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ABSTRACT

Realizing the importance of human personality variables in comprehensive educational assessment structures, Operation PEP sought to develop a tool to assess specific human personality characteristics. The resulting accounting scheme is divided into three chapters: (1) an outline and definition of relevant terminology, (2) a scheme to account for relevant aspects of an individual's personality, and (3) an outline of relevant information concerning available personality tests. Research for this project was provided by an ESEA Title III grant. (Author/RA)

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AN ACCOUNTING SCHEME FOR PERSONALITY STUDY

by

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and

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As Consultants to:

OPERATION PEP: A State-Wide Project to
Prepare Educational Planners for California

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May 1970

EA 003 508

TABLE OF CONTENTS

DEFINITION OF TERMS	1
PERSONALITY ACCOUNTING SCHEME	4
1.0 Psychomotor System	4
2.0 Idea System	11
3.0 Motivational System	15
4.0 Relational System	19
5.0 Self System	21
6.0 Modes of Functioning	23
PERSONALITY TESTS	27

PREFACE

One of the most important managerial aspects of planned educational change is evaluation of: (1) the learner, (2) the teacher, (3) the curriculum, (4) the relevant methods-means-media, (5) the learning environment and (6) the learning. A plan of evaluation is usually designed to measure progress toward the achievement of desired end result variables. Often such plans overlook relevant aspects of human personality which are both causal and intervening variables in courses of planned behavioral change. The complexity and diversity of most educational planned change programs necessitate measurements of initial state, en route state(s) and evaluative state variables. Each set of measurements should be designed to evaluate demonstrated achievements in terms of desired end result variables. Since all learning experiences affect human personality, educational managers must learn to observe and measure changes in personality variables as well as end result variables.

Realizing the importance of human personality variables in comprehensive educational assessment structures, OPERATION PEP sought to develop a tool that could be used to assess specific human personality characteristics. James J. Dillon and S. Shirley Feldman developed An Accounting Scheme for Personality Study. The authors present the scheme as a tentative instrument which can be used by practical educational managers to improve the quality of change-related information in educational systems.

Donald R. Miller

Burlingame, California
May, 1970

INTRODUCTION

A system approach to educational planning and management requires the use of a scientifically-derived methodology for effecting planned educational change. The methodology features the use of both an adaptive framework or planning model and a systematic strategy for the management of action and change. Considered together, the adaptive framework and the change strategy provide a conceptual and practical methods-means that can be used by management to systematically predict and describe planned change alternatives.

During the development of An Adaptive Framework for Public Education and Educational Management,¹ the change characteristics of individuals were identified as key sets of planned educational change variables. Individual personality characteristics were isolated as one set of key planned change variables. Since the adaptive framework was developed for use in the planning and management of educational change and since personality characteristics were identified as key variables in planned educational change, the staff of OPERATION PEP turned its attention to personality accounting schemes and personality assessment instruments.

A literature search led to the discovery of Inkeles' personality accounting scheme.² His scheme was designed to account for the following

¹Donald R. Miller, An Adaptive Framework for Public Education and Educational Management (Burlingame, California: OPERATION PEP, 1970).

²Alex Inkeles, "Social Structure and the Socialization of Competence," Harvard Educational Review, 36(3):265-283 (Summer, 1966).

areas of an individual's personality: (1) the psychomotor system, (2) the idea system, (3) the motivational system, (4) the relational system, (5) the self system and (6) the modes of functioning. Each of these areas of personality were, therefore, incorporated in the adaptive framework (Figure 1) as relevant aspects of individuals' personality characteristics. A two-level branching network of personality characteristics was developed based on the work of Inkeles³ (Figure 2).

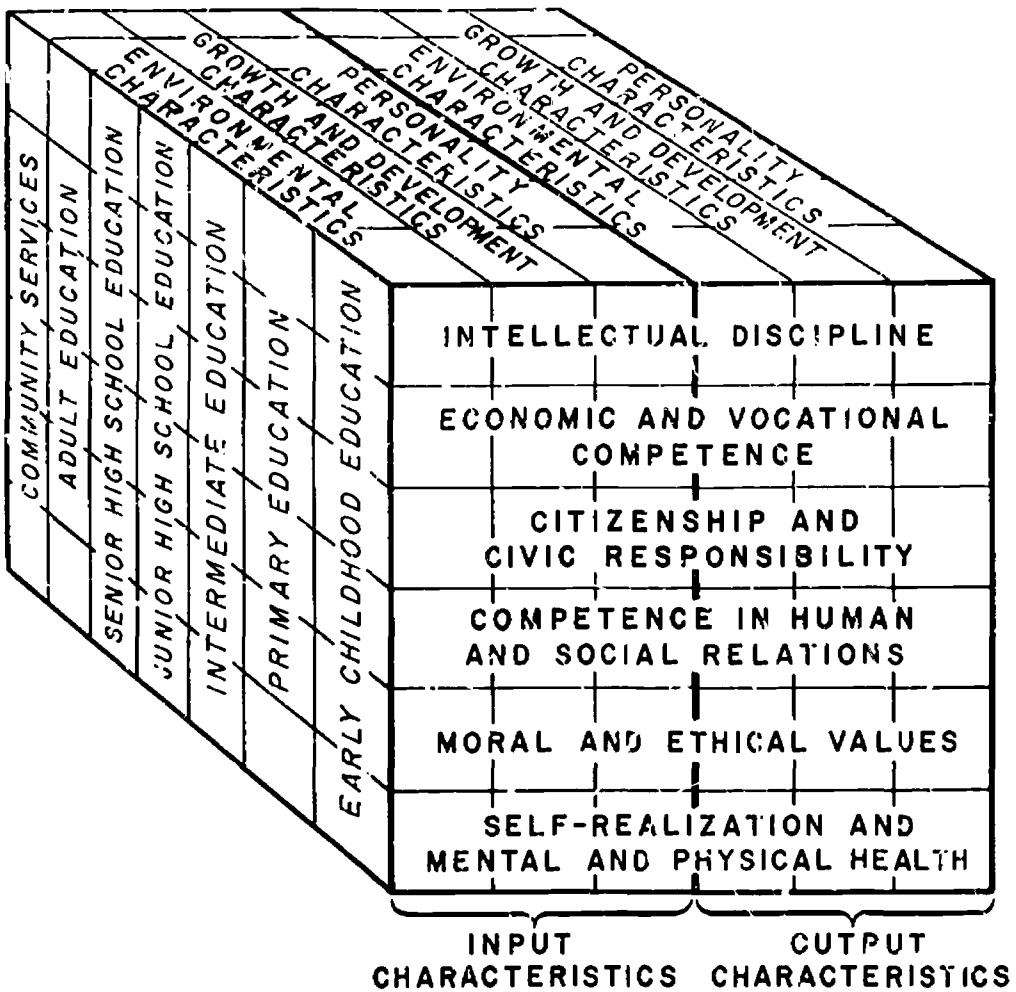
The adaptive framework was used to simulate programs of planned educational change relative to specific target populations of learners and particular areas of curriculum. The need for more complete, accurate, relevant and timely decision-making information regarding individuals' personality became apparent. This informational need prompted: (1) the expansion of Inkeles' basic personality accounting scheme, (2) the exploration of personality appraisal instruments and procedures and (3) the development of An Accounting Scheme for Personality Study.

The accounting scheme is organized into three chapters which are titled "Definition of Terms," "Personality Accounting Scheme" and "Personality Tests." The first chapter outlines and defines relevant terminology that is used in subsequent chapters. The second chapter presents a scheme that can be used to account for relevant aspects of an individual's personality. The third chapter outlines relevant information regarding available personality tests. Using the numbering system presented in the second chapter, the data and information presented in the first and third chapters

³In addition to the reference cited in footnote 2, the following articles proved instructive: (1) Alex Inkeles, "Social Structure and Socialization" in David A. Goslin (ed.) Handbook of Socialization Theory and Research (New York: Rand McNally and Co., 1969), pp. 615-632; and (2) Alex Inkeles, "Society, Social Structure and Child Socialization" in John Clausen (ed.) Socialization and Society (Boston: Little, Brown and Co., 1968), pp. 74-129.

Figure 1

AN ADAPTIVE FRAMEWORK FOR EDUCATIONAL DECISION MAKING



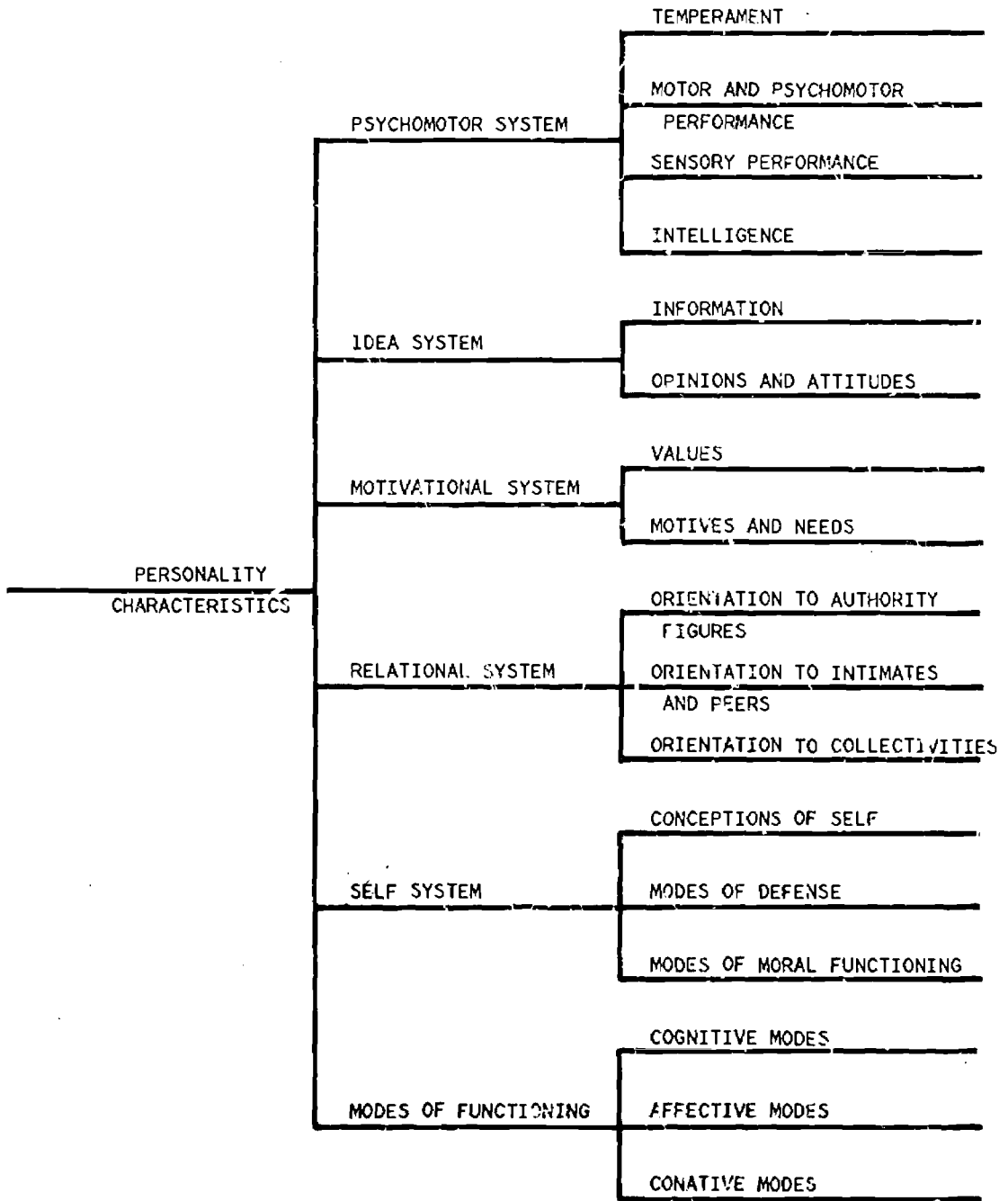


Fig. 2--A two-level branching network of personality characteristics

can be inter-correlated with specific personality characteristics.

The end item components detailed in the accounting scheme tend to reinforce and can be readily related to the goal and program aspects of educational planning and management outlined in the adaptive framework. Thus, this entire document was developed as a tool which can be used by practical educators to improve the quality of information available to educational decision makers regarding the personality characteristics of individual learners.

DEFINITION OF TERMS

1.0 Psychomotor System

Products of information: the form in which information occurs or is conceived by the respondent.

Units are relatively segregated or circumscribed items of information having a "thing" character. A unit has properties, each unit with a unique combination of properties.

Classes are recognized sets of information grouped by virtue of their common properties. A class is an abstraction from a set of units that hold class membership by reason of common properties.

Relations are a recognized connection between two items of information based upon variables or points of contact that apply to them.

Systems are an organized or structured aggregate of items of information, a complex of interrelated or interacting parts.

Transformations are changes of various kinds, of existing or known information in its attributes, meaning, role or use.

Implications are expectancies, anticipations and predictions; where one item of information leads naturally to another.

Content categories: the nature of the materials or information in which operations are performed.

Figural information is in concrete form, as perceived or as recalled in the form of images. The term figural implies some degree of structuring, even if only in the form of figure and ground.

Symbolic information is in the forms of signs, the elements having no significance in and of themselves, such as letters, numbers, musical notation and other "code" elements.

Behavioral information is defined as information, essentially non-verbal, involved in human interactions, where awareness of attention, perception, thoughts, desires, feelings, moods, emotions, intentions and actions of other persons and of ourselves is important.

Operations: what the respondent does.

Cognition is awareness, immediate discovery or rediscovery, or

recognition of information in various forms, comprehension or understanding.

Memory is retention or storage, with some degree of availability, of information in the same form in which it was committed to storage and in connection with the same cues with which it was learned.

Divergent production is a generation of information from given information, where the emphasis is upon variety and quantity of output from the same source: e.g., proceeding from information to a variety of adequate solutions.

Convergent production is a generation of information from given information, where the emphasis is upon specifics and quality of output; e.g., proceeding from information to a specific correct answer.

Evaluation is a process of comparing a product of information with known information according to logical criteria and reaching a decision concerning criterion satisfaction; e.g., decisions concerning goodness or appropriateness of ideas as judging which problems are significant.

2.0 Idea System

2.1 Information: the cognitive element of personality

2.1.1 levels of information: knowledge about functioning adequately in the everyday world. Knowledge which is an important precursor to effective and independent participation in the modern social order. A knowledge which reflects the influence of motivation to know.

2.1.2 styles of thinking: skills required to inquire, investigate and solve problems by intellectual methods, techniques and procedures.

2.2 Opinions and Attitudes: enduring, learned predispositions to behave in a consistent way toward a given class of objects; a persistent mental state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to be.

3.0 Motivational System

3.1 Values: a set of concepts that defines for an individual the worth or degree of worth of an object, class or activity.

3.2 Motives and Needs: the desire to acquire and accomplish the necessary task, skills and information which contribute to one's competence to attain and perform in available and respected social roles.

4.0 Relational System (no definitions)

5.0 Self System

- 5.1 Conceptions of Self: the total collection of attitudes and values which an individual holds with respect to his behavior, ability, body and personal worth--how he perceives and evaluates himself.
- 5.2 Modes of Defense: the processes by which the individual protects himself against anxiety-producing events.
- 5.3 Modes of Moral Functioning: behavior according to a set of cultural rules of social action which have been internalized by the individual.

6.0 Modes of Functioning

6.1 Cognitive Modes

6.1.1 cognitive processes: acting upon information about environmental events or objects.

6.1.2 cognitive styles: strategies which characterize the individual's preferred mental processes or ways of acting upon information about environmental events or objects.

6.1.3 cognitive attitudes: dispositions which characterize the individual's preferred mental processes or ways of acting upon information about environmental events or objects.

6.2 Affective Modes: emotional aspects of a cognitive state or process, the emotional response to a particular idea.

6.3 Conative Modes: the processes or behaviors the organism employs to develop into something else; intrinsic unrest of the organism.

PERSONALITY ACCOUNTING SCHEME

1.0 Psychomotor System

1.1 Temperament

- 1.1.1 apathetic
- 1.1.2 active
- 1.1.3 perseverative
- 1.1.4 vigorous
- 1.1.5 impulsive
- 1.1.6 dominant
- 1.1.7 stable
- 1.1.8 reflective

1.2 Motor and Psychomotor Performance

- 1.2.1 developing lateral dominance
- 1.2.2 developing abilities which permit the individual to learn motor skills easily
 - 1.2.2.1 developing agility
 - 1.2.2.2 developing balance
 - 1.2.2.3 developing control
 - 1.2.2.4 developing flexibility
 - 1.2.2.5 developing arm-hand steadiness
 - 1.2.2.6 developing rate of arm movement
 - 1.2.2.7 developing finger dexterity
 - 1.2.2.8 developing postural discrimination

- 1.2.2.9 developing fine psychomotor coordination (visual pursuit)
- 1.2.2.10 developing manual dexterity
- 1.2.2.11 developing multiple limb coordination
- 1.2.2.12 developing rate control
- 1.2.2.13 developing response orientation
- 1.2.2.14 developing response integration

1.3 Sensory Performance

1.3.1 visual abilities

- 1.3.1.1 developing visual acuity
- 1.3.1.2 developing visual fusion
- 1.3.1.3 developing depth perception
- 1.3.1.4 developing visual discrimination
- 1.3.1.5 developing color perception
- 1.3.1.6 developing color discrimination

1.3.2 auditory abilities

- 1.3.2.1 developing auditory acuity
- 1.3.2.2 developing capacity to localize sound in space
- 1.3.2.3 developing capacity to discriminate differences in frequency
- 1.3.2.4 developing capacity to discriminate differences in intensity

1.3.3 tactile abilities

- 1.3.3.1 developing tactile acuity
- 1.3.3.2 developing tactile discrimination
- 1.3.3.3 developing capacity to discriminate differences in size
- 1.3.3.4 developing capacity to discriminate differences in shape

1.3.3.5 developing capacity to discriminate differences in texture

1.4 Intelligence

1.4.1 developing cognitive abilities

1.4.1.1 developing cognition of units

1.4.1.1.1 developing cognition of figural units

1.4.1.1.1.1 developing cognition of visual-figural units

1.4.1.1.1.2 developing cognition of auditory-figural units

1.4.1.1.2 developing cognition of symbolic units

1.4.1.1.2.1 developing cognition of visual-symbolic units

1.4.1.1.2.2 developing cognition of auditory-symbolic units

1.4.1.1.3 developing cognition of semantic units

1.4.1.1.4 developing cognition of behavioral units

1.4.1.2 developing cognition of classes

1.4.1.2.1 developing cognition of figural classes

1.4.1.2.2 developing cognition of symbolic classes

1.4.1.2.3 developing cognition of semantic classes

1.4.1.2.4 developing cognition of behavioral classes

1.4.1.3 developing cognition of relations

1.4.1.3.1 developing cognition of figural relations

1.4.1.3.2 developing cognition of symbolic relations

1.4.1.3.3 developing cognition of semantic relations

1.4.1.3.4 developing cognition of behavioral relations

- 1.4.1.4 developing cognition of systems
 - 1.4.1.4.1 developing cognition of figural systems
 - 1.4.1.4.1.1 developing cognition of visual-figural systems
 - 1.4.1.4.1.2 developing cognition of kinesthetic systems
 - 1.4.1.4.1.3 developing cognition of auditory systems
 - 1.4.1.4.2 developing cognition of symbolic systems
 - 1.4.1.4.3 developing cognition of semantic systems
 - 1.4.1.4.4 developing cognition of behavioral systems
- 1.4.1.5 developing cognition of transformations
 - 1.4.1.5.1 developing cognition of figural transformations
 - 1.4.1.5.1.1 developing cognition of visual transformations
 - 1.4.1.5.2 developing cognition of symbolic transformations
 - 1.4.1.5.3 developing cognition of semantic transformations
 - 1.4.1.5.4 developing cognition of behavioral transformations
- 1.4.1.6 developing cognition of implications
 - 1.4.1.6.1 developing cognition of figural implications
 - 1.4.1.6.1.1 developing cognition of visual implications
 - 1.4.1.6.2 developing cognition of symbolic implications
 - 1.4.1.6.3 developing cognition of semantic implications

1.4.1.6.4 developing cognition of behavioral implications

1.4.2 developing memory abilities

1.4.2.1 developing memory for units

1.4.2.1.1 developing memory for figural units

1.4.2.1.2 developing memory for symbolic units

1.4.2.1.3 developing memory for semantic units

1.4.2.2 developing memory for classes

1.4.2.2.1 developing memory for symbolic classes

1.4.2.2.2 developing memory for semantic classes

1.4.2.3 developing memory for relations

1.4.2.3.1 developing memory for symbolic relations

1.4.2.3.2 developing memory for semantic relations

1.4.2.4 developing memory for systems

1.4.2.4.1 developing memory for visual-figural systems

1.4.2.4.2 developing memory for auditory-figural systems

1.4.2.4.3 developing memory for symbolic systems

1.4.2.4.4 developing memory for semantic systems

1.4.2.5 developing memory for transformations

1.4.2.5.1 developing memory for symbolic transformations

1.4.2.5.2 developing memory for semantic transformations

1.4.2.6 developing memory for implications

1.4.2.6.1 developing memory for symbolic implications

1.4.2.6.2 developing memory for semantic implications

- 1.4.3 developing divergent-production abilities
 - 1.4.3.1 developing divergent production of units
 - 1.4.3.1.1 developing divergent production of figural units
 - 1.4.3.1.2 developing divergent production of symbolic units
 - 1.4.3.1.3 developing divergent production of semantic units
 - 1.4.3.2 developing divergent production of classes
 - 1.4.3.2.1 developing divergent production of figural classes
 - 1.4.3.2.2 developing divergent production of symbolic classes
 - 1.4.3.2.3 developing divergent production of semantic classes
 - 1.4.3.3 developing divergent production involving relations
 - 1.4.3.3.1 developing divergent production involving symbolic relations
 - 1.4.3.3.2 developing divergent production involving semantic relations
 - 1.4.3.4 developing divergent production of systems
 - 1.4.3.4.1 developing divergent production of figural systems
 - 1.4.3.4.2 developing divergent production of symbolic systems
 - 1.4.3.4.3 developing divergent production of semantic systems
 - 1.4.3.5 developing divergent production of transformations
 - 1.4.3.5.1 developing divergent productions of semantic transformations
 - 1.4.3.6 developing divergent production of implications
 - 1.4.3.6.1 developing divergent production of figural implications

1.4.3.6.2 developing divergent production of symbolic implications

1.4.4 developing convergent-production abilities

1.4.4.1 developing convergent production of units

1.4.4.1.1 developing convergent production of semantic units

1.4.4.2 developing convergent production of classes

1.4.4.2.1 developing convergent production of figural classes

1.4.4.2.2 developing convergent production of semantic classes

1.4.4.3 developing convergent production of relations

1.4.4.3.1 developing convergent production of semantic relations

1.4.4.4 developing convergent production of systems

1.4.4.4.1 developing convergent production of symbolic systems

1.4.4.4.2 developing convergent production of semantic systems

1.4.4.5 developing convergent production of transformations

1.4.4.5.1 developing convergent production of figural transformations

1.4.4.5.2 developing convergent production of symbolic transformations

1.4.4.5.3 developing convergent production of semantic transformations

1.4.4.6 developing convergent production of implications

1.4.4.6.1 developing convergent production of symbolic implications

1.4.4.6.2 developing convergent production of semantic implications

1.4.5 developing evaluative abilities

1.4.5.1 developing evaluation of units

- 1.4.5.1.1 developing evaluation of figural units
- 1.4.5.1.2 developing evaluation of symbolic units
- 1.4.5.1.3 developing evaluation of semantic units
- 1.4.5.2 developing evaluation of classes
 - 1.4.5.2.1 developing evaluation of symbolic classes
 - 1.4.5.2.2 developing evaluation of semantic classes
- 1.4.5.3 developing evaluation of relations
 - 1.4.5.3.1 developing evaluation of symbolic relations
 - 1.4.5.3.2 developing evaluation of semantic relations
- 1.4.5.4 developing evaluation of systems
 - 1.4.5.4.1 developing evaluation of symbolic systems
 - 1.4.5.4.2 developing evaluation of semantic systems
- 1.4.5.5 developing evaluation of transformations
 - 1.4.5.5.1 developing evaluation of symbolic transformations
 - 1.4.5.5.2 developing evaluation of semantic transformations
- 1.4.5.6 developing evaluation of implications
 - 1.4.5.6.1 developing evaluation of symbolic implications
 - 1.4.5.6.2 developing evaluation of semantic implications

2.0 Idea System

2.1 Information

2.1.1 levels of information

- 2.1.1.1 information about current and historic affairs
 - 2.1.1.1.1 developing and maintaining information about local public places
 - 2.1.1.1.2 developing and maintaining information about state public places
 - 2.1.1.1.3 developing and maintaining information about national public places
 - 2.1.1.1.4 developing and maintaining information about foreign public places
 - 2.1.1.1.5 developing and maintaining information about local public institutions
 - 2.1.1.1.6 developing and maintaining information about state public institutions
 - 2.1.1.1.7 developing and maintaining information about national public institutions
 - 2.1.1.1.8 developing and maintaining information about foreign public institutions
 - 2.1.1.1.9 developing and maintaining information about local public figures and offices
 - 2.1.1.1.10 developing and maintaining information about state public figures and offices
 - 2.1.1.1.11 developing and maintaining information about national public figures and offices
 - 2.1.1.1.12 developing and maintaining information about foreign public figures and offices
 - 2.1.1.1.13 developing and maintaining information about local public events
 - 2.1.1.1.14 developing and maintaining information about state public events
 - 2.1.1.1.15 developing and maintaining information about national public events
 - 2.1.1.1.16 developing and maintaining information about foreign public events
- 2.1.1.2 information about practical affairs (vocational development)

- 2.1.1.2.1 identifying with a worker--the concept of working becomes an essential part of the ego ideal
 - 2.1.1.2.1.1 developing increasing ability for self-help
 - 2.1.1.2.1.2 developing identification with like-sexed parent
 - 2.1.1.2.1.3 developing increasing ability for self-direction
- 2.1.1.2.2 acquiring the basic habits of industry--learning to organize one's time and energy to get chores and school work done
 - 2.1.1.2.2.1 developing ability to undertake cooperative enterprises
 - 2.1.1.2.2.2 choosing activities suited to one's abilities
 - 2.1.1.2.2.3 assuming responsibility for one's acts
 - 2.1.1.2.2.4 performing chores around the house
- 2.1.1.2.3 acquiring identity as a worker--choosing and preparing for an occupation
 - 2.1.1.2.3.1 developing abilities and talents
 - 2.1.1.2.3.2 choosing high school or work
 - 2.1.1.2.3.3 choosing high school curriculum
 - 2.1.1.2.3.4 developing independence
- 2.1.1.2.4 becoming a productive person--mastering the skills of one's occupation
 - 2.1.1.2.4.1 choosing college or work
 - 2.1.1.2.4.2 choosing college curriculum
 - 2.1.1.2.4.3 choosing suitable job
 - 2.1.1.2.4.4 developing skills on the job
 - 2.1.1.2.4.5 stabilizing in an occupation

2.1.1.2.4.6 providing for future security

2.1.1.2.4.7 finding appropriate avenues
of advancement

2.1.1.3 information about useful affairs

2.1.1.3.1 comprehending the essential benefits of
society

2.1.1.3.1.1 realizing the benefits of
educational facilities

2.1.1.3.1.2 realizing the benefits of
vocational facilities

2.1.1.3.1.3 realizing the benefits of
health and welfare facilities

2.1.1.3.1.4 realizing the benefits of
leisure facilities

2.1.1.3.2 acquiring the information and skills nec-
essary to successfully utilize these
benefits

2.1.2 styles of thinking

2.1.2.1 developing skills to inquire, investigate and solve
problems by intellectual methods, techniques and
procedures

2.1.2.1.1 maintaining an attitude of open-mindedness

2.1.2.1.2 thinking, reasoning and solving problems
independently

2.1.2.1.3 solving one's problems of counting and
calculating

2.1.2.1.4 developing inquiry, investigation and
problem-solving methods, techniques and
procedures

2.1.2.1.5 adopting effective strategies for analy-
sis, evaluation and interpretation of
information

2.1.2.1.6 discriminating similarities and differ-
ences

2.1.2.1.7 inferring, predicting and experimenting

2.1.2.1.8 formulating hypotheses and assessing
alternative choice-consequence relations

2.1.2.2 developing strategies in which inquiry, investiga-
tion and problem solving are conducted by symbolic
manipulation and expression

2.2 Opinions and Attitudes

- 2.2.1 society
- 2.2.2 education
- 2.2.3 work
- 2.2.4 sex
- 2.2.5 marriage
- 2.2.6 family
- 2.2.7 war
- 2.2.8 ethnic and racial groups
- 2.2.9 church
- 2.2.10 censorship
- 2.2.11 patriotism
- 2.2.12 politics
- 2.2.13 economic

3.0 Motivational System

3.1 Values

3.1.1 developing values

3.1.1.1 comprehending and valuing oneself

3.1.1.1.1 comprehending the value of independence

3.1.1.1.2 comprehending the value of emotional
independence

3.1.1.1.3 comprehending the value of economic
independence

- 3.1.1.1.4 comprehending the value of self-directed behavior
- 3.1.1.1.5 comprehending the value of self-controlled behavior
- 3.1.1.1.6 comprehending the value of self identification of purpose
- 3.1.1.2 comprehending and valuing others
 - 3.1.1.2.1 developing an awareness of the values of human resources
 - 3.1.1.2.2 developing an awareness of the values of adult status in the social structure
 - 3.1.1.2.3 developing an awareness of the values of interpersonal relations
 - 3.1.1.2.4 developing an awareness of the values of societal ideals
 - 3.1.1.2.5 developing an awareness of the values of civic competence
- 3.1.2 developing competence in appraising
 - 3.1.2.1 developing awareness of the diversity of values and value systems
 - 3.1.2.2 demanding evidence before acceptance of values
 - 3.1.2.3 developing receptivity for values and value systems
 - 3.1.2.4 developing ability to appraise or evaluate overall values
 - 3.1.2.5 developing the ability to appraise values and value systems as they affect the entire structure of society
 - 3.1.2.6 developing the ability to appraise values and value systems in terms of their multi-dimensional aspects
- 3.1.3 developing competence in exercising values
 - 3.1.3.1 possessing the cognitive capacity to understand the effect of values
 - 3.1.3.2 exercising values consistently

- 3.1.3.3 developing skills in communicating values
- 3.1.3.4 articulating values clearly
- 3.1.3.5 developing skills in convincing others of one's values
- 3.1.3.6 developing the ability to maintain autonomy despite adverse pressures

3.2 Motives and Needs

3.2.1 self

3.2.1.1 identity

- 3.2.1.1.1 developing a sense of identity, self-sameness and self-persistence
- 3.2.1.1.2 demonstrating the ability to distinguish reality from non-reality
- 3.2.1.1.3 developing the capacity to adjust mode of living to reality
- 3.2.1.1.4 developing the capacity to accept reality
- 3.2.1.1.5 developing a taste for change
- 3.2.1.1.6 developing harmonious relations with oneself and one's ideals
- 3.2.1.1.7 developing the ability to see and assess the relationship between oneself and society

3.2.1.2 autonomy

- 3.2.1.2.1 realizing the need for independence
- 3.2.1.2.2 moving toward emotional independence
- 3.2.1.2.3 moving toward economic independence
- 3.2.1.2.4 maintaining one's own affairs
- 3.2.1.2.5 maintaining self-directed behavior
- 3.2.1.2.6 maintaining self-controlled behavior
- 3.2.1.2.7 maintaining self identification of purpose

- 3.2.1.2.8 moving toward intellectual independence
- 3.2.1.3 efficacy
 - 3.2.1.3.1 developing consciousness of self potential
 - 3.2.1.3.2 developing initiative
 - 3.2.1.3.3 developing creativity
 - 3.2.1.3.4 developing productivity
- 3.2.2 society
 - 3.2.2.1 identity
 - 3.2.2.1.1 desiring social status of adults
 - 3.2.2.1.2 accepting ideals of society
 - 3.2.2.1.3 internalizing ideals of society
 - 3.2.2.1.4 desiring and achieving socially responsible behavior
 - 3.2.2.2 affiliation
 - 3.2.2.2.1 developing trust of others
 - 3.2.2.2.2 maintaining and respecting human relations
 - 3.2.2.2.3 engaging in varied social relations
 - 3.2.2.2.4 developing an awareness of responsibility to society in general
 - 3.2.2.2.5 developing an awareness of responsibility to specific members of society
 - 3.2.2.2.6 respecting the rights of others
 - 3.2.2.3 efficacy
 - 3.2.2.3.1 developing skills in interpersonal relations
 - 3.2.2.3.2 developing intellectual skills and concepts necessary for civic competence
 - 3.2.2.3.3 developing assurance of economic independence

4.0 Relational System

4.1 Orientation to Authority Figures

- 4.1.1 recognizing authority and regulating behavior accordingly
- 4.1.2 evaluating authority critically
- 4.1.3 accepting legitimacy of direct or indirect attempts from authority to influence
- 4.1.4 attributing positive characteristics to authority
- 4.1.5 admiring an authority
- 4.1.6 supporting and following an authority
- 4.1.7 initiating approval-seeking behavior and directing it toward authority
- 4.1.8 developing ability to control and channel needs to meet the restrictions placed on one in society
- 4.1.9 developing capacity to comply with decisions of authority
- 4.1.10 developing ability to execute plans as defined by authority
- 4.1.11 recognizing difference between position of authority and person who fills the positions

4.2 Orientation to Intimates and Peers

- 4.2.1 seeking relatedness, a sense of belonging
- 4.2.2 seeking a frame of orientation
- 4.2.3 sharing relatedness in space
- 4.2.4 sharing activities, codes of behavior and controls
- 4.2.5 developing relational sentiments
 - 4.2.5.1 developing liking
 - 4.2.5.2 developing acceptance
 - 4.2.5.3 developing trust
 - 4.2.5.4 developing admiration
- 4.2.6 developing relational behavior
 - 4.2.6.1 developing reciprocity

- 4.2.6.2 developing confidence
- 4.2.6.3 developing influence
- 4.2.6.4 developing cooperation
- 4.2.6.5 developing need gratification
 - 4.2.6.5.1 seeking/giving aid of/to another person
 - 4.2.6.5.2 seeking/giving support of/to another person
 - 4.2.6.5.3 seeking/giving protection of/to another person
- 4.2.7 providing role support
- 4.2.8 providing value support
- 4.2.9 evaluating others in terms of meeting one's own needs
- 4.2.10 accepting differences of one's intimates and peers
- 4.3 Orientation to Collectivities
 - 4.3.1 needing, seeking and finding relatedness/affiliation.
 - 4.3.2 needing, seeking and finding a frame of orientation
 - 4.3.3 needing to be a member of an existing group
 - 4.3.4 needing to associate with members of a group
 - 4.3.5 needing to have a defined and accepted role and status in the group
 - 4.3.6 finding security in membership activities
 - 4.3.7 developing relational sentiments
 - 4.3.7.1 developing liking for the group
 - 4.3.7.2 developing acceptance for the group
 - 4.3.7.3 developing trust for the group
 - 4.3.7.4 developing admiration for the group
 - 4.3.8 attributing positive characteristics to the group
 - 4.3.9 developing congruence of goals

- 4.3.10 assuming responsive activities with the group
- 4.3.11 belonging to and participating in a functioning group
- 4.3.12 adhering to group standards
- 4.3.13 sharing activities, codes of behavior, controls, beliefs and characteristics
- 4.3.14 conforming to group customs and roles
- 4.3.15 developing interpersonal skills and clarity of communication
- 4.3.16 sharing relatedness in space
- 4.3.17 recognizing group goals, activities and needs
- 4.3.18 exerting interpersonal influence on other members in the group
- 4.3.19 yielding to the influence of others
- 4.3.20 providing mutual support
- 4.3.21 playing a repertoire of roles in terms of age, sex, occupation, religion and other groups to which individual belongs
- 4.3.22 developing ability to play a differentiated role; differentiating activities to suit varied group demand
- 4.3.23 evaluating groups critically in terms of one's needs, attitudes, beliefs and behaviors
- 4.3.24 differentiating behaviors for different groups
- 4.3.25 participating in group decision making
- 4.3.26 tolerating other collectivities although one is not a member
- 4.3.27 relating to others as individuals rather than group to which they belong
- 4.3.28 developing abilities to recognize people as distinct from group to which they belong

5.0 Self System

5.1 Conception of Self

5.1.1 self formation

5.1.1.1 acquiring and inferring information which contributes to formation of self

5.1.1.2 acquiring and inferring information which contributes to sex identity

5.1.2 self definition

5.1.2.1 learning who one is

5.1.2.2 learning what one feels

5.1.2.3 learning what one can do

5.1.2.4 learning what one wants to become

5.1.2.5 learning what others feel

5.1.2.6 learning who one was

5.1.2.7 learning what one felt

5.1.3 self assessment

5.1.3.1 evaluating one's abilities

5.1.4 self acceptance

5.1.4.1 recognizing one's abilities and finding them of worth

5.1.4.2 assessing accurately one's abilities

5.1.5 self realization

5.1.5.1 actualizing harmonious development of all aspects of one's personality

5.1.5.2 realizing self definition

5.1.5.3 reconciling interests and abilities

5.2 Modes of Defense

5.2.1 misinterpreting the event

5.2.2 reinterpreting the event

5.2.3 repressing the event

5.2.4 avoiding responsibility or blame for actions

- 5.2.5 denying responsibility or blame for actions
- 5.2.6 withdrawing from event or situation
- 5.2.7 rationalizing reasons or motives for actions
- 5.2.8 regressing in behavior
- 5.2.9 displacing affect from event onto something other than its proper object
- 5.2.10 facing up to the problem

5.3 Modes of Moral Functioning

- 5.3.1 development of moral behaviors and moral values
 - 5.3.1.1 developing behavior based on internal sanctions
 - 5.3.1.2 developing internal reactions to transgression in the form of guilt
 - 5.3.1.3 developing moral standards for which one feels a responsibility for maintaining
 - 5.3.1.4 developing ability to resist temptation
 - 5.3.1.5 developing flexibility to prohibition
 - 5.3.1.6 developing generalized and abstract standards
 - 5.3.1.7 developing a sense of equality where moral judgments take into account specific situations
 - 5.3.1.8 developing moral standards which depend on a sense of balance and judgment
 - 5.3.1.9 developing the ability to justify maintaining an internalized standard of morality to oneself and to others
 - 5.3.1.10 developing moral standards where rules and judgments depend on cooperation and respect for others
 - 5.3.1.11 developing moral standards where rules and moral judgment depend on needs and desires of the group

6.0 Modes of Functioning

6.1 Cognitive Modes

6.1.1 cognitive processes

- 6.1.1.1 perceiving information about environmental events and objects through excitation of the sensory receptors
- 6.1.1.2 discriminating the qualitative or quantitative differences between environmental events and objects
- 6.1.1.3 isolating properties which make an environmental event or object unique
- 6.1.1.4 recognizing whether or not an environmental event or object has been previously experienced
- 6.1.1.5 ascribing certain properties of the environmental event or object to several similar events or objects
- 6.1.1.6 discovering that a single property can be common to a class of environmental events or objects
- 6.1.1.7 organizing diverse environmental events or objects to classes and categories on the basis of their various similarities and/or differences
- 6.1.1.8 discovering that a single idea or concept represents a number of individual items or events all of which have some property in common
- 6.1.1.9 discovering and asserting a relationship between two or more environmental events or objects
- 6.1.1.10 generating rules regarding class membership
- 6.1.1.11 expressing rules regarding class membership
- 6.1.1.12 developing a set of behaviors congruent with concept of classes
- 6.1.1.13 discovering the appropriate concepts that will put a group of facts about the properties of environmental events or objects into a rational or useful order
- 6.1.1.14 developing a set of behaviors with which to deal effectively with the environment

6.1.2 cognitive styles

- 6.1.2.1 developing strategies which characterize the individual's preferred mental processes or ways of acting upon information about environmental events or objects

- 6.1.2.1.1 divergent-convergent
- 6.1.2.1.2 focused-diffused
- 6.1.2.1.3 abstract-concrete
- 6.1.2.1.4 global-analytic
- 6.1.2.1.5 reflective-impulsive
- 6.1.2.1.6 deductive-inductive
- 6.1.2.1.7 field dependent-field independent

6.1.3 cognitive attitudes

- 6.1.3.1 developing selectivity of attention
- 6.1.3.2 developing extensiveness of scanning
- 6.1.3.3 developing breadth of equivalence range
- 6.1.3.4 developing tolerance of unrealistic experience
- 6.1.3.5 developing leveling-sharpening

6.2 Affective Modes

- 6.2.1 recognizing one's emotional responses
- 6.2.2 accepting one's emotional responses
- 6.2.3 assessing the degree to which emotional responses are congruent with those normally to be expected in a given situation
- 6.2.4 acting appropriately upon emotional responses
- 6.2.5 expressing one's emotional responses

6.3 Conative Modes

- 6.3.1 facing environmental change
- 6.3.2 developing an appetite for environmental change
- 6.3.3 anticipating and adapting oneself to environmental change
- 6.3.4 altering behavior to account for changes in the environment
- 6.3.5 reducing differences between familiar and unfamiliar
- 6.3.6 interpreting the unfamiliar in terms of the familiar

- 6.3.7 adjusting to environmental change
- 6.3.8 developing competence for initiating change
- 6.3.9 identifying goals
- 6.3.10 striving for goals
 - 6.3.10.1 assertive-striving
 - 6.3.10.2 passive-accommodating
- 6.3.11 integrating and coordinating goal-striving behavior
- 6.3.12 developing an appetite for learning

PERSONALITY TESTS

1.0 Psychomotor System

- (1.1) Temperament and Character Test
Institut Pedagogique
Saint-Georges
Mont-de-la-Salle
Montreal, Canada
- (1.1) Thurstone Temperament Schedule
Scientific Research Associates
- (1.2.1) Harris Tests of Lateral Dominance
Psychological Corporation
- (1.2.2) Brace Scale of Motor Ability
Brace, D.K. Measuring Motor Abilities. A Scale of Motor Abilities Tests.
- (1.2.2) The Lincoln-Oseretsky Motor Development Scale.
Sloan, W. Lincoln Adaptation of the Oseretsky Tests of Motor Proficiency.
C.H. Stoelting Company
- (1.3.1) AO Sight Screener
American Optical Company
- (1.3.1) Dvorine Color Vision Test
Harcourt, Brace and World
- (1.3.1) Keystone Telebinocular
Keystone View Company
- (1.3.1) New York School Vision Tester
Bausch and Lomb, Inc.
- (1.3.1) Ortho-Rater
Fausch and Lomb, Inc.
- (1.3.2) Auditory Screening Tests
Newby, H.A. Audiology. New York: Appleton-Century Crofts, 1969.
- (1.3.2) Tests of Sound Localization
Newby, H.A. Audiology. New York: Appleton-Century Crofts, 1969.

- (1.3.2) Robbins Speech Sound Discrimination and Verbal Imagery Type Tests
Robbins, S.D. and Robbins, R.S.
Expression Company.
- (1.3.3) Piaget, H. and Inhelder, B. The Child's Conception of Space.
London.
- (1.3.3) Gliner, C.R., Pick, A.D., Pick, H.L. and Hales, H.H. "A Developmental Investigation of Visual and Haptic Preferences for Shape and Texture." Monographs of the Society for Research in Child Development, 34, No. 6, 1969.
- (1.4) French, J.W. "The Description of Aptitude and Achievement Tests in Terms of Rotational Factors." Psychometric Monographs, 1951, No. 5.
- (1.4) Reports from the Psychological Laboratory. Aptitudes Research Project.
University of Southern California
- (1.4) Guilford, J.P. The Nature of Human Intelligence. New York: McGraw-Hill, 1967.
- (1.4) Logical Reasoning Test
Hertzka, A. F. and Guilford, J.P.
Sherman Supply Company
- (1.4) SRA Primary Mental Abilities
Science Research Associates
- (1.4) The Differential Aptitude Tests
Psychological Corporation
- (1.4) Flanagan Aptitude Classification Tests
Science Research Associates
- (1.4) Academic Promise Tests
Psychological Corporation
- (1.4) Guilford-Zimmerman Aptitude Survey
Sheridan Psychological Services
- (1.4) Multiple Aptitude Tests
California Test Bureau
- (1.4) Southern California Tests of Divergent Production
Sheridan Psychological Services
- (1.4) Torrance Tests of Creative Thinking
Paradonnell Press
- (1.4) Christensen-Guilford Fluency Tests

- (1.4) Logical Reasoning
Sheridan Psychological Services
- (1.4) Pertinent Questions
Sheridan Psychological Services
- (1.4) Ship Destination Test
Sheridan Psychological Services

2.0 Idea System

- (2.1.1.1) California Tests in Social Sciences
California Test Bureau
- (2.1.1.1) Survey Test in Social Sciences
California Test Bureau
- (2.1.1.1) Survey Test in Geography
California Test Bureau
- (2.1.1.1) Survey Test in Introductory American History
California Test Bureau
- (2.1.1.1) Current Tests from the Weekly Reader Series
American Education Publishers
- (2.1.1.1) Current Tests from the Current Events Series
American Education Publishers
- (2.1.1.1) Crary American History Test
Harcourt, Brace and World
- (2.1.1.1) Cummings World History Test
Harcourt, Brace and World
- (2.1.1.1) General Knowledge Test of Local, State and National Governments
C.A. Gregory Company
- (2.1.1.1) Newspaper Reading Survey
C.A. Gregory Company
- (2.1.1.1) Principles of American Citizenship Test
C.A. Gregory Company
- (2.1.1.2) California Study Methods Survey
California Test Bureau
- (2.1.1.2) Occupational Interest Inventory
California Test Bureau

- (2.1.1.2) Behavior Preference Record
California Test Bureau
- (2.1.1.3) Community Improvement Scale
Psychometric Affiliates
- (2.1.2) Myers-Briggs Type Indicator
Educational Testing Service
- (2.1.2) Let's Look at First Graders
Educational Testing Service
- (2.2) Survey of Attitudes and Beliefs
Science Research Associates
- (2.2) Tulane Factors of L-C: General Attitudinal Values Profile
Psychometric Affiliates
- (2.2) Thurstone Type Attitude Scale
Thurstone, L. L. The Measure of Values. Chicago: University
Press, 1959.
- (2.2) Study of Values
Houghton Mifflin Company

3.0 Motivational System

- (3.1) California Test of Personality
California Test Bureau
- (3.1) Thurstone-Type Scales
Thurstone, L. L. The Measure of Values. Chicago: University
Press, 1959.
- (3.1) Study of Values
Houghton Mifflin
- (3.1) Adjustment Questionnaire
National Bureau of Educational and Social Research
- (3.1) Evaluation Modality Test
Psychometric Affiliates
- (3.1) Human Relations Inventory
Psychometric Affiliates
- (3.2) California Test of Personality
California Test Bureau
- (3.2) Mental Health Analysis
California Test Bureau

- (3.2) California Psychological Inventory
Consulting Psychologists Press
- (3.2) Guilford-Zimmerman Temperament Survey
Sheridan Psychological Services
- (3.2) Edwards Personal Preference Schedule
Psychological Corporation
- (3.2) Adjective Check List
Consulting Psychologists Press
- (3.2) A Weighted-Score Likability Rating Scale
A. B. Carlisle
- (3.2) The Cassel Group Level of Aspiration Test
Western Psychological Services
- (5.2) Family Adjustment Test
Psychometric Affiliates
- (3.2) Group Cohesiveness
Psychometric Affiliates

4.0 Relational System

Guilford-Zimmerman Temperament Survey
Sheridan Psychological Services

Edwards Personal Preference Schedule
Psychological Corporation

Myers-Briggs Type Indicator
Educational Testing Service

Gordon Personal Inventory
Harcourt, Brace and World

A-S Reaction Study
Houghton Mifflin

California Psychological Inventory
Consulting Psychologists Press

STS Youth Inventory
Scholastic Testing Service

Social Participation Scale
University of Minnesota Press

A Weighted-Score Likability Rating Scale
A.B. Carlile

5.0 Self System

- (5.1) California Test of Personality
California Test Bureau
- (5.1) Mental Health Analysis
California Test Bureau
- (5.1) Guilford-Zimmerman Temperament Survey
Sheridan Psychological Services
- (5.1) Edwards Personal Preference Schedule
Psychological Corporation
- (5.1) Kuder Interest Inventories
Science Research Associates
- (5.1) STS Youth Inventory
Scholastic Testing Service
- (5.1) Adjective Check List
Consulting Psychologists Press
- (5.1) Gordon Personal Profile
World Book Company
- (5.2) Mental Health Analysis
California Test Bureau
- (5.2) California Test of Personality
California Test Bureau
- (5.2) STS Youth Inventory
Scholastic Testing Service
- (5.2) Evaluative Modality Test
Psychometric Affiliates
- (5.2) Test of Personality Adjustment
Associate Press
- (5.3) Adjustment Questionnaire
National Bureau of Educational and Social Research
- (5.3) Evaluative Modality Test
Psychometric Affiliates

- (5.3) Human Relations Inventory
Psychometric Affiliates

6.0 Modes of Functioning

(6.1) Cognitive Modes

Columbia Mental Maturity Scale
Harcourt, Brace and World

Leiter International Performance Scale
Stoelting

Concept Formation Test (Kasanin & Hanfmann)
Stoelting

Goldstein-Scheerer Test of Abstract and Concrete Thinking
Psychological Corporation

Grassi Block Substitution Test
Western Psychological Services

Logical Reasoning
Sheridan Psychological Services

Pertinent Questions
Sheridan Psychological Services

Ship Destination Test
Sheridan Psychological Services

Southern California Tests of Divergent Production
Sheridan Psychological Services

Torrance Tests of Creative Thinking
Personnel Press

(6.2) Affective Modes

A-S Reaction Study
Houghton Mifflin

Adjustment Inventory (Bell)
Consulting Psychologists Press

California Psychological Inventory
Consulting Psychologists Press

California Test of Personality
California Test Bureau

Edwards Personal Preference Schedule
Educational and Industrial Testing Service

Gordon Personal Inventory
Harcourt, Brace and World

IPAT Children's Personality Questionnaire
Institute for Personality and Ability Testing

(6.3) Conative Modes

Guilford-Zimmerman Aptitude Survey
Sheridan Psychological Services

California Psychological Inventory
Consulting Psychologists Press

IPAT Children's Personality Questionnaire
Institute for Personality and Ability Testing

JR-SR-High-School Personality Questionnaire
Institute for Personality and Ability Testing

DF Opinion Survey
Sheridan Supply Company