

Study Guide 14-1

For use with textbook pages 375–377

Purposes of Personality Theories

Key Term

personality the consistent, enduring, and unique characteristics of a person (page 375)

Drawing From Experience

What are you “like”? What kinds of things make you different from every other person? What characteristics do you like best about your best friend?

This section discusses the purposes of personality theories. It also introduces you to the major schools of thought in personality theory that you will read about in the rest of this chapter.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about the major theories of personality that you will read about in this chapter. In the diagram below, list each major school of thought and what each one emphasizes.

School of Thought	Emphasis
1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

Read to Learn

Introduction (page 375)

People have something inside them that makes them think, feel, and act differently from each other. That “something inside” is personality. **Personality** is the consistent and long-lasting characteristics of a person that make the person unique. That is, a person’s personality makes him or her an individual, different from every other person.

13. Give an example of a characteristic of your personality.
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Purpose of Theories (page 375)

Personality theories provide ways to organize the characteristics of people. People may be outgoing or shy, quick-tempered or calm, fun-loving or gloomy. These words describe behaviors that characterize an individual. Researchers develop theories about what characteristics go together, why a person has some characteristics and not others, and why someone might show different characteristics in different situations. Theories vary, but all try to discover patterns in the ways people behave.

A second purpose of personality theories is to explain differences between individuals. Some say that differences in motives explain differences in people. Others try to find out how motives developed. Still others look for explanations in childhood conflicts.

A third purpose of personality theory is to look at how people conduct their lives. Researchers try to explain why problems arise in people's lives and why some people can deal with the problems better than others.

A fourth purpose of personality theories is to determine how people can improve their lives. People need to grow and change. Yet what are the goals of growth and change? How can we cope with the conflicts that will come up?

Personality theories are used to guide research. They are precise statements of possible explanations for human behavior. Researchers then test how well the theories explain behavior.

14. In your own words, describe how theories guide research.
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Major Schools of Personality Theory (page 376)

There are several conflicting theories, or schools of thought, about personality. Sigmund Freud's psychoanalytic theories stress the importance of motives hidden in the unconscious mind. B.F. Skinner and the behaviorists study how rewards and punishments shape our actions. Social learning theories look at how parts of personality may be learned by observing others. Cognitive theories focus on how our thoughts, perceptions, and feelings shape our personalities. Humanistic theories stress one's human potential for growth. Finally, trait theories try to understand basic personality characteristics such as friendliness and aggression.

You will learn about each of these theories in this chapter. Each has a different image of human nature. What they have in common is that they all try to understand differences among people.

15. Give an example of a way you often behave that you think you learned from someone else.
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**Study
Guide 14-2***For use with textbook pages 378–386***Psychoanalytic Theories****Key Terms**

unconscious the part of the mind that contains material we are unaware of, but that strongly influences conscious processes and behaviors (page 379)

id the part of the unconscious personality that contains our needs, drives, and instincts, as well as repressed material (page 379)

ego the part of the personality that is in touch with reality and strives to meet the demands of the id and the superego in socially acceptable ways (page 380)

superego the part of the personality that inhibits the socially undesirable impulses of the id (page 380)

defense mechanisms certain specific means by which the ego unconsciously protects itself against unpleasant impulses or circumstances (page 380)

collective unconscious the part of the mind that contains inherited instincts, urges, and memories common to all people (page 384)

archetype an inherited idea, based on the experiences of one's ancestors, which shapes one's perception of the world (page 384)

inferiority complex a pattern of avoiding feelings of inadequacy rather than trying to overcome their source (page 385)

Drawing From Experience

Have you ever made excuses for doing something wrong? Have you ever been angry with someone, but took it out on someone else? Why do you think you did these things? The last section introduced the major schools of thought in personality theory. In this section, you will learn more about one of them: the psychoanalytical theories.

Organizing Your Thoughts

Use the diagram on the next page to help you take notes as you read the summaries that follow. Think about the defense mechanisms the people unconsciously use to protect their egos. Give an example of each one listed.

Defense Mechanism	Example
Rationalization	1.
Repression	2.
Denial	3.
Projection	4.
Reaction Formation	5.
Regression	6.
Displacement	7.
Sublimation	8.

Read to Learn

Introduction (page 378)

Sometimes people slip when speaking and say something they did not mean to say. Have you ever said something that hurt a friend and later wondered why you said it? If you think about it, you might discover that you were really angry with your friend. According to Sigmund Freud, slips like this are not accidental. They are intentional ways of expressing unconscious desires.

9. Think about a time when someone said something he or she did not mean to say. How did you react? Did you think the slip had meaning?

Sigmund Freud and the Unconscious (page 378)

Sigmund Freud was a doctor in Vienna, Austria, in the late 1800s and early 1900s. He specialized in nervous disorders. His patients told him about their personal lives, conflicts, fears, and desires. He concluded that the most powerful influences on human personality are things we are not conscious of. He suggested that every personality has an **unconscious**—the part of the mind that contains material we are unaware of. Freud believed that many of our experiences, especially painful events of childhood, are not forgotten. Instead, we store them in our unconscious. Although we may not consciously recall these experiences, they continue to influence our behavior. For example, a child who never pleases her demanding parent may feel unhappy and will doubt her abilities to succeed. As an adult, she may feel unworthy and lack confidence in her abilities in spite of how able she really is. Freud believed that unconscious feelings people experience as children have a huge impact on adult personality and behavior. Freud also believed that between the conscious and the unconscious is the **pre-conscious**—thoughts that can be recalled with little effort.

10. Suppose a child's parents gave him lots of praise whenever he tried new things, even when he failed. According to Freud's beliefs, how might this child behave as an adult?
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The Id, Ego, and Superego (page 379)

Freud explained personality as an energy system, like a steam engine. The energy comes from two instincts: the life instinct and the death instinct. The life instinct is the most important. It appears as pleasure-seeking urges. The death instinct shows up as destructive behavior and aggression. Freud introduced a model of how the brain works. The parts of his model are the id, ego, and superego. He did not believe that these parts really exist. Rather, he used them as a way to describe his view.

The id is the part of the unconscious that holds our needs, drives, and instincts. The id is the lustful, impulsive, fun part of the unconscious. It operates on the *pleasure principle*. It seeks immediate satisfaction of desires, regardless of the consequences. Hurting someone's feelings, lying, and having fun are examples of the id's influence.

The part of personality that is mostly conscious is the ego. It is the reasonable, thoughtful part. It operates on the *reality principle*. If you were hungry, your id would drive you to eat everything available. Your ego would recognize that your body will need food in the future and would cause you to save some for later.

Suppose that you thought of stealing the desired food from someone else. The part of the personality that would stop you is the superego. It is the moral part of personality, your conscience. It operates on the *moral principle*. It is also the source of guilty feelings if you do something that your conscience tells you is wrong.

The id is concerned with what the person *wants* to do. The ego is concerned with what she *can* do. The superego is concerned with what she *should* do. The id and superego often conflict. Neither is concerned with reality. The ego tries to satisfy the demands of the id without offending the superego.

11. Suppose you found a wallet containing \$100. You chose to find the owner and give the money back. What part of your personality would be behind this behavior?
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Defense Mechanisms (page 380)

The ego's job is so difficult that all people unconsciously resort to psychological defenses. Rather than face intense conflict, people deceive themselves into believing nothing is wrong. These **defense mechanisms** unconsciously

defend the ego from the stress of failing in its tasks. To some degree, defense mechanisms are necessary for psychological well-being. They help people through emotional crises. If a person uses them too much, however, they will avoid facing and solving their problems realistically.

Rationalization is a defense mechanism that involves making up excuses. If you failed a test and blamed the failure on "bad test questions" rather than admit that you did not study, you would be rationalizing.

If you are very angry at someone and the anger causes your ego too much stress, you may push these feelings down into your unconscious. This defense mechanism is called *repression*. However, the feelings remain in the unconscious and may show themselves as cutting remarks, slips of the tongue, or in dreams.

You are in *denial* if you refuse to accept the reality of something that stresses you out. A feeling like "it won't happen to me" is an example of denial.

Another way the ego avoids stress is to believe that feelings coming from within are really coming from other people. For example, a person who dislikes himself may feel that others dislike him. This defense mechanism is called *projection*. The person is throwing or "projecting" his inner feelings onto others. We all do this from time to time.

Reaction formation involves replacing an unacceptable feeling with an opposite one. For example, you might put up a front and act confident when you are really scared.

Regression means going back to an earlier, less mature pattern of behavior. When under severe pressure, a person may throw a temper tantrum or sleep a lot like he did as a child. If you were ever tempted to pout when you could not have your own way, then you have experienced regression.

Displacement occurs when you cannot take out your anger on the source of your frustrations. Instead, you "displace" it. You take it out on someone else. For example, if you wanted to hit your father but were afraid to, you might hit your little brother instead.

Sublimation means directing a forbidden desire into a socially acceptable desire. For example, suppose that you are very angry at your friend. Instead of acting on that anger, you work extra hard at soccer practice. You have channeled your aggressive feelings into physical activities.

12. Suppose that your parents warn you that if you do not wear a helmet when you skateboard, you could be seriously injured. Yet, you refuse to wear one anyway.

What defense mechanism would you be using?

Evaluating Freud's Contribution (page 383)

Freud's greatest contribution was the idea that strong forces exist in the human personality and that these forces are difficult to control. Freud thought that conflict was the result of the savage part of people coming to terms with the rules of society. The id is the savage part. The superego represents society's

rules. In a healthy person, the ego is strong enough to handle the struggle.

Freud claimed that personality develops mostly in the first 5 years of life. Freud identified five stages of development in children. Conflicts develop at each stage. How children deal with these conflicts determines how their personalities develop.

13. What might happen if someone had no superego?

In Freud's Footsteps (page 384)

Carl Jung disagreed with Freud on two major points. First, he took a more positive view of human nature. He believed that people try to develop their potential as well as handle their urges. Second, he proposed a second type of unconscious, a **collective unconscious**. This is a storehouse of instincts, urges, and memories of the entire human species throughout history. He called these inherited ideas **archetypes**. Every person has the same archetypes. They reflect common experiences of humanity. Jung found that the same themes (archetypes) appear again and again in stories, myths, and religions. For example, the story of Jack and the Beanstalk is nearly the same as the story of David and Goliath. Both tell how a small, weak, good person triumphs over a big, strong, bad person. Jung believed such stories are common because the situations they describe have occurred throughout history. They have been stored as archetypes in the collective unconscious in every person.

Alfred Adler believed that the driving force in people's lives is a desire to overcome feelings of inferiority. According to Adler, everyone struggles with inferiority, feeling that they are not good enough. A person who constantly avoids feelings of inferiority rather than tries to overcome them has an **inferiority complex**. Children first feel inferior because they are so little and dependent on adults. They slowly overcome this feeling as they learn to do things adults can do. The patterns people use to overcome inadequacies throughout life is called their *lifestyle*. Adler believed that the way parents treat their children influences the lifestyles they choose. An overly pampered child becomes a self-centered adult who expects everyone else to do what he wants.

Erich Fromm's theory centered on the need to belong and the loneliness that freedom brings. Karen Horney stressed the basic anxiety children feel because of their helplessness and resentment toward their parents that accompanies the anxiety. Erik Erikson outlined eight stages that every person goes through from birth to old age.

14. Give an example of something a child might do that would help the child develop self-confidence and reduce the feeling of inferiority.

**Study
Guide 14-3****Learning Theories***For use with textbook pages 387–390***Key Terms**

behaviorism school that holds that the proper subject matter of psychology is objectively observable behavior—and nothing else (page 387)

contingencies of reinforcement the occurrence of rewards or punishments following particular behaviors (page 388)

Drawing From Experience

When you do something really well, such as make a goal in soccer, snag some tickets to a hot concert, or buy just the right outfit, how do your friends react? Does this reaction make you want to do the same thing again? The last section discussed psychoanalytical theories of personality. This section describes two types of learning theories, behaviorism and social cognitive theory.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about behaviorism and social cognitive theory. Describe the core idea behind the key words below.

Key Word	Core Idea
Reinforcement	1.
Observational Learning	2.
Reciprocal Determinism	3.

Read to Learn**Introduction (page 387)**

John Watson believed that psychologists should study behavior that can be observed. He believed that you cannot study what you cannot see. His beliefs led to the school of thought called **behaviorism**. Behaviorists believe that our personalities develop from what we learn from our environment. People have different learning experiences. They learn different behaviors, so their personalities are different.

4. Why do you think this school of thought is called behaviorism?

B.F. Skinner: Behaviorism (page 388)

B.F. Skinner focused on what causes a person to act a certain way. He was less concerned with understanding behavior than in predicting and controlling it. For example, Ruben has been depressed lately. Freud would seek the roots of Ruben's childhood unhappiness. Skinner would take a more direct approach. He would want to know exactly how Ruben behaves. The answer may be that Ruben spends most of the day in his room, cuts his classes, and rarely smiles or talks to anyone.

Skinner would then try to understand the contingencies of reinforcement. These are the rewards and punishments that follow particular behaviors. What reward does Ruben receive for not leaving his room? One hypothesis (possible answer) is that Ruben's girlfriend, Brandi, has unintentionally reinforced this behavior by spending a lot of time with him trying to cheer him up. Note that Skinner's approach immediately suggests a hypothesis that can be proved true or false. If paying attention to Ruben encourages him to stay in his room, then ignoring him should decrease this behavior. If Brandi ignores him and he starts leaving his room, then she has discovered the reinforcement for his behavior. If he does not leave his room, then that hypothesis was wrong, and she should try something else. The behaviorist approach may seem to suggest that Ruben is faking his depression. Skinner would not make this assumption. Ruben could be unaware of the rewards that are shaping his behavior. To behaviorists, Ruben's feelings do not matter. What matters is his behavior. The point is to identify the behavior and find out what causes it. To change behavior, we must change the reinforcer.

5. Give an example of something you like to do. What is reinforcing that behavior?

Albert Bandura: Social Cognitive Theory (page 389)

Skinner stresses reinforcement in his view of how personalities develop. Albert Bandura agreed with this but added another way personalities develop—by observing and imitating. In *observational learning*, a person learns a new behavior by watching the actions of someone else. For example, to teach a child how to hit a baseball, you could demonstrate the correct way to hold the bat and swing at the ball.

Bandura believed that a young child's behavior and personality develop by exposure to everyday models. In his view, people can direct their own behavior by their choice of models. When your parents object to your choice of friends, they are trying to change the models you use.

According to Bandura's social cognitive theory, your personality is shaped by an interaction among three things. The first is you—your beliefs, expectations, emotional makeup, and genes. The second is your behavior. The third is your environment—social and cultural influences and your personal learning experiences. The interaction of these three things is called *reciprocal determinism*.

One strong influence on behavior is your view of your chances to succeed. Bandura called this *self-efficacy*. For example, you are thinking about going on a date. You consider your environment—your potential date's recent behavior and your parents' state of mind. You also consider what happened the last time you tried to date this person. From these considerations, you assess your chances of success. If you believe you have a good chance of getting the date, you will likely try.

Psychoanalytical theories stress childhood experiences and unconscious forces. In contrast, learning theories focus on behavior, something that can be tested and measured.

6. Give an example of something you learned to do mostly by watching someone else do it.

Study Guide 14-4

For use with textbook pages 391–397

Humanistic and Cognitive Theories

Key Terms

humanistic psychology a school of psychology that emphasizes personal growth and the achievement of maximum potential of each unique individual (page 392)

self-actualization the humanist term for realizing one's unique potential (page 392)

self one's experience or image of oneself, developed through interaction with others (page 395)

positive regard viewing oneself in a positive light because of positive feedback received from interaction with others (page 395)

conditions of worth the conditions a person must meet in order to regard himself or herself positively (page 395)

unconditional positive regard the perception that individuals' significant others value them for what they are, which leads the individuals to grant themselves the same regard (page 396)

fully functioning an individual whose person and self coincide (page 396)

Drawing From Experience

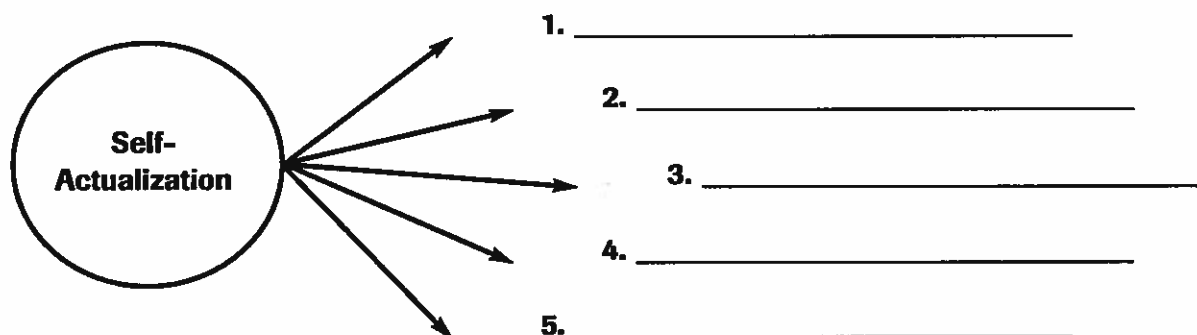
Do you know anyone who seems to really enjoy life? How do they behave toward other people? How do they cope with the problems of life?

The last section discussed the behaviorist and social cognitive theories on personality. In this section, you will learn about the approaches of humanism and cognitive theory.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about the characteristics of self-actualized people. Describe five of these characteristics in the diagram below.

Characteristics of Self-Actualized People



Read to Learn**Introduction (page 391)**

When Jackie Robinson broke the color barrier in professional baseball, he had everything going against him. His teammates did not want him. Pitchers threw at him. Fans mocked him. However, through it all he held onto a strong belief in his own abilities, which helped him succeed. The idea that people's perception of themselves can become their reality is part of the humanistic and cognitive theories of personality.

6. Give another example of a famous person who believed in himself or herself and succeeded against the odds.

Humanistic Psychology (page 392)

Humanistic psychology may be viewed as a rebellion against the negative view of human nature in personality theory of the early 1900s. Psychoanalysts saw human nature as a struggle to control the demands of the id and superego. Behaviorists saw human behavior in mechanical terms. Humanistic psychology stresses instead our ability to create and live by personal standards and perceptions. It is founded on the belief that all human beings strive for self-actualization. That is, we all try to reach our full potential.

7. In what way is the humanistic view of human nature positive?

Abraham Maslow: Growth and Self-Actualization (page 392)

Abraham Maslow was one of the pioneers of humanistic psychology. He based his theory of personality on studies of healthy, creative, self-actualizing people. Psychoanalysts based their theories on studies of disturbed people. Maslow wanted to learn more about people who led exceptional lives. He found that self-actualized people share a number of traits. First, they perceive reality accurately. They also accept themselves, other people, and their environment better than other people do. Most of us deny our shortcomings and try to change things around us. Self-actualized people accept themselves as they are.

Because self-actualized people feel better about themselves, they can focus more on tasks than on themselves. They are more likely to base decisions on ethical principles than on the possible costs or benefits to themselves. They have a good sense of humor and laugh with people, not at them. Maslow also found that self-actualized people do not try to be anything other than themselves. They can keep their integrity in the face of unpopularity and rejection. They value privacy and focus on deep, loving relationships with a few close friends.

The people Maslow studied appreciated even the simplest things. They approached their lives with a sense of discovery that made each day new. They were rarely bored and had moments of intense joy or “peak experiences.” They enjoyed life.

Maslow believed that to become self-actualized, a person must first satisfy basic needs, such as food, shelter, safety, love, and self-esteem.

8. Think of someone you know who you think is self-actualized. What qualities of self-actualization does this person have?

Carl Rogers: Self Theory (page 395)

Carl Rogers believed that many people suffer from a conflict between what they value in themselves and what they believe other people value in them. Rogers believed that people are constantly trying to become more complete. Anything that helps them toward this goal is good. Each person also has what Rogers called a self. The self is your image of who you are and what you value in yourself, in others, and in life. You gain your sense of self gradually over the years by seeing how other people react to you. You want approval or positive

regard. This means viewing yourself in a positive light because of positive feedback you get from others. For example, you may ask yourself, "How does she see me?" If the answer is "She likes me," then you begin to develop positive regard. Often the other person puts conditions on positive regard. She may like you *if* you do what she wants. Then you develop **conditions of worth**. These are conditions you must meet in order to regard yourself positively.

Rogers believed that people cope with conditions of worth by denying parts of themselves that do not fit their self-concept. For example, if your mother grew distant whenever you became angry, you learned to deny yourself the right to express anger. The gap between your image of yourself and who you really are limits you. Rogers believed the cure for this situation is **unconditional positive regard**. If people important to you let you know that they value you as you are, you will learn to grant yourself unconditional positive regard. You will be able to accept yourself and become **fully functioning**. This means that you and your self image are the same. You are free to develop to your full potential.

9. According to Rogers, why is it important to have unconditional positive regard?

Cognitive Theory (page 396)

Cognitive theory is based on analysis of our own perceptions, thoughts, and feelings. George Kelly believed that our personality is made up of our thoughts about ourselves. His *personal construct theory* focused on psychological processes within each of us. We channel these processes according to what we think will happen in our world. The emphasis is on the individual and his or her plans, including biases, errors, and false conclusions. His view took an optimistic view of humans. In his view, we are masters rather than victims of our destiny.

10. Why is it important to see yourself as a master rather than a victim of your destiny?

Study Guide 14-5

For use with textbook pages 398–403

Trait Theories

Key Terms

trait a tendency to react to a situation in a way that remains stable over time (page 398)

cardinal trait a characteristic that is so pervasive that the person is almost identified with the trait (page 400)

factor analysis a complex statistical technique used to identify the underlying reasons variables are correlated (page 401)

surface trait a stable characteristic that can be observed in certain situations (page 401)

source trait a stable characteristic that can be considered to be at the core of personality (page 401)

extravert an outgoing, active person who directs his or her energies and interests toward other people and things (page 401)

introvert a reserved, withdrawn person who is preoccupied with his or her inner thoughts and feelings (page 401)

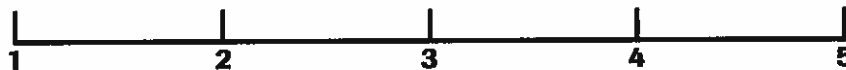
Drawing From Experience

Do certain words, such as friendly, outgoing, or shy, seem to describe people you know? Do these people seem to act this way no matter what the situation? In this section, you will learn about trait approaches.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about the “robust five” personality traits. On the scales below, write each of the five traits on one end and their opposite trait on the other.

Scale



“Robust Five” Trait

Opposite Trait

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Read to Learn

Introduction (page 398)

Terms such as *nice*, *smart*, and *friendly* refer to personality traits. A trait is a tendency to respond the same way in different situations. It is a way that one individual differs from another.

11. What traits do you think your friends would say are part of your personality?

What Is the Trait Theory of Personality? (page 399)

People who study traits assume two things. First, every trait applies to all people. For example, everyone has some amount of friendliness. Second, we can measure the amount of a trait someone has. For example, we can create a scale on which a very friendly person scores a 10 and a very unfriendly person scores a 1. Most people fall somewhere between these two extremes. We can understand people by identifying their traits. We can predict their future behavior from this understanding.

Trait researchers also try to discover why people tend to act the same way most of the time. They might ask the following: What is the best way to describe someone's behavior? What trait best explains this behavior?

If Freud noticed that some people are stingy, he would try to explain this behavior in terms of instincts. Trait researchers would not start by trying to understand stinginess. Rather, they would try to determine whether stinginess is a trait. That is, they would try to find out if people who were stingy in one type of situation were also stingy in others. Then they might try to determine whether stinginess is a sign of a more basic trait like possessiveness. The main question for trait researchers is: What behaviors go together?

12. Suppose a person rated a "2" on the "friendly" scale described above. How might this person act at a party where he did not know anyone?

Gordon Allport: Identifying Traits (page 400)

Gordon Allport believed that a person's traits will be consistent in different situations. By studying words that describe personality in a dictionary, Allport created a list of traits. He defined common traits as those that apply to everyone. Individual traits are those that apply more to a particular person. Allport described three kinds of individual traits. A **cardinal trait** is a trait that is so strong in someone that the person seems almost identified with it. For example, Scrooge in *A Christmas Carol* almost defines stingy. *Secondary traits* are traits that tend to change, such as food and music preferences. These are less important. A *central trait* is one that best describes a person, such as shy, loyal, or generous.

- 13.** Think of two people you know. What do you think is the central trait for each person?

Raymond Cattell: Sixteen Trait Theory (page 401)

More recent trait researchers studied what Allport called *common traits*. They tried to measure how strongly different traits relate to each other. To do this, they used a complicated mathematical method called **factor analysis**. Using factor analysis, Raymond Cattell identified 46 **surface traits**. These are traits that someone can observe. He then found that some surface traits occur in clusters. He identified 16 **source traits**. These are traits at the core of personality. He believed that by measuring source traits, psychologists could predict people's behavior in certain situations.

- 14.** How are source traits different from surface traits?

Hans Eysenck: Dimensions of Personality (page 401)

Hans Eysenck concluded that there are two basic parts of personality. The first part is *stability versus instability*. This refers to how much control people have over their feelings. At the emotionally-stable end of this scale are people

who are easygoing, relaxed, and well-adjusted. At the instability end of the scale are people who are moody, stressed, and restless. The second part of personality is *extraversion versus introversion*. Extraverts are outgoing, active, lively people. Introverts are thoughtful, reserved, quiet, and not very social.

Years later Eysenck added a third part of personality, *psychoticism*. At one end of this scale are self-centered, aggressive people who act without much thought. People at the other end have what Freud labeled superego. They are sensitive, caring, and easy to work with.

15. If a scale rated extreme extroverts as a 1 and extreme introverts as a 10, how would you rate yourself? Why?

The Robust Five (page 401)

Over years, psychologists have shown that five traits appear again and again in different studies. These traits are called the “five robust factors.” (1) *Extraversion* is identified with warmth and being talkative and energetic. (2) *Agreeableness* means being sympathetic to others, kind, and trusting. (3) *Conscientiousness* identifies people who are responsible, organized, and dedicated to completing tasks. (4) *Openness to experience* describes people who are open-minded and willing to try new experiences and ideas. (5) *Emotional stability* identifies people who experience things easily without getting upset.

Think of each big five trait as a scale. Each trait has an opposite that is on the other end of the scale. For example, conscientiousness at one end includes responsible and dependable people. At the other end would be people who are careless and not dependable.

16. Describe a person who would be at the opposite end of the emotional stability scale.
