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Applied Psychology

for BSc Nursing Students

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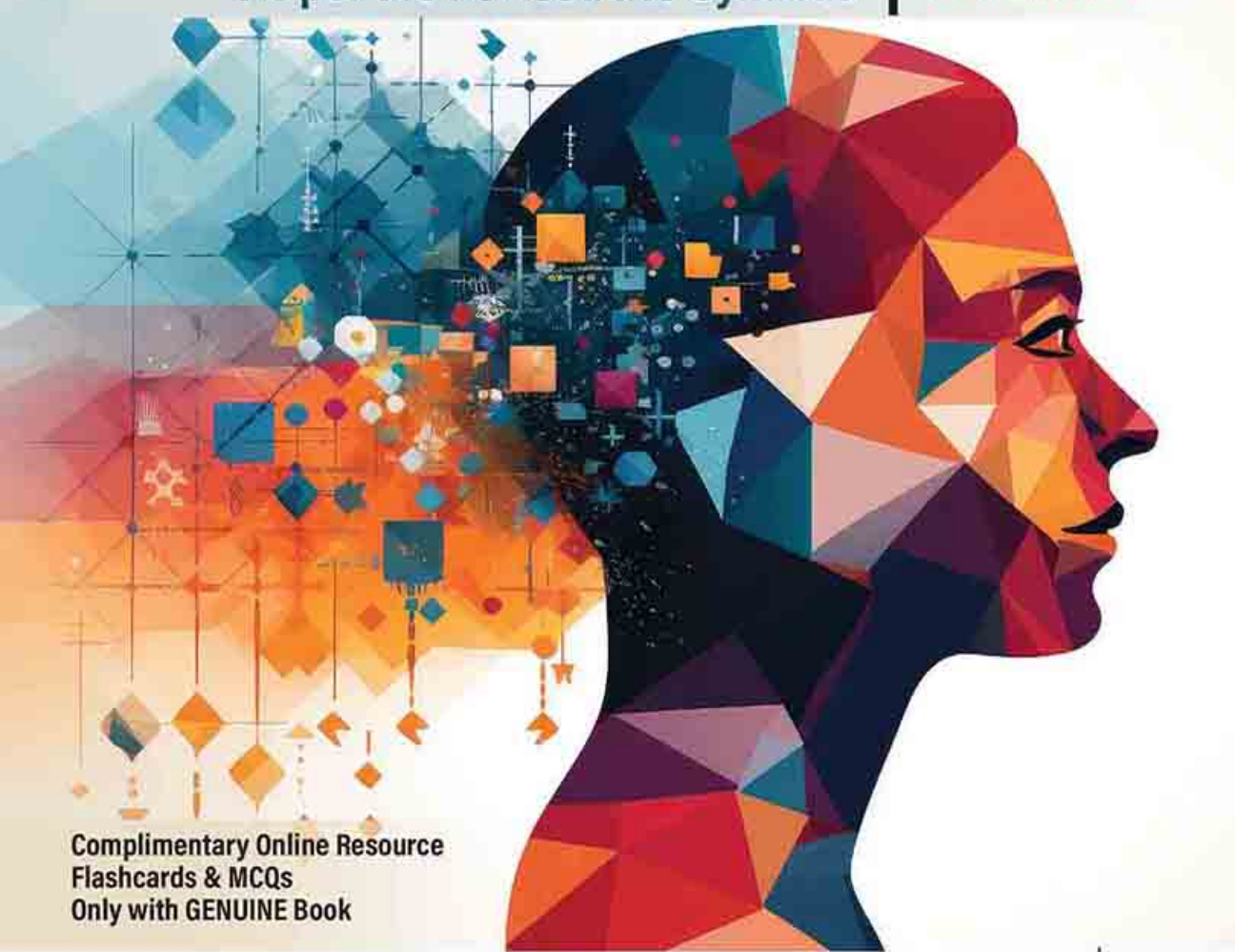

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UNIT

5

Personality

Unit Outline

- ❖ Definition and Meaning of Personality
- ❖ Classification of Personality
- ❖ Measurement and Evaluation of Personality: Introduction
- ❖ Alteration in Personality
- ❖ Role of Nurse in Identification of Individual Personality and Improvement in Altered Personality

5.1 INTRODUCTION

Etymologically the word personality has been derived from the Latin word persona. Persona means mask used by actors on the stage. Personality in the modern usage of the term means the real individual. Personality in the modern usage of the terms means the real individual. Personality covers the whole nature if an individual and hence it is very difficult to define it. The personality system is a complex product of biological endowment, cultural shaping, cognitive style and spiritual groups.

5.2 DEFINITION AND MEANING OF PERSONALITY

Definition

- ❍ Personality is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustments to his environment.

—Gordon Allport

- ❍ Personality may be defined as the most characteristic integration of an individual's structure, modes of behavior, interests, attitudes, capacities, abilities and aptitudes.

—MN Munn



Fig. 5.1: Personality.

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- The more or less stable and enduring organization of a person's character, temperament, intellect and physique that determines his unique adjustment to his environment is called. **—Eysenck**
- Personality is that which permits a prediction of what a person will do in a given situation. **—Cattell**
- Personality is a person's unique pattern of traits. **—Guilford**
- Personality is the most adequate conceptualization of a person's behavior in all its detail. **—McClelland**
- Personality is a study concerned with the interaction of the biological organism with the social interaction. **—Gardener Murphy**
- Personality is the sum total of all the biological innate dispositions, impulses, tendencies acquired by experience. **—Morton Prince**
- Each individual's characteristically recurring patterns of behavior are known as personality. **—Kolb**
- Personality refers to the aggregate of the physical and mental qualities of the individuals as these interact and function in characteristic fashion with his environment. **—Taylor**
- Personality consists of the distinctive patterns of behavior including thoughts and emotions that characterize each individual's adaptation to the situations of his or her life. **—Walter Mischel**
- Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information. **—Watson**
- Personality refers to deeply ingrained patterns of behavior, which include the way one relates to, perceives and thinks about the environment and oneself. **—American Psychiatric Association**

Meaning of Personality

- Personality is a combination of all the behavioral, emotional, temperamental and mental attributes that shape the unique character of a person.
- Personality includes both physical mental characteristics of the person, which determine his general and specific qualities. The distinct identity of the person is only determined by his personality.
- The impact of personality can always be seen on the behavior, thoughts, conducts, actions and activities of the person.
- Personality is also described as the unique pattern of traits which characteristics the individual. Traits are characteristics of an individual, such as good natured, calm, anxious, shy, and irritable.
- Personality includes the behavior patterns; a person shows across situation or the psychological characteristics of the person that lead to those behavior patterns.
- Personality includes the cognitive, affective and psychomotor behavior and covers all the conscious, subconscious and unconscious also.
- Personality is not static but dynamic in nature. Personality of an individual keeps adjusting itself to the environment on a continuous basis. A fine balance is maintained between the environmental and the inner forces.
- Personality is the individual characteristic (and relatively during) organization (or integration) of ways of behaving (or trait, motives, interests, abilities, attitudes), and modes of adjustment to others and to his total environment.

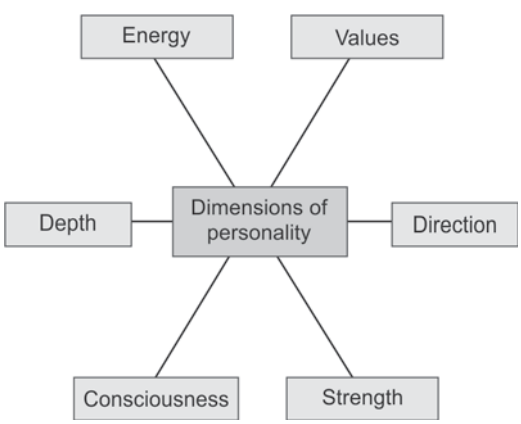

Fig. 5.2: Dimensions of personality.

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Nature of Personality

The nature of every individual is attributed to his personality. Generally, an individual asserts through his behavioral characteristics.

- **Self-conscious:** There is a vast difference between human being and other species. The special feature of his nature is 'self-consciousness', which makes him aware of his surroundings and self-identity.
- **Adaptability to environment:** Personality, off and on, does make adjustments according to the changes desired.
- **Goal oriented:** Persons strive for achievement of goal. Individuals do have the drive to achieve goals. Wants and needs lead to motive.
- **Integration of personality:** Personality works in consistency by integrating various activities (of mental and also experiences of the individual) together.

Role and Importance of Personality

Personality plays a significant role in various aspects of life and has several important implications:

- **Interpersonal relationships:** Personality influences how individuals interact with others, form relationships, and navigate social dynamics.
- **Career and success:** Personality traits can impact career choices, job performance, and overall success in the workplace.
- **Personal well-being and mental health:** Personality is closely linked to personal well-being and mental health. Individuals with positive personality traits, such as optimism, resilience, and self-confidence, tend to experience higher levels of well-being and are better equipped to cope with stress and adversity.
- **Personal growth and fulfilment:** Developing and enhancing one's personality can contribute to personal growth, fulfilment, and a sense of purpose.
- **Cultural and societal impact:** Personality also plays a role in shaping cultural and societal norms, values, and behaviors. It influences how individuals contribute to their communities, engage in social causes, and participate in collective decision-making.

Components of Personality

- **Physical appearance:** It refers personal appearance which includes not only weight, height, complexion but also voice, dress, other characteristics of personal nature.
- **Character:** It refers to the ethical or moral aspect of a personality which one possesses. The character of an individual is judged by the level of consistency exhibited in his behavior.
- **Temperament:** It refers to the deep-rooted emotional trends present in an individual. It is a result of secretion of endocrine glands as well as habit formation. Temperament plays an important role in one's ability to adjust to his environment.
- **Interest:** It refers to a felt need. It is connected to three aspects, the need to know, feel, and perform.
- **Ability:** It refers to a special natural power to do something well, physical or mental.
- **Sociability:** It refers to an ability of the individual to socialize himself in a social environment and how others perceive his presence in the group.
- **Emotionality:** It refers to the ability of an individual to show mature emotional behavior in suitable situations.
- **Moral character:** This trait refers to social approval as to whether we have a balanced personality pursuing well-defined goals that benefit to the individual society.
- **Intelligence:** It is capacity of an individual to learn and solve problems and adjust to relatively new and changing conditions.

Stages Involved in the Personality Formation

Normal development of personality occurs through the process of identification and displacement, when conflict appears, identification and displacement are a common phenomenon. Personality formation can

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mainly be divided into four stages, as given below:

1. **Primary attachment:** It is a natural phenomenon that a child gets attached to a person(s) taking adequate care of the child. In this stage, the child after a few weeks starts responding with 'a smile' to whom it is attached.
2. **Family role and identification:** This stage is between 2 and 6 years, during which the child understands the family interactions and some social normal, etc.
3. **Entering of child into the social world:** During this stage, child starts adhering to the social norms by actively taking part in school life.
4. **Adolescent stage:** The child's personality may show much flexibility. During this period, certain traits are set aside and adoption of new traits takes place. This is the time, when bodily and sexual developments do occur.

Factors Affecting Personality

Personality is influenced by a wide range of factors, and its development is a complex interplay of intrinsic and extrinsic elements. Here are the key factors that affect personality:

- **Genetics and heredity:** Genetic factors play a significant role in shaping personality traits and predispositions.
- **Family environment and upbringing:** Early childhood experiences, family dynamics, and parenting styles have a profound impact on personality development.
- **Culture and society:** Cultural norms, values, and societal expectations shape how individuals express their personalities.
- **Education and learning:** Formal education and learning experiences contribute to personality development. School environments, teachers, and peer interactions influence cognitive and social development.
- **Peer influence:** Peer groups and social interactions play a significant role, particularly during adolescence
- **Life experiences and trauma:** Significant life events, both positive and negative, can shape personality.

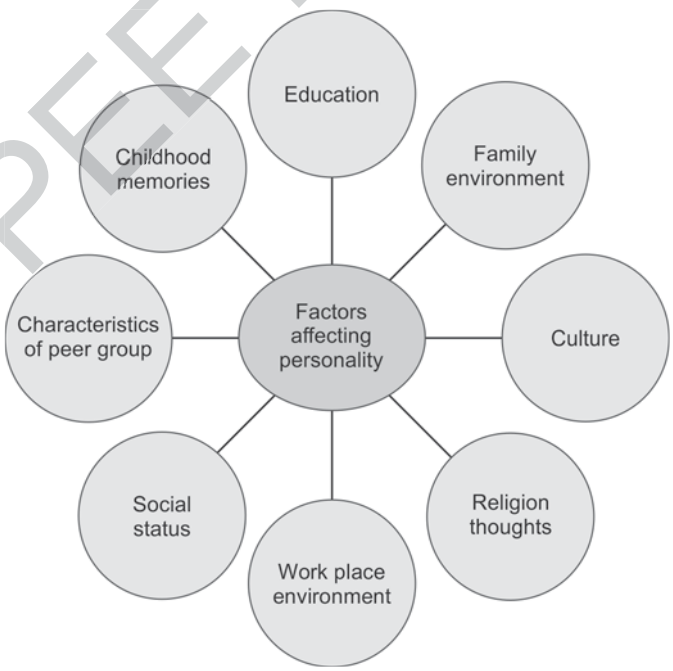

Fig. 5.3: Factors affecting personality.

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- **Biological and neurological factors:** Brain structure, neurotransmitters, and neurological processes influence personality traits and behaviors.
- **Environmental stressors:** Environmental factors, such as poverty, discrimination, and exposure to chronic stress can impact personality development.
- **Birth order:** Some theories suggest that birth order within a family can influence personality development. Firstborn, middle, and youngest children may develop different personality traits.
- **Personal choices and free will:** Individuals have the capacity to make choices and decisions that shape their personalities.
- **Media and technology:** Exposure to media, including television, social media, and the internet, can influence personality by shaping values, beliefs, and attitudes.
- **Biological aging and developmental stages:** Personality tends to change over the lifespan as individuals pass through different developmental stages.

5.3 CLASSIFICATION OF PERSONALITY

Type theories advocate that we can classify human personalities into clear well-defined types. According to Morgan and King, "A type is simply a class of individuals said to share a common collection of characteristics." It means that people are classified into categories according to the characteristics they share in common.

Hippocrates Typology

In 400 BC Hippocrates attempted to explain personality in terms of body fluid or humors. He suggested that our body has four types of fluids; yellow bile, black bile, blood and phlegm.

- **Choleric:** People with predominance of yellow bile are irritable, restless and hot blooded, strong with active imagination.
- **Melancholic:** People with high black bile are sad, depressed and devoid of hope in life.
- **Sanguinary:** When blood content is high the person remains light hearted, hopeful, cheerful, active and is optimistic in life.
- **Phlegmatic:** Predominance of phlegm makes a person calm and quite and usually the behavior is marked by inactiveness.

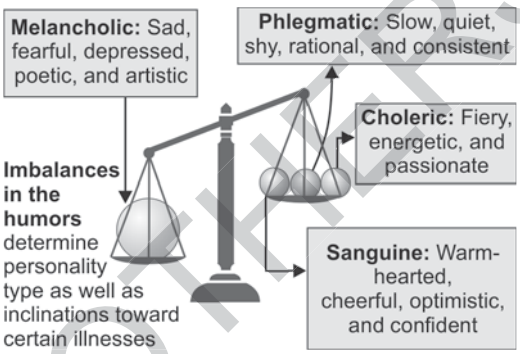

Fig. 5.4: Types of personality.

Kretschmer's Typology

Kretschmer used the physical constitution and temperament for this purpose. He based his classification on biological types which are based on physical structure. The four types he talked about included:

1. **Pyknic type:** Such people are short in height with heavily built body type. They have short, thick neck. Temperament wise they exhibit characteristics of being social and cheerful. In fact, they are happy-go-lucky, they like to eat and sleep. Kretschmer called them "cycloid", as they have high probability of falling prey to manic-depressive type of psychopathology.
2. **Athletic type:** These are muscular types and have well-built muscles and are neither tall nor short. Thus, they have stable and calm nature and are able to adjust themselves to changes in the environment. They are energetic, optimistic and adjustable.
3. **Leptosomatic type:** They have a very lean and thin body structure. Their characteristics are unsociable, reserved, shy, sensitive and pessimistic.

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Sheldon's somatotype	Character	Shape	Picture
Endomorph (viscerotonic)	Relaxed, sociable, tolerant, comfort-loving, peaceful	Plump, buxom, developed visceral structure	
Mesomorph (somatotonic)	Active, assertive, vigorous, combative	Muscular	
Ectomorph (cerebrotonic)	Quiet, fragile, restrained, nonassertive, sensitive	Lean, delicate, poor muscles	

Fig. 5.5: Sheldon's classifications of personality.

Jung's Typology

Jung postulated personality theory based on psychological characteristics. He used 4 psychological functions to classify people into various types.

- **Thinking and feeling (rational function):** People that are classified into thinking type, act based on reasons; Whereas feeling type tend to go by their heart, i.e., they act on what's in their heart.

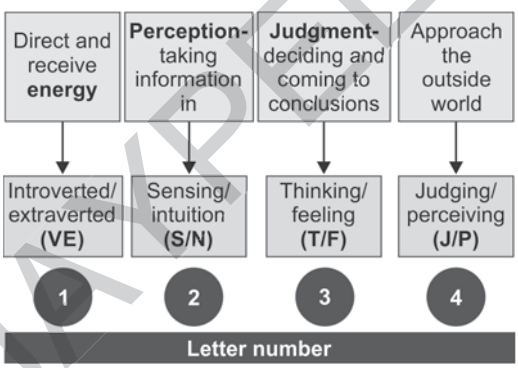

Fig. 5.6: Four parts of personality.

- **Sensation and intuition (irrational function):** People that are classified into sensation type are influenced by external sensory stimuli. That is, their actions are led by what is in front of them. Whereas, Intuition type are influenced by undefinable internal stimuli or internal feelings.
- **Extroversion and introversion:** Extroverted people focus on the world outside themselves. They get affected by people, engage into conversation. Whereas, someone who is introverted focuses on their own mental world. They are isolated and withdrawn.
- **Dominant life attitude supported by a primary function:** Every person has a dominant life attitude supported by a primary function that characterizes them as a certain personality type. For example, the introverted thinking type's dominant life attitude falls into the introversion category.

Trait Theories of Personality

Traits are psychological dimensions, such as extroversion, tidiness, emotional stability, and curiosity. Classification of traits:

1. The main goal of trait approach to personality is to catalog all of the dimensions (traits) on which people vary and create a classification of traits that reflects which traits tend to go together. Example: Talkativeness, sociability, assertiveness, and gregariousness are all distinct traits, but they also have a lot in common.

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2. The trait approach leads to a classification system that tells us what groups of traits exist and which traits are in which groups. However, these groups composed of personality traits are often called personality factors.

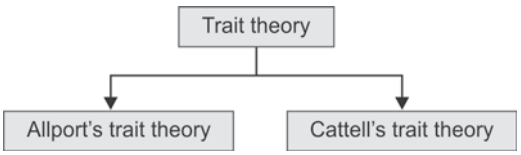

Fig. 5.7: Trait theory.

3. Traits have proven extremely useful for describing personality and predicting people's characteristic patterns of thinking, feeling, and behaving.

Gordon Allport Trait Theory of Personality

Allport considered personality traits to be predispositions to respond, in the same or a similar manner, to different kinds of stimuli.

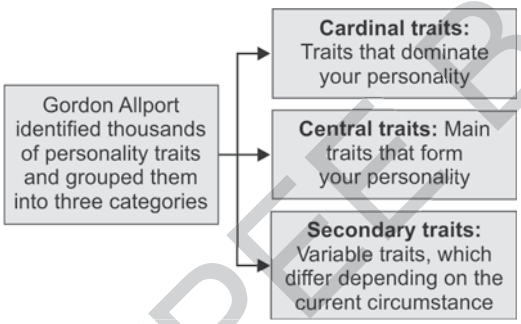

Fig. 5.8: Gordon Allport trait theory of personality.

Raymond Cattell Trait Theory of Personality

Cattell defined traits as relatively permanent reaction tendencies that are the basic structural units of the personality. He classified traits in several ways. Cattell identified 'source traits' as the most important, and 'surface traits' as the less important traits. Cattell also identified between common traits and unique traits.

Eysenck's Trait Theory

Hans Eysenck used factor analysis to determine basic factors, which included introversion versus extroversion and emotionality versus stability.

- **Extroversion-introversion** dimension refers to the degree to which one seeks external or internal stimulation. People who are extroverts are social, seek adventures and prefer company when in stress. Whereas, people who are introverts are shy, enjoy their own company and turns inwards when in stress.
- **Neuroticism vs. stability** refers to a dimension that describes people in the context of their emotionality and maladjusted behavior. However, individuals who are high on neuroticism, tend to be emotionally unstable, moody and maladjusted. Whereas, people at the opposite end of the neuroticism dimension, tend to be calm.
- **Psychoticism vs. socialization:** People who are high on psychoticism tend to be aggressive, egocentric, anti-social and impulsive. Whereas, people who lie on the socialization end, are altruistic, empathetic and conventional.

McCrae and Costa five Factor (Big-five) Theory

McCrae and Costa believed that all human personality traits can be reduced to five factors only: Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

- **Openness to experience**: Such people love novelty and creativity. They have a curious mind and have an appreciation for art. They are independent thinkers and prefer to do a variety of things instead of routine activities.
- **Conscientiousness:** People high on this factor are more goal-directed, self-disciplined, hard-working, honest and competent. They prefer planned activity instead of spontaneous behavior.
- **Extraversion:** Seeks external stimulation and tend to be socially interactive, outgoing, energetic and optimistic.

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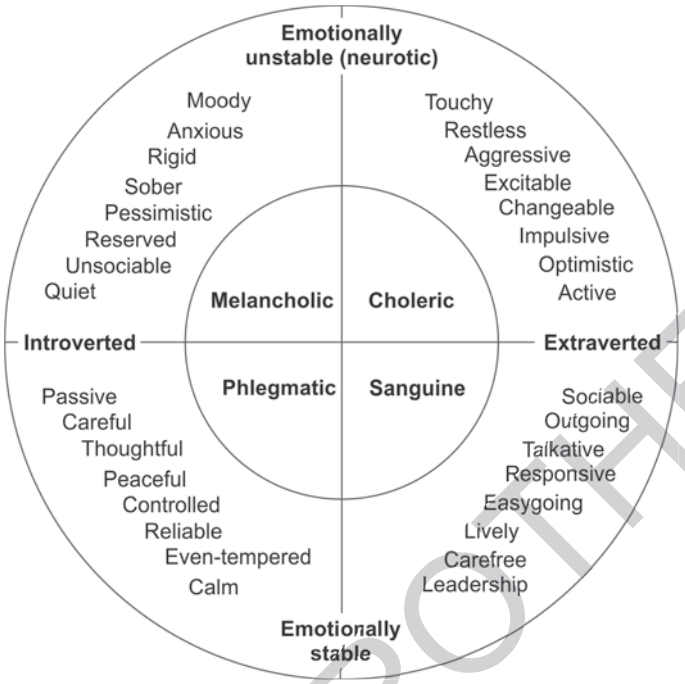

Fig. 5.9: Emotionally unstable (neurotic).

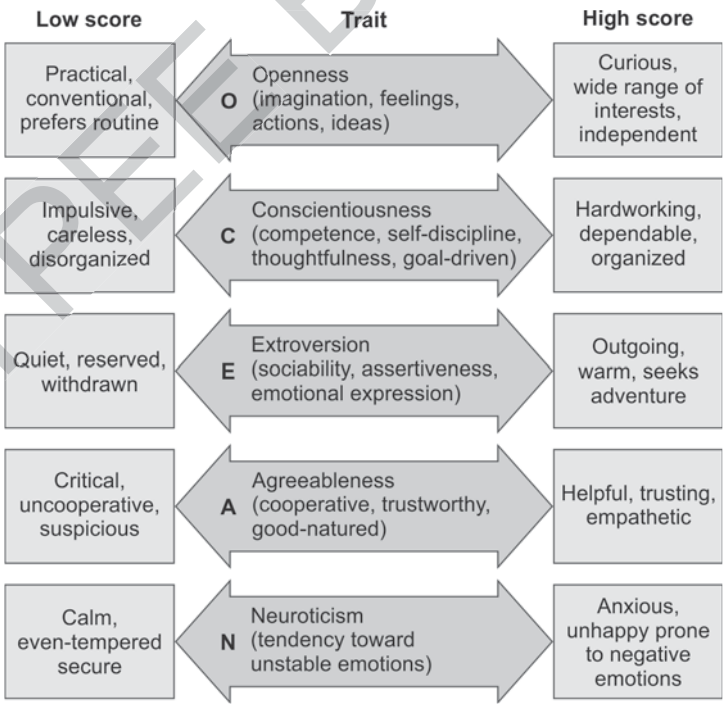

Fig. 5.10: Big Five "OCEAN" model of personality.

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- **Agreeableness:** People who score high on agreeableness have a tendency to be cooperative and compassionate. Such people are generally helpful and trustworthy.
- **Neuroticism:** People high on this factor are worrisome, insecure and self-pitying people. Whereas, people who score low on neuroticism are self-satisfied and secure.

5.4 THEORIES OF PERSONALITY

Personality theories address the origins of personality as well as the traits that define a personality. These theories look to understand why people develop different character traits and respond to external and internal stimuli differently. Theories of personality look at what makes up a personality and where a personality comes from. Theorists try to figure this out and create hypothesis.

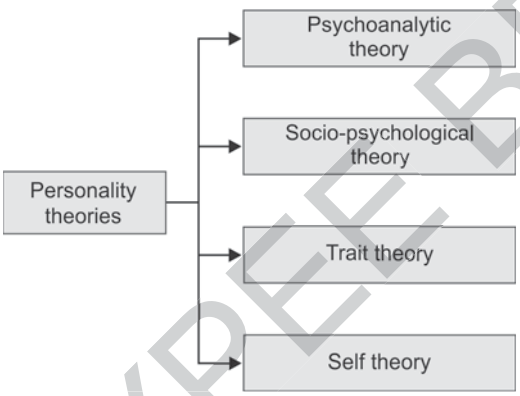

Fig. 5.11: Theories of personality.

I. Psychodynamic Theories

Sigmund Freud laid the foundation for psychodynamic personality theories with his proposal of the id, the ego, and the superego. Freud saw these three parts of the mind as the basis of human personality.

According to Freud, these concepts could explain individual behavior. The id was about your irrational and emotional impulses, while the ego weighed all the rational pros and cons. The superego then sought to apply social norms, rules, and other personal values that ultimately encouraged you to act based on your core beliefs.

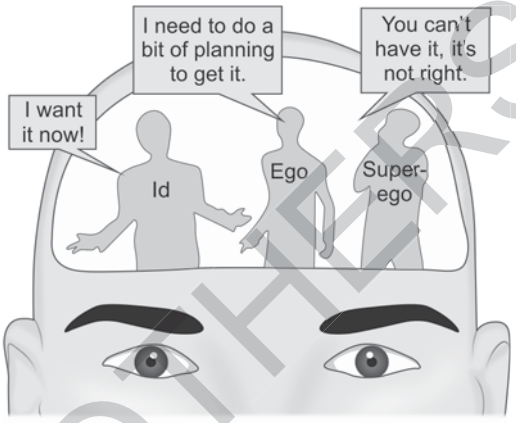

Fig. 5.12: Freud's theory of the personality.

Later, in the psychosexual personality development part of Freud's theory, he explained how a person came to those beliefs and ideals.

- **Oral:** Mouth and sucking reflexes
- **Anal:** Bladder and bowel control
- **Phallic:** Genitals and gender identification
- **Latency:** Sexuality is paused and latent, and gives room to social skills
- **Genital:** Mature sexuality and defined sexual interest and orientation

II. Trait Theories

Trait theory is one of the most popular types of personality theories. It proposes that people's personalities vary according to which basic personality traits are more dominant. One of the best-known trait theories is the five-factor theory, also known as the big 5, proposed by Donald W Fiske. This theory states that personality is made up of five distinct traits:

1. Agreeableness
2. Conscientiousness
3. Extraversion
4. Neuroticism
5. Openness to experience

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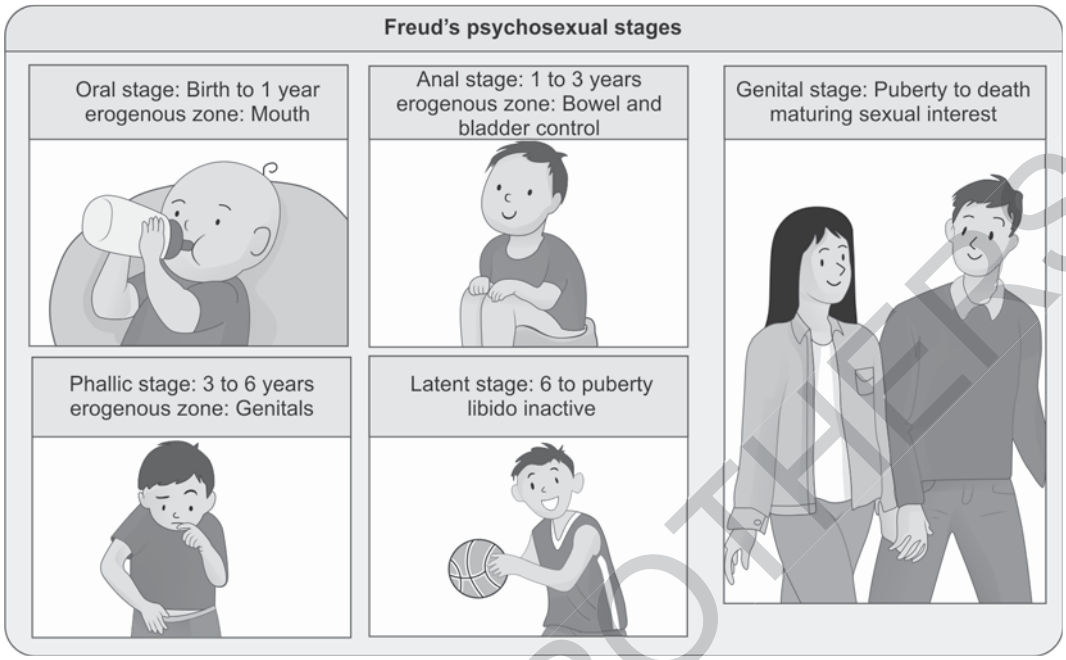

Fig. 5.13: Freud's psychosexual stages.

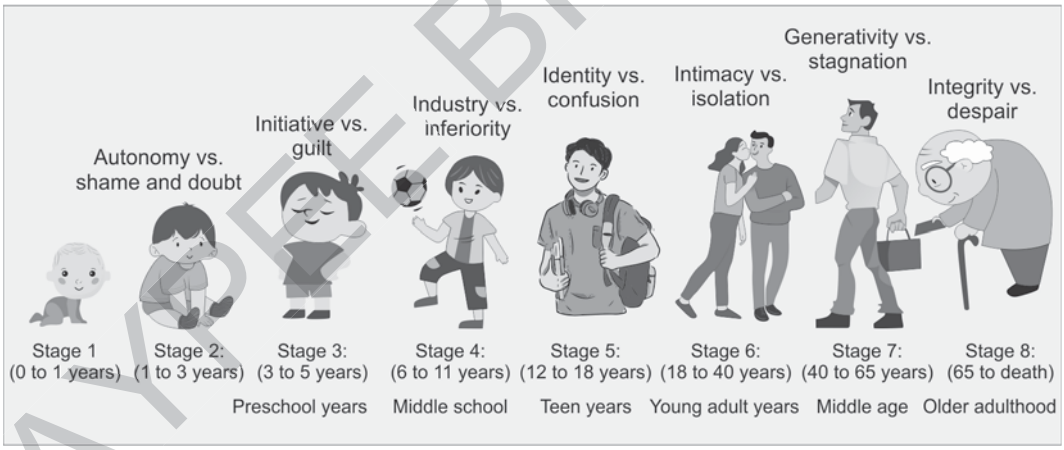

Fig. 5.14: Eight stage of Erikson's theory of psychosocial development.

III. Psychosocial Theory

Erik Erikson's theory of 8 stages of development suggests that people's ego identity grows all through their life during the following specific stages:

- Infancy—mistrust vs. Basic trust;
- Toddler—doubt and shame vs. Autonomy;
- Preschool-age—guilt vs. Initiative;
- School-age—inferiority vs. industry;
- Adolescence—identity confusion vs. identity;
- Young adulthood—isolation vs. intimacy;
- Middle age—stagnation vs. generativity;
- Older adulthood—despair vs. integrity.

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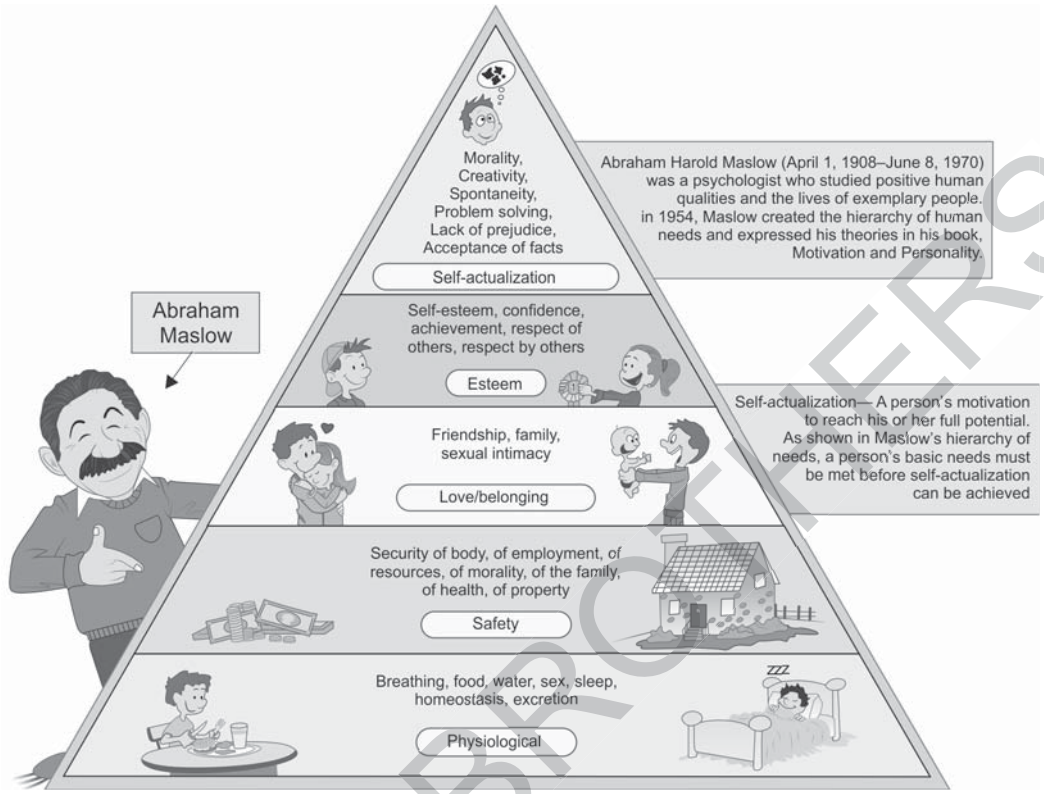

Fig. 5.15: Abraham Maslow's hierarchy of needs.

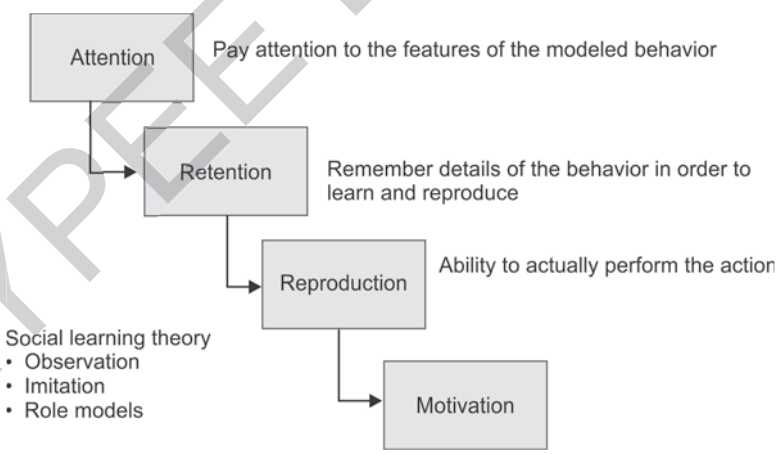

Fig. 5.16: Social learning theory.

IV. Humanistic Theories

The humanistic approach to theories of personality involves understanding not only behavior and thought patterns, but also what someone believes gives their life meaning.

- **Abraham Maslow's humanistic hierarchy** of needs, for example, suggested that personality is the result of someone being able to meet — or not meet — basic needs like safety, self-esteem, and belongingness.

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- **Carl Rogers explored the concept of self-actualization:** This theory asserts that people are driven by their need for personal growth. The quest for learning and growing is what structures someone's personality.

Behavior Learning Theories

Behavioral theories are centered on the environmental influences on the learning process. Environmental influences include associations, reinforcements, and punishments.

Social Learning Theories

Psychologist Albert Bandura suggested that much of learning takes place through observation. Children observe the actions of those around them, particularly caregivers and siblings, and then imitate these behaviors. In social learning:

- Learning occurs through observation
- Observations can take place at any time
- Focuses on the give-and-take interaction between social, cognitive, and environmental influences.

Dollard and Miller's: Learning Theory of Personality

- John Dollard and Neal Miller (1950), in the institute of human relations at Yale University provided their own theory of personality. In this theory, they tried to substitute Freud's concept of a pleasure principle with the principle of reinforcement, concept of ego with the concept of learned drive and learned skills, concept of conflict with competing reinforces, etc.
- It emphasizes that what we consider as a personality is learned. The child at birth is equipped with two types of basic factors; reflexes and innate hierarchies of response and a set of primary drives, which are internal stimuli of great strength and are linked with known psychological processes.
- Dollard and Miller's theory of personality stressed the acquisition of personality in the same way as learning of most of the responses and behavior through the process of motivation and reward.



Fig. 5.17: Carl Roger's theory of personality.

VI. Self-theory: Carl Roger's

- Carl Ransom Rogers, an American psychologist, in 1947 brought out a new theory of personality named self-theory quite distinct from the earlier theories of personality.
- He stressed the importance of an individual's self for determining the process of his growth and development, and unique adjustment to his environment. There are two basic systems underlying his personality theory—the organism and the self.
- Rogers considers them as system operating in one's phenomenological field (a world of subjective experience, the personal and separate reality of each individual). The organism is an individual's entire frame of reference. The represents the totality of experience—both conscious and unconscious available with him.
- The second system the self is the accepted, awareness part of experience. The self as a system of one's phenomenal field can perhaps best be understood in terms of our concepts of I, me or myself. Human **being has inherited a** tendency to develop their self in the process of inter-personal and social experiences which they have in the environment.

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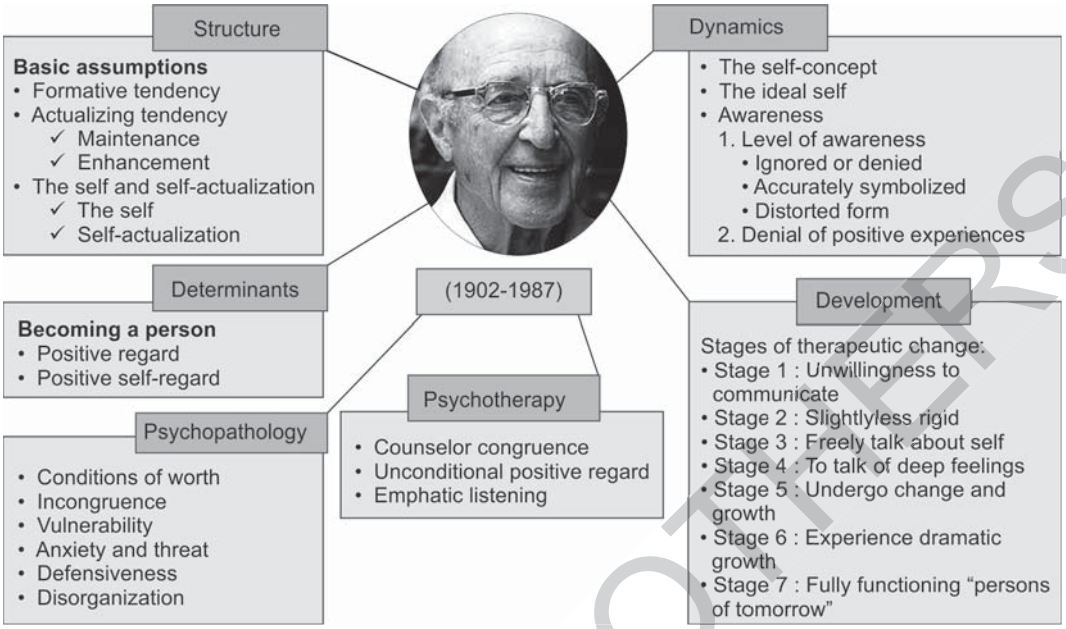

Fig. 5.18: Person-centers theory of the Carl Rogers.

- Rogers does not propose a set of specific stages in the development of personality as proposed by Freud in his history, rather his advocate's continuity of growth in terms of the continuous evolution of the concept of self.
- Once a concept of self is formed, the individual strives to maintain it. In order to do this, he regulates his behavior. What is consistent at conscious level while what threatens the image of self may be totally ignored or buried deep in his conscious?
- The most unfortunate results in the environment of one's personality lie in the cases where an individual develops some false self-images. This false image is often so strong that obvious reality can be stoutly denied.

5.5 MEASUREMENT AND EVALUATION OF PERSONALITY

Personality testing is done for various reasons. A personnel psychologist may want to identify people for a salesman's job. A clinical psychologist often uses personality tests to evaluate psychological disorders. We want to describe it and know what type of personality or the personality traits possessed by us or others. It needs the knowledge and skill for the assessment or measurement of:

Measurement of personality	
Objective techniques ◆ Observation ◆ Rating scale	
Subjective techniques	**Projective techniques**
◆ Interview ◆ Situational tests – Sociometric methods – Psychodrama ◆ Sel-report inventories ◆ Minnesota multi-phasic personality inventory	◆ Rorschach inkblot test ◆ Thematic Apperception test (TAT) ◆ Word association test ◆ Sentence completion test

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I. Subjective Methods

- **Observation:** Observation of behavior of a person over a long period is one of the techniques of assessing personality traits.
- **Case study method:** In this method, the case history has to be re-organized and re-written from infancy up to adulthood. Really speaking, on the basis of this method, the reality of the personality is found out.
- **Interview:** It is a process of communication or interaction in which the interviewee gives the needed information verbally to the interviewer in a face-to-face situation or one-to-one situation.
- **Autobiography:** Autobiography method is also used to assess personality. The child is asked to write his own autobiography and certain personality characteristics can be studied from them.
- **Cumulative record card:** The cumulative record is a useful and permanent record which includes various information about the child.

II. Objective Methods

- **Rating scales:** Rating scales are used to rate the various personality traits, adjustment, emotions, interests, attitudes performance on a task.
- **Check lists:** Carefully prepared check list can be employed to collect data about a person.
- **Controlled observation:** Controlled observation under laboratory conditions or under controlled conditions can be used to study certain aspects of the personality of an individual.
- **Sociogram:** With the help of this method, the sociability of the subject is measured. With the help of this method relationship of the students is judged.
- **Personality inventories:** An individual's written account of the past behavior, feelings and wishes can be a good source of information about his personality. Self-ratings can be done through personality inventories and paper and pencil test. Some popular personality inventories are:
  - California tests of personality
  - Minnesota multiphasic personality inventory (MMPI)
  - Bell's adjustment inventory
  - Woodworth personal data sheet
  - Edward personal preference schedule
  - Cornell index
  - Boyd's personality questionnaire
  - Guilford-Zimmerman temperament survey

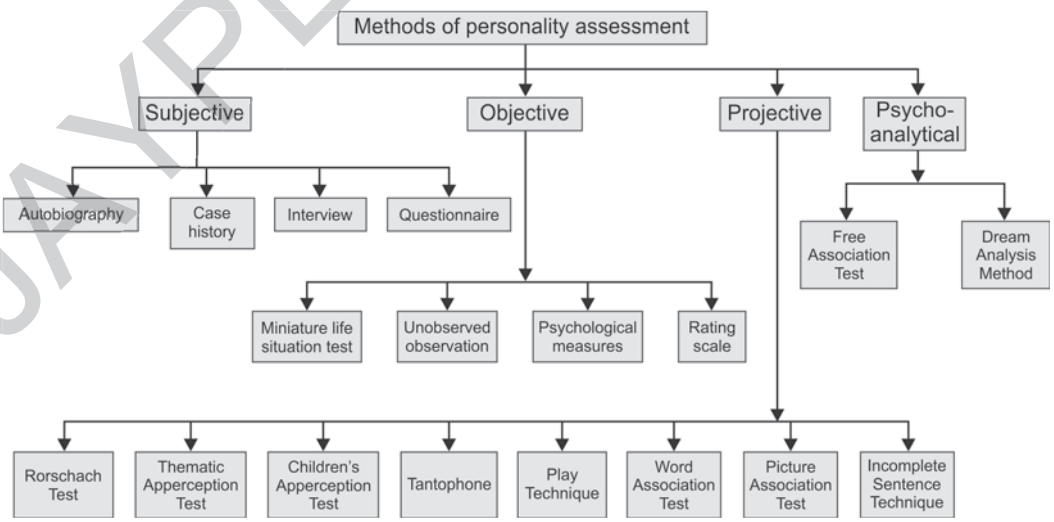

Fig. 5.19: Methods of personality assessment.

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- Minnesota counseling inventory
- Thurstone temperament schedule
- Eysenck's personality inventory
- The Shipley personal inventory
- IPP personality inventory test
- Comrey personality scales
- Saxena's personality inventory
- Mittal's adjustment inventory

III. Projective Methods

These techniques enable a subject to project his internal feelings, attitudes, needs, values or wishes to an external object. In the projective test situation, the individual responds freely to relatively unstructured yet standard situation to which he is asked to respond. Some of the major projective techniques are:

- **Thematic Apperception Test (TAT):** The TAT was developed by Morgan and Murray in 1935. It requires the subject to look at the picture and to interpret it by telling a story. He is invited to say what led up to the scene in the picture. Why such events occurred, and what the consequences will be?
- **Children's Apperception Test (CAT):** It was developed by Leopold Bellak. The test consists of ten pictures meant for children of the age group 3 to 10. Pictures are shown one after another and reactions (responses) are noted and interpreted.
- **Rorschach's inkblot Test:** This test was developed by Hermann Rorschach in 1921. It uses ten irregular-inkblots standing against a white background. Each inkblot is shown in a fixed number of ways and the testee is asked to report what he sees.
- **Projective Questionnaires:** In this technique, the subject is given a series of questions to answer in his own way. Through such questionnaires, it is possible to obtain information regarding the subject's emotional life, his values, his attitudes and sentiments.
- **Sentence Completion Test:** These tests present a series of incomplete sentences to be completed by the testes in one or more words.
- **Psychodrama:** It requires the subject to play spontaneously a role assigned to him in a specific situation. Psychodrama deals with interpersonal relationships and maladjustment problem within the individual.
- **Drawing, painting and sculpture:** Artistic productions can also be used as projective techniques.

IV. Psychoanalytic Methods

- **Word association test:** In such test, the subject is presented a list of words, one at a time and is asked to give the first word that comes to his mind. The responses given by the subject and the time taken by him are recorded by the tester for interpretation.

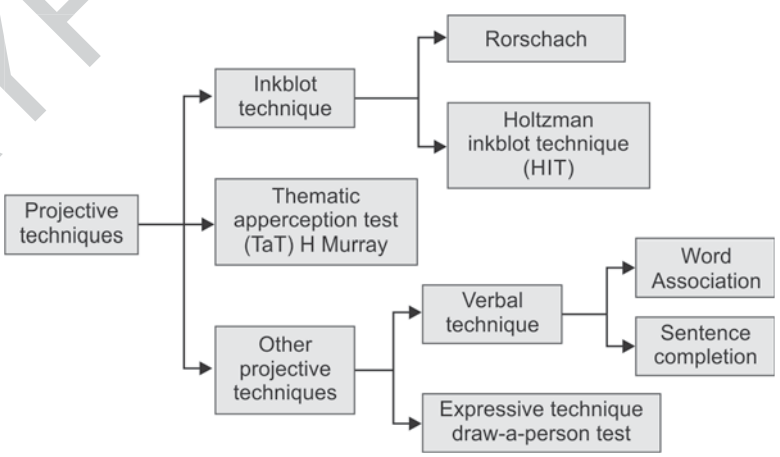

Fig. 5.20: Projective techniques.

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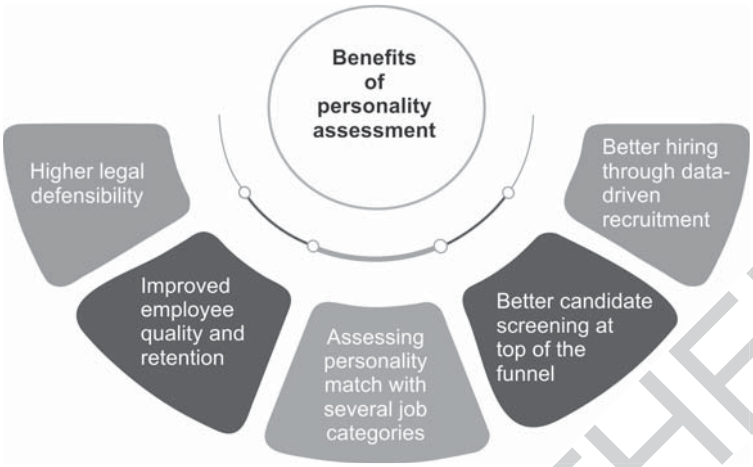

Fig. 5.21: Benefits of personality assessment.

- **Free association test:** In this test, the subject is allowed to talk for hours together and from it certain traits and behavioral problems are noted.
- **Dream analysis:** In this technique, the dream of the subject is analyzed and unconscious behavior is interpreted. Since 'Dream is the royal road to unconscious', the dream analysis is an effective psychoanalytic method to locate unconscious behavior of the individual.

5.6 INTERVIEW METHOD

The term 'interview 'is derived from the Latin language which means "see each other". Interview is a method of personality assessment in which the interviewee has to answer the questions asked by the professional, in a structured or unstructured fashion.

Definition

- Interview is defined as a face-to-face conversation carried on with some basic goals.
- According to Gary Dessler, "An interview is a procedure designed to obtain information from a person's oral response to oral inquiries."
- According to Thill and Bovee, "An interview is any planned conversation with a specific purpose involving two or more people".

Objectives

The main objectives of the interview process are:

- Collecting data—both extensively and intensively.
- Exchanging data and also the experiences.

Types

- Structured interview
- Unstructured interview

Seven–point Plan

1. Physical characteristic or abilities
2. Attainments—education, personal and professional background
3. Overall general ability
4. Special aptitude
5. Interests
6. Personality attributes
7. Aspirations and goals

Advantages

- It is highly flexible tool.
- It can be used for a wide range of people.
- Body language can be observed in addition to what is said.

Disadvantages

- Highly subjective
- Time consuming
- Requires trained personnel

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