

# Personality Research Methods

### LEARNING OBJECTIVES

- 2.1. Understand that personality is not directly observable, and data are clues.
- 2.2. Recognize and classify instances of B, L, I, and S data.
- 2.3. Define and distinguish B, L, I, and S data.
- 2.4. Identify strengths and weaknesses of B, L, I, and S data.
- 2.5. Understand new concepts and terminology associated with different types of data.
- 2.6. Differentiate the goals of scientific training from technical training.
- 2.7. Define and distinguish reliability and validity.
- 2.8. Give examples of techniques researchers can use to improve measurement quality.
- 2.9. Identify a variety of issues related to generalizability.
- 2.10. Compare and contrast different types of research designs.

## MULTIPLE CHOICE

1. The goal of the dissertation in the process of scientific education is to demonstrate that the future scientist
- has memorized all of the known facts about a given topic.
  - has read all of the known articles about a given a topic.
  - can contribute something new to the field.
  - can apply the technical knowledge learned in graduate school.

ANS: C                      DIF: Moderate  
REF: Psychology's Emphasis on Method: Scientific Education and Technical Training  
OBJ: 2.6                      MSC: Remembering

2. According to the text, the goal of a scientific education is to
- question what is known and how to find out what is not yet known.
  - convey what facts are already known about a subject.
  - train individuals to exclusively rely on deductive reasoning to solve problems.
  - All of the answer options are correct.

ANS: A                      DIF: Moderate  
REF: Psychology's Emphasis on Method: Scientific Education and Technical Training  
OBJ: 2.6                      MSC: Understanding

3. According to the text, a \_\_\_\_\_ would receive technical training, whereas a \_\_\_\_\_ would receive scientific education.
- pharmacologist; pharmacist
  - physician; biologist
  - botanist; computer programmer
  - research psychologist; clinical psychologist

ANS: B                      DIF: Moderate  
REF: Psychology's Emphasis on Method: Scientific Education and Technical Training  
OBJ: 2.6                      MSC: Understanding

4. According to the textbook, there are no perfect \_\_\_\_\_ of personality, only \_\_\_\_\_.
- measures; devices
  - indicators; clues
  - theories; hypotheses
  - reliable measures; valid measures

ANS: B                      DIF: Moderate                      REF: Personality Data  
OBJ: 2.1                      MSC: Remembering

5. Researchers must use clues to personality in their research because personality
- is defined solely by biological factors that cannot be observed.
  - tests are unethical.
  - is something difficult to measure that resides inside an individual.
  - is defined by responses to self-report questionnaires.

ANS: C                      DIF: Moderate                      REF: Personality Data  
OBJ: 2.1                      MSC: Understanding

6. When gathering data or clues about personality, the best policy is to
- gather only a very small number of clues and focus on the important ones.
  - gather only clues that are certain not to be misleading.
  - rely solely on self-report data.
  - collect as many clues as possible.

ANS: D                      DIF: Easy                      REF: Personality Data  
OBJ: 2.1                      MSC: Understanding

7. Because each kind of data has limitations, personality psychologists should
- not bother collecting data.
  - gather as much data as possible.
  - only use L data, which are the most reliable.

d. use only one source of data and control for its limitations.

ANS: B                      DIF: Easy                      REF: Personality Data  
OBJ: 2.1                      MSC: Understanding

8. There is a possibility that individuals are so accustomed to certain aspects of their personality that they might not be aware of those traits. This is called the \_\_\_\_\_ effect.

- a. fish-and-water
- b. self-verification
- c. self-expectancy
- d. narcissism

ANS: A                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.1                      MSC: Remembering

9. In order to examine the relationship between early life experiences and adult criminality, Dr. Robbins asks his research participants to fill out questionnaires describing their early lives. He then obtains copies of their arrest records from the county courthouse. The questionnaires used in Dr. Robbins's study would be \_\_\_\_\_ data, whereas the arrest records would be \_\_\_\_\_ data.

- a. L; B
- b. S; I
- c. S; L
- d. B; L

ANS: C                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.2                      MSC: Understanding

10. To assess the personality traits of a group of 5-year-olds, researchers use puppets to illustrate different personality traits. Children are then asked to pick the puppet that best matches their personalities. This is an example of \_\_\_\_\_ data.

- a. S
- b. I
- c. L
- d. B

ANS: A                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.2                      MSC: Applying

11. \_\_\_\_\_ data are the most frequently used basis for personality assessment.

- a. B
- b. L
- c. S
- d. I

ANS: C                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

12. I data are

- a. self-judgments.
- b. judgments made by knowledgeable observers.
- c. easily observable, real-life outcomes.
- d. direct observations of the subject in some predefined context.

ANS: B                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

13. I data essentially measure

- a. your internal states or emotions.
- b. your level of self-awareness.
- c. your reputation.
- d. work productivity (in industrial psychology).

ANS: C                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

14. According to the text, accidental mistakes in judging personality are considered \_\_\_\_\_, whereas inaccurate judgments that are influenced by prejudices are considered \_\_\_\_\_.

- a. biases; stereotypes
- b. heuristic errors; formal errors
- c. errors; biases
- d. trivial; serious

ANS: C                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues

OBJ: 2.3 MSC: Remembering

15. What is one advantage of collecting descriptions of a participant's personality from his or her acquaintances?
- The acquaintances are likely smarter.
  - The acquaintances' descriptions of the participant are likely based on many behaviors in many situations.
  - The acquaintances are likely more accurate in judging the participant's internal state.
  - There is little to no bias with acquaintance descriptions.

ANS: B DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Understanding

16. According to a study reported in the text, researchers were able to predict individuals' level of conscientiousness and openness to experience based solely on various aspects of their bedrooms. This study used \_\_\_\_\_ data to assess personality.
- S
  - I
  - B
  - L

ANS: D DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Understanding

17. The Thematic Apperception Test and the Rorschach test elicit \_\_\_\_\_ data.
- L
  - I
  - S
  - B

ANS: D DIF: Difficult REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Analyzing

18. The typical experimental psychologist in a testing situation collects \_\_\_\_\_ data.
- B
  - I
  - L
  - S

ANS: A DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Remembering

19. To obtain S data, a psychologist can
- develop a questionnaire.
  - recruit informants.
  - observe the subject directly.
  - look up information in public records.

ANS: A DIF: Easy REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Understanding

20. What you do may be influenced by how you see yourself and how you are seen by others. This means that your self-perceptions and others' perceptions have
- definitional truth.
  - causal truth.
  - phenomenological force.
  - causal force.

ANS: D DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Understanding

21. What is the best way for a researcher to judge the face validity of items on a measure?
- Conduct an exploratory factor analysis on the items.
  - Conduct a confirmatory factor analysis on the items.
  - Conduct an internal consistency analysis on the items.
  - Read and consider the content of the items.

ANS: D DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 MSC: Understanding

22. \_\_\_\_\_ data are fairly easily verifiable, concrete, real-life outcomes of possible psychological significance.
- S
  - B
  - I
  - L

ANS: D                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Understanding

23. \_\_\_\_\_ data derive from the researcher's direct observation of what the subject does.

- a. L
- b. I
- c. S
- d. B

ANS: D                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Understanding

24. In a priming study, participants solved puzzles that included words such as *gray*, *wise*, *retired*, and *Florida*. After solving these puzzles, participants were observed as they walked down a hallway. The observation of participants' speed of walking would be considered \_\_\_\_\_ data.

- a. experience sampling
- b. laboratory B
- c. L
- d. projective

ANS: B                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Applying

25. Which kind of data would be the easiest way to obtain information about the content of dreams?

- a. S
- b. B
- c. L
- d. I

ANS: A                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

26. Dr. Garcia wants to measure the earliest autobiographical memories of the participants in her project. She would most likely obtain \_\_\_\_\_ data.

- a. L
- b. I
- c. S
- d. B

ANS: C                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Applying

27. Different informants may not agree about the personality of a common target individual because

- a. each judge may see the target person in only a limited number of social contexts.
- b. judges may form a mistaken impression based on the recollection of a single, uncharacteristic behavior.
- c. some informants may have biases that affect the accuracy of their judgments.
- d. All of the answer options are correct.

ANS: D                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Understanding

28. What kinds of behaviors by an acquaintance would MOST likely be remembered?

- a. an atypical behavior that was emotionally evocative
- b. only behaviors consistent with the acquaintance's personality
- c. the most recently observed typical behavior
- d. behaviors that are observed every day

ANS: A                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Understanding

29. Records of employee absenteeism are what type of data?

- a. S
- b. B
- c. I
- d. L

ANS: D                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Understanding

30. Which of the following types of personality data is the MOST objective and verifiable?

- a. S
- c. I

b. B

d. L

ANS: D                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

31. Which of the following would be an example of natural B data?
- observations of the number of times a subject told a joke in a day
  - number of seconds a subject waits before seeking help in an experimental emergency situation
  - a subject's verbal responses to a Rorschach test
  - number of times a subject interrupts others during a videotaped laboratory situation

ANS: A                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Applying

32. Which type of data is likely to be the most judgmental, subjective, and irreducibly human?
- I    c. L
  - B    d. S

ANS: A                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Remembering

33. Which of the following is LEAST likely to be considered B data?
- measures of heart rate and other physiological measurements
  - observation of how many times a participant spoke during a five-minute conversation
  - a psychologist's interpretation of a participant's responses to an unstructured clinical interview
  - a participant's records of his daily activities in a daily research "diary"

ANS: C                      DIF: Difficult                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Analyzing

34. When a psychologist asks a question because he or she wants to know the answer, the question elicits \_\_\_\_\_ data. When a psychologist asks a question because he or she wants to see how the individual will respond to that stimulus, the test elicits \_\_\_\_\_ data.
- B; I    c. S; B
  - S; I    d. laboratory B; natural B

ANS: C                      DIF: Difficult                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3                      MSC: Analyzing

35. Which kind of data is the LEAST expensive to collect?
- L    c. I
  - S    d. B

ANS: B                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4                      MSC: Understanding

36. According to the text, which of the following is another term for behavioral confirmation?
- action verification                      c. expectancy effect
  - causal force                              d. narcissistic reflection

ANS: C                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4                      MSC: Remembering

37. The tendency for us to become what other people believe us to be is called a(n) \_\_\_\_\_ effect.
- confirmation                              c. fish-and-water
  - expectancy                                d. self-monitoring

ANS: B                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4                      MSC: Remembering

38. The fact that behavior is frequently determined by multiple causes presents the most significant disadvantage for \_\_\_\_\_ data.
- B    c. I

b. L d. S

ANS: B DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Understanding

39. The judgments that others make of your personality affect your opportunities and expectancies. Thus, these judgments have
- a. generalizability.
  - b. validity.
  - c. causal force.
  - d. reliability.

ANS: C DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Understanding

40. A major advantage of S data is that
- a. only a trained personality psychologist can interpret S data.
  - b. the best information about personality is obtainable from real-life social outcomes.
  - c. you are probably the world's best expert about your own personality.
  - d. to assess personality, you must observe what the person actually does.

ANS: C DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Understanding

41. If Dr. O'Connell wants to learn about Laura, why might Dr. O'Connell want to avoid using S data?
- a. The person supplying the S data may not want to or be able to provide accurate reports about Laura.
  - b. The S data often do not have psychological relevance.
  - c. The S data are influenced by too many factors to reveal much about a person's personality.
  - d. The S data have definitional truth.

ANS: A DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Applying

42. Because Jesse's teacher believes that he is intelligent, she challenges him with extra assignments and generally encourages his curiosity. At the end of the school year, Jesse performs better on the school's achievement test than any other student. Jesse's enhanced performance is likely due to the
- a. recency effect.
  - b. expectancy effect.
  - c. self-serving bias.
  - d. judgment bias.

ANS: B DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Applying

43. A researcher asks participants to imagine that they have been excluded from their circle of friends and then takes images of their brains using functional magnetic resonance imaging (fMRI) scanning technology. The images generated in this study would be considered \_\_\_\_\_ data.
- a. experience sampling
  - b. experimental B
  - c. L
  - d. projective

ANS: B DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Applying

44. The most important advantage of B data is that they are based on
- a. common sense, so they have greater psychological relevance.
  - b. a report by the best expert, so they are more accurate.
  - c. direct psychological tests, so they have greater causal force and scientific value.
  - d. direct observations of behavior, so they are more objective and quantifiable.

ANS: D DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Understanding

45. When someone is high in narcissism, what type of data about this person might be the LEAST trustworthy?
- a. B
  - b. I
  - c. L
  - d. S

ANS: D DIF: Difficult REF: Personality Data: Four Kinds of Clues



OBJ: 2.4 MSC: Analyzing

46. Which of the following is NOT an advantage of I data?
- They have causal force.
  - They include common sense.
  - They are based on large amounts of information.
  - They come from carefully controlled experimental situations.

ANS: D DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Analyzing

47. A major disadvantage of L data is that
- they provide too much information.
  - informants may have access to only a narrow range of the target's behavior.
  - the data are influenced by multiple factors besides just personality.
  - judges may be biased about the person they are describing.

ANS: C DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Understanding

48. Which of the following is NOT an advantage of B data?
- Direct observations require little in the way of psychological interpretation.
  - Direct observations are easily quantifiable.
  - Direct observations can be made with extreme precision, as in the case of reaction times.
  - Psychologists can construct situations to elicit particular behaviors.

ANS: A DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Analyzing

49. One concern with items on measures like the Minnesota Multiphasic Personality Inventory (MMPI) is that they often lack face validity. What kind of problem does this create?
- Participants can easily fake responses on the items.
  - Such items raise concerns with social desirability.
  - Responses are difficult to interpret in psychological terms.
  - Such items tend to make participants anxious.

ANS: C DIF: Difficult REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4 MSC: Analyzing

50. As part of a research project, a participant uses a smart phone application that signals her at random times throughout the day. At those times, the application presents a series of questions for her to answer regarding her current activities. This is an example of \_\_\_\_\_ data.
- experience sampling
  - experimental B
  - L
  - projective

ANS: A DIF: Moderate REF: Personality Data: Four Kinds of Clues  
OBJ: 2.5 MSC: Applying

51. What term describes computer-assisted methods to measure thoughts and feelings that occur during normal daily activities?
- experiential assessment
  - ambulatory assessment
  - projective assessment
  - digitally assisted experimental assessment

ANS: B DIF: Easy REF: Personality Data: Four Kinds of Clues  
OBJ: 2.5 MSC: Remembering

52. What term is sometimes used to describe instruments like the Rorschach and Thematic Apperception Test (TAT)?
- S instruments
  - omnibus personality test batteries
  - objective tests
  - performance-based personality tests

ANS: D                      DIF: Difficult                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.5                      MSC: Analyzing

53. A behavioroid measure is a combination of which two types of data?
- a. S and B
  - b. L and B
  - c. I and B
  - d. S and L

ANS: A                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.5                      MSC: Remembering

54. According to the principles on enhancing reliability described in the text, it would be relatively difficult to create a reliable measure of attitudes toward
- a. lumber tariffs.
  - b. casual sexual encounters.
  - c. outgroup members.
  - d. the self (like self-esteem).

ANS: A                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Remembering

55. If measurement errors are truly random, then they should
- a. never occur.
  - b. not affect the reliability of a measure.
  - c. not attenuate the validity of a measure.
  - d. sum to zero.

ANS: D                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Remembering

56. Which formula in psychometrics quantifies the principle of aggregation?
- a. alpha
  - b. Spearman-Brown
  - c. kappa
  - d. Kaiser-Guttman

ANS: B                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Remembering

57. If you can get the same answer repeatedly, then your measure is
- a. reliable.
  - b. valid.
  - c. significant.
  - d. generalizable.

ANS: A                      DIF: Easy                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Understanding

58. The technical meaning of reliability refers to
- a. how much measurement error is present in your assessment instrument.
  - b. whether an instrument accurately assesses the construct it is intended to measure.
  - c. whether an instrument correlates with a similar measure of the same construct.
  - d. whether a sample of participants reasonably represents the population of interest.

ANS: A                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Understanding

59. On Friday, Terence completes the Self-Monitoring Scale and receives a score of 49. On the following Tuesday, he fills out the scale again and receives a score of 28. Terence's scores on the Self-Monitoring Scale do not appear to be
- a. valid.
  - b. reliable.
  - c. significant.
  - d. free of unwanted biases.

ANS: B                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Applying

60. Linda is taking an intelligence test. During the test, the teachers walk through the halls and chat loudly with each other. Due to these distractions, Linda scores lower on the test than she would have if she had been able to concentrate fully. The influence of the teachers' chatting is an example of

- a. reliability.
- b. a validity bias.
- c. a cohort effect.
- d. measurement error.

ANS: D                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7                      MSC: Applying

61. The MOST important and generally useful way to enhance reliability is to
- a. use the smallest possible number of items.
  - b. measure something that is important.
  - c. aggregate your measurements.
  - d. maximize error variance.

ANS: C                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.8                      MSC: Remembering

62. At the heart of aggregation is the idea that
- a. random errors cancel each other out.
  - b. random errors never cancel each other out.
  - c. reliable errors cancel each other out.
  - d. a sufficiently precise measure has no reliable error.

ANS: A                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.8                      MSC: Understanding

63. Dr. Grant is creating a new measure of shyness, and she decides to include more than one item in her scale. She believes that using multiple items will lead to a more reliable measure. Dr. Grant is following which principle of measurement?
- a. multitrait assessment
  - b. content validation
  - c. aggregation
  - d. construct validation

ANS: C                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.8                      MSC: Applying

64. A researcher can increase the reliability of a personality test by
- a. refusing to aggregate items.
  - b. measuring something important instead of something trivial.
  - c. using very few items to reduce the risk of mistakes.
  - d. constructing items with complicated words and phrases.

ANS: B                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.8                      MSC: Applying

65. Which of the following is NOT likely to undermine the reliability of a survey?
- a. entering data into a database incorrectly after collection
  - b. the immediate state of the participant
  - c. the mood of the experimenter
  - d. aggregation of responses to different items

ANS: D                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.8                      MSC: Analyzing

66. In simple language, questions about reliability concern \_\_\_\_\_, whereas questions about validity concern \_\_\_\_\_.
- a. accuracy; consistency
  - b. consistency; dependability
  - c. stability; dependability
  - d. consistency; accuracy

ANS: D                      DIF: Moderate                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7                      MSC: Understanding

67. Validity is the degree to which a measurement
- a. is consistent and stable.
  - b. provides the same result if repeated.

- c. actually reflects or measures what you think it does.
- d. is reliable.

ANS: C                      DIF: Easy                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7                      MSC: Remembering

68. According to Cronbach and Meehl's (1955) terminology, psychological attributes such as intelligence and sociability are examples of \_\_\_\_\_, whereas an IQ test and an extraversion questionnaire are examples of specific tests or measurements.
- a. constructs
  - b. valid ideas
  - c. assessments
  - d. manifest factors

ANS: A                      DIF: Moderate                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7                      MSC: Understanding

69. Janelle recently completed a new test that was designed to measure her IQ. She took the test twice and each time received the same score. The test administrator told her that her scores indicate she is extremely intelligent. However, Janelle scored well below average when she completed the Stanford-Binet and the Wechsler Adult Intelligence Scale (WAIS), two well-established intelligence tests. Based on this pattern of results, it appears that the new measure of IQ was a
- a. valid measure of intelligence.
  - b. valid but unreliable measure of intelligence.
  - c. reliable but not valid measure of intelligence.
  - d. more accurate measure of intelligence than the Stanford-Binet or the WAIS.

ANS: C                      DIF: Moderate                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7                      MSC: Applying

70. Reliability is \_\_\_\_\_ for validity.
- a. a necessary and sufficient condition
  - b. a necessary but not sufficient condition
  - c. a sufficient condition
  - d. not at all relevant

ANS: B                      DIF: Difficult                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7                      MSC: Analyzing

71. A research strategy that involves gathering as many different measurements as you can of a particular construct and determining if those measurements correlate is called
- a. construct validation.
  - b. aggregation validation.
  - c. generalization.
  - d. internal validation.

ANS: A                      DIF: Moderate                      REF: Personality Data: Quality of Data: Validity  
OBJ: 2.8                      MSC: Remembering

72. Many psychologists tend to use college students as participants in their research and then assume that what they learn applies to people in general. However, this common practice may limit the
- a. ecological reliability of their research.
  - b. internal validity of their studies.
  - c. generalizability of their findings.
  - d. construct validity of their studies.

ANS: C                      DIF: Easy                      REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                      MSC: Remembering

73. Reliability and validity are actually both aspects of a broader concept called
- a. factorial invariance.
  - b. systematic bias.
  - c. measurement equivalence.
  - d. generalizability.

ANS: D                      DIF: Easy                      REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                      MSC: Remembering

74. The fact that much of modern empirical research in psychology has been based on white, middle-class college sophomores may reduce the \_\_\_\_\_ of psychological research.

- a. generalizability
- b. reliability
- c. validity
- d. statistical significance

ANS: A                      DIF: Easy                      REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                      MSC: Understanding

75. Which of the following sampling methods affords a researcher the greatest generalizability?
- a. randomly selecting a sample of introductory psychology students
  - b. randomly selecting a sample of both high school and college students
  - c. recruiting all the executives at a large company to participate
  - d. collaborating with researchers from other countries to recruit participants from outside the country

ANS: D                      DIF: Moderate                      REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                      MSC: Applying

76. According to the text, which of the following would NOT be a threat to the generalizability of personality research?
- a. More women than men participate in research.
  - b. Participants who show up for research studies are more conventional than individuals who do not show up.
  - c. Personality researchers strive to study multiple cohorts.
  - d. Much personality research is based on samples of college students.

ANS: C                      DIF: Moderate                      REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                      MSC: Analyzing

77. Narrative psychology is an example of the \_\_\_\_\_ method.
- a. case study
  - b. correlational
  - c. experimental
  - d. behavioral

ANS: A                      DIF: Moderate                      REF: Research Design: Case Method  
OBJ: 2.10                      MSC: Understanding

78. What is the big disadvantage of the case study method?
- a. It describes isolated variables, not the whole phenomenon.
  - b. It is rarely the source of testable hypotheses.
  - c. It does not usually apply to particular individuals, only to groups.
  - d. It is not generalizable.

ANS: D                      DIF: Moderate                      REF: Research Design: Case Method  
OBJ: 2.10                      MSC: Remembering

79. The major difference between the experimental and correlational methods is that in the experimental method the presumed causal variable is \_\_\_\_\_, whereas in the correlational method the same variable is \_\_\_\_\_.
- a. externally derived; internally derived
  - b. significant; important
  - c. manipulated; measured
  - d. reliable; valid

ANS: C                      DIF: Moderate  
REF: Research Design: Comparing the Experimental and Correlational Methods  
OBJ: 2.10                      MSC: Understanding

80. The strongest advantage of the experimental method is that
- a. it allows the assessment of causality.
  - b. it allows the study of naturally occurring individual differences that already exist in the participants.
  - c. participants are always randomly sampled from the general population.
  - d. it can take advantage of extreme levels of the independent variable.

ANS: A                      DIF: Easy  
REF: Research Design: Comparing the Experimental and Correlational Methods  
OBJ: 2.10                      MSC: Remembering

81. Random assignment allows researchers to

- a. ignore problems of measurement biases in self-report personality assessments.
- b. assume that groups of participants are more or less equivalent on preexisting conditions.
- c. ignore ethical constraints on research that may otherwise limit their ability to conduct research.
- d. control for the selective attrition of participants who have dropped out of the study.

ANS: B                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Understanding

82. If test scores decrease as anxiety increases, then
- a. test scores and anxiety are positively correlated.
  - b. test scores and anxiety are negatively correlated.
  - c. test scores and anxiety are unrelated.
  - d. the correlation between test scores and anxiety must be 1.0.

ANS: B                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Understanding

83. Dr. Low is interested in studying the effect mood has on the willingness to help a stranger. She randomly assigns half of her participants to the pleasant mood condition and shows them funny film clips. The other half of her participants is assigned to the unpleasant mood condition and is forced to watch boring film clips. She then gives every participant an opportunity to donate money to a homeless stranger. Dr. Low is using a(n) \_\_\_\_\_ design.
- a. experimental
  - b. correlational
  - c. case study
  - d. repeated measures

ANS: A                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Applying

84. To conduct an experimental study of the causal effect smoking has on physical health, we would have to
- a. find a group of smokers and compare their physical health to a group of nonsmokers.
  - b. randomly assign some people to a smoking condition and some others to a control condition.
  - c. compare the physical health of a heavy smoker to the physical health of a person who has never smoked.
  - d. teach one group of people to adopt good health habits and see if they are more likely to begin smoking than a group of people who have not been taught good health habits.

ANS: B                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Applying

85. Dr. Liao is interested in studying the relation between mood and willingness to help a stranger. Every participant in her study completes a mood-rating questionnaire and is then given an opportunity to donate money to a homeless stranger. Dr. Liao is using a(n) \_\_\_\_\_ design.
- a. experimental
  - b. correlational
  - c. case study
  - d. repeated measures

ANS: B                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Applying

86. Which design is best suited for addressing the third-variable problem?
- a. experimental
  - b. correlational
  - c. case study
  - d. repeated measures

ANS: A                      DIF: Difficult  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Analyzing

87. A researcher is interested in investigating what people do to make others happy on a daily basis. To do so, she asks participants to provide an account of their prosocial behavior at the end of each day. This is an example of \_\_\_\_\_ data.

- a. S
- b. I
- c. B
- d. L

ANS: C                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.2                      MSC: Applying

88. The Electronically Activated Recorder (EAR) is a recording device worn in participants' pockets that records samples of audio the participant hears throughout the day. The EAR collects what type of data?

- a. B data
- b. I data
- c. S data
- d. L data

ANS: A                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.2                      MSC: Understanding

89. According to the text, L data can be difficult to interpret because life outcomes can have many causes. In other words, L data may be subject to

- a. the expectancy effect.
- b. construct validation.
- c. multidetermination.
- d. self-verification.

ANS: C                      DIF: Moderate                      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.5                      MSC: Understanding

90. Technicians-in-training focus on \_\_\_\_\_, whereas scientists-in-training focus on \_\_\_\_\_.

- a. writing; reading
- b. memorizing what is already known; questioning what is already known
- c. the philosophical components of their field; mechanical components of their field
- d. teaching undergraduate students; teaching graduate students

ANS: B                      DIF: Moderate  
REF: Research Design: Comparing the Experimental and Correlational Methods  
OBJ: 2.6                      MSC: Understanding

91. Based on what you know about the distinction between technicians and scientists, a therapist would require \_\_\_\_\_ training, whereas a research psychologist would require \_\_\_\_\_ training.

- a. technical; scientific
- b. scientific; technical
- c. data collection; data analysis
- d. data analysis; data collection

ANS: A                      DIF: Difficult                      REF: Psychology's Emphasis on Method  
OBJ: 2.6                      MSC: Applying

92. Dr. Lane has just created a new measure to assess individuals' levels of optimism. To make sure her measure is actually assessing optimism, she gives a set of participants her measure, and then asks each of the participant's friends to rate how optimistic they are on the same scale. Dr. Lane is testing the \_\_\_\_\_ of her new measure.

- a. reliability
- b. face validity
- c. generalizability
- d. construct validity

ANS: B                      DIF: Moderate                      REF: Personality Data: Quality of Data  
OBJ: 2.8                      MSC: Applying

93. What is a major advantage of conducting a case study above all other methods?

- a. It describes the whole phenomenon and not just isolated variables.
- b. It uses statistics to assess how two constructs are related to one another.
- c. It increases the generalizability of a psychological phenomenon.
- d. It introduces a great degree of situational control.

ANS: A                      DIF: Moderate                      REF: Research Design: Case Method  
OBJ: 2.10                      MSC: Understanding

94. Which of the following is NOT an example of something that can limit how reliable a measure is?

- a. A research assistant dozes off when they should be observing participants' behavior.
- b. A study is conducted during finals and all college student participants are sleep-deprived.
- c. After comparing the self-report to informant reports, a researcher realizes their measure isn't accurate.
- d. A fire alarm goes off in the middle of an experiment.

ANS: C                      DIF: Moderate                      REF: Personality Data: Quality of Data: Reliability  
 OBJ: 2.7                      MSC: Analyzing

95. According to the text, correlational and experimental methods are not entirely different. For example, they both
- a. always use S data.
  - b. assess the relationship between two variables.
  - c. assess causality.
  - d. focus on one phenomenon in depth.

ANS: B                      DIF: Moderate  
 REF: Research Design: Comparing the Experimental and Correlational Methods  
 OBJ: 2.10                      MSC: Understanding

## MATCHING

*Match the most applicable type of data with each piece of information.*

- a. B data
- b. L data
- c. I data
- d. S data
- e. T data
- f. E data

- 1. Your own responses to the statement, "I consider myself a nervous person"
- 2. A therapist's description of her client
- 3. The number of times someone has been arrested
- 4. Reaction times to photographs
- 5. A father's report on his daughter's talkativeness

- 1. ANS: D                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
 OBJ: 2.3                      MSC: Applying
- 2. ANS: C                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
 OBJ: 2.3                      MSC: Applying
- 3. ANS: B                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
 OBJ: 2.3                      MSC: Applying
- 4. ANS: A                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
 OBJ: 2.3                      MSC: Applying
- 5. ANS: C                      DIF: Easy                      REF: Personality Data: Four Kinds of Clues  
 OBJ: 2.3                      MSC: Applying

*Match the most relevant term with each definition.*

- a. Reliable
  - b. Valid
  - c. Generalizable
  - d. Measurement error
  - e. Aggregation
  - f. Precision
- 6. The cumulative effect random influences have on the outcome of interest
  - 7. A method or instrument that provides the same information repeatedly
  - 8. An instrument actually reflects the construct of interest
  - 9. A result applies beyond the context of the current study



10. Combining many items in a test to eliminate idiosyncrasies of any one item

- |     |                |                    |  |
|-----|----------------|--------------------|--|
| 6.  | ANS: D         | DIF: Easy          | REF: Personality Data: Quality of Data |
|     | OBJ: 2.7   2.8 | MSC: Understanding |  |
| 7.  | ANS: A         | DIF: Easy          | REF: Personality Data: Quality of Data |
|     | OBJ: 2.7   2.8 | MSC: Understanding |  |
| 8.  | ANS: B         | DIF: Easy          | REF: Personality Data: Quality of Data |
|     | OBJ: 2.7   2.8 | MSC: Understanding |  |
| 9.  | ANS: C         | DIF: Easy          | REF: Personality Data: Quality of Data |
|     | OBJ: 2.7   2.8 | MSC: Understanding |  |
| 10. | ANS: E         | DIF: Easy          | REF: Personality Data: Quality of Data |
|     | OBJ: 2.7   2.8 | MSC: Understanding |  |

## SHORT ANSWER

1. Why does Funder believe there are no perfect indicators of personality? What strategies can researchers use to deal with this concern?

ANS:

Answers will vary.

DIF: Moderate      REF: Personality Data      OBJ: 2.1  
MSC: Understanding

2. Explain why Funder considers answers to the items on the Minnesota Multiphasic Personality Inventory (MMPI) to be an example of B data.

ANS:

Answers will vary.

DIF: Moderate      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3      MSC: Understanding

3. Consider the construct of delay of gratification. Explain how you could obtain S, I, B, and L data for measuring delay of gratification. Identify and describe one advantage and one disadvantage for each of your examples of S, I, B, and L data.

ANS:

Answers will vary.

DIF: Moderate      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.3 | 2.4      MSC: Applying

4. What is face validity, and how does it apply to S and B data? What is a limitation of face validity for evaluating the quality of B data? Do you think this concern also applies to S data?

ANS:

Answers will vary.

DIF: Difficult      REF: Personality Data: Four Kinds of Clues  
OBJ: 2.4      MSC: Evaluating

5. Consider the trait of courage. Describe the advantages and limitations of obtaining informant report data for this trait.

ANS:

Answers will vary.

DIF: Moderate      REF: Personality Data: Four Kinds of Clues

OBJ: 2.4                    MSC: Evaluating

6. Why would you recommend aggregation to a researcher interested in measuring shyness? Explain why aggregation improves the reliability of psychological assessments such as measures of shyness.

ANS:

Answers will vary.

DIF: Moderate            REF: Personality Data: Quality of Data: Reliability  
OBJ: 2.7 | 2.8            MSC: Evaluating

7. Consider the construct of intelligence. What steps would researchers do to validate measures of this construct? Why is validity harder to establish and evaluate than reliability?

ANS:

Answers will vary.

DIF: Difficult            REF: Personality Data: Quality of Data: Validity  
OBJ: 2.7 | 2.8            MSC: Evaluating

8. Recently, a group of researchers raised concerns about the use of so-called WEIRD participants in the majority of psychological studies. Who are WEIRD participants? Why is this issue a potential concern to psychological researchers (e.g., do WEIRD participants hurt reliability)? What steps can be taken to address the concerns about WEIRD participants?

ANS:

Answers will vary.

DIF: Difficult            REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.7 | 2.8 | 2.9      MSC: Evaluating

9. What is generalizability? What are the facets of generalizability described in the book, and how does each one relate to the broad idea of generalizability?

ANS:

Answers will vary.

DIF: Moderate            REF: Personality Data: Quality of Data: Generalizability  
OBJ: 2.9                    MSC: Understanding