Big Five Personality Traits

O - C - E - A - N : Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism

Grew out of the Lexical Hypothesis which states that the fundamental elements of human personality should be encoded in our language. Factor analysis “extracted” these elements, or traits, from adjectives taken from the dictionary.

McCosta and McCrae’s NEO-PI-r is a popular commercial measure of the Big Five. Available from Sigma Assessments: http://www.sigmaassessmentsystems.com/assessments/neopir.asp

It measures the Big Five and six facets for each trait.

<table>
<thead>
<tr>
<th>Extraversion</th>
<th>Agreeableness</th>
<th>Conscientiousness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gregariousness</td>
<td>Straightforwardness</td>
<td>Self-discipline</td>
</tr>
<tr>
<td>Activity Level</td>
<td>Trust</td>
<td>Dutifulness</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Altruism</td>
<td>Competence</td>
</tr>
<tr>
<td>Excitement Seeking</td>
<td>Modesty</td>
<td>Order</td>
</tr>
<tr>
<td>Positive Emotions</td>
<td>Tendermindedness</td>
<td>Deliberation</td>
</tr>
<tr>
<td>Warmth</td>
<td>Compliance</td>
<td>Achievement Striving</td>
</tr>
</tbody>
</table>

Neuroticism

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Openness to new Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-consciousness</td>
<td>Fantasy</td>
</tr>
<tr>
<td>Depression</td>
<td>Aesthetics</td>
</tr>
<tr>
<td>Vulnerability</td>
<td>Feelings</td>
</tr>
<tr>
<td>Impulsiveness</td>
<td>Ideas</td>
</tr>
<tr>
<td>Impulsive hostility</td>
<td>Actions</td>
</tr>
<tr>
<td>Angry hostility</td>
<td>Values</td>
</tr>
</tbody>
</table>

Lew Goldberg developed pools of items for all sorts of traits. These items are freely available at his International Personality Item Pool website: http://ippori.org/ Goldberg’s version of the Big Five is often referred to as the Big Five Model. His measure of Openness is instead referred to as Intellect (your self-reported view of your intelligence). His measure does not have facets.


A single-item approach using Idiogrid is currently being tested by Dr. Grice and his students at Oklahoma State University. Thus far, the results look promising.
Raymond Cattell’s 16-PF (Personality Factors)


Sixteen Specific Dimensions of Personality
- Warmth (Reserved vs. Warm; Factor A)
- Reasoning (Concrete vs. Abstract; Factor B)
- Emotional Stability (Reactive vs. Emotionally Stable; Factor C)
- Dominance (Deferential vs. Dominant; Factor E)
- Liveliness (Serious vs. Lively; Factor F)
- Rule-Consciousness (Expedient vs. Rule-Conscious; Factor G)
- Social Boldness (Shy vs. Socially Bold; Factor H)
- Sensitivity (Utilitarian vs. Sensitive; Factor I)
- Vigilance (Trusting vs. Vigilant; Factor L)
- Abstractedness (Grounded vs. Abstracted; Factor M)
- Privateness (Forthright vs. Private; Factor N)
- Apprehension (Self-Assured vs. Apprehensive; Factor O)
- Openness to Change (Traditional vs. Open to Change; Factor Q1)
- Self-Reliance (Group-Oriented vs. Self-Reliant; Factor Q2)
- Perfectionism (Tolerates Disorder vs. Perfectionistic; Factor Q3)
- Tension (Relaxed vs. Tense; Factor Q4)

Five Global Factors
- Extraversion
- Anxiety
- Tough-Mindedness
- Independence
- Self-Control

Important Book:
Hans Eysenck’s P-E-N model
Psychoticism - Extraversion - Neuroticism

Commercially available from Edits software distribution: http://www.edits.net/EPQ-R.html

<table>
<thead>
<tr>
<th>Psychoticism</th>
<th>Extraversion</th>
<th>Neuroticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Sociable</td>
<td>Anxious</td>
</tr>
<tr>
<td>Assertive</td>
<td>Irresponsible</td>
<td>Depressed</td>
</tr>
<tr>
<td>Egocentric</td>
<td>Dominant</td>
<td>Guilt Feelings</td>
</tr>
<tr>
<td>Unsympathetic</td>
<td>Lack of reflection</td>
<td>Low self-esteem</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Sensation-seeking</td>
<td>Tense</td>
</tr>
<tr>
<td>Achievement-oriented</td>
<td>Impulsive</td>
<td>Moody</td>
</tr>
<tr>
<td>Dogmatic</td>
<td>Risk-taking</td>
<td>Hypochondriac</td>
</tr>
<tr>
<td>Masculine</td>
<td>Expressive</td>
<td>Lack of autonomy</td>
</tr>
<tr>
<td>Tough-minded</td>
<td>Active</td>
<td>Obsessive</td>
</tr>
</tbody>
</table>

One validity scale to detect unusual responding.
Auke Tellegen’s Multiple Personality Questionnaire (MPQ)

It is listed as “under development” at the University of Minnesota Press site: http://www.upress.umn.edu/tests/mpq.html

Eleven Primary Traits

- Personal Well-being
- Socially Potency
- Achievement Orientation
- Social Closeness
- Stress Reaction
- Alienation
- Aggression
- Control
- Harmavoidance
- Traditionalism
- Absorption

- Personal Distress
- Social Impotency
- Failure Orientation
- Social Aloofness
- Stress Tolerance
- Integration
- Agreeableness
- Impulsive
- Risk Taking
- Radicalism
- Separation

Three Second-Order Traits

- Positive Emotionality
- Negative Emotionality
- Constraint

Five Validity Scales are also included for detecting unusual responding.

Robert Cloninger’s Temperament and Character Inventory - Revised (TCI-R)

Cloninger’s model was originally developed around a bio-chemical model:

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Neurotransmitter system</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novelty seeking</td>
<td>Low dopaminergic activity</td>
</tr>
<tr>
<td>Harm avoidance</td>
<td>High serotonergic activity</td>
</tr>
<tr>
<td>Reward dependence</td>
<td>Low noradrenergic activity</td>
</tr>
</tbody>
</table>

His TCI-R incorporates these three temperaments and adds Persistence:
- Novelty Seeking
- Harm Avoidance
- Reward Dependence
- Persistence

He also adds three dispositions hypothesized to be related to overall well-being:
- Self-Directedness
- Cooperativeness
- Self-Transcendence

You can find more information about the test at:  [http://psychobiology.wustl.edu/joomla/](http://psychobiology.wustl.edu/joomla/)

<table>
<thead>
<tr>
<th>Novelty seeking</th>
<th>Harm Avoidance</th>
<th>Reward dependence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploratory excitability</td>
<td>Anticipatory worry</td>
<td>Sentimentality</td>
</tr>
<tr>
<td>Impulsiveness</td>
<td>Fear of uncertainty</td>
<td>Openness to warm communication</td>
</tr>
<tr>
<td>Extravagance</td>
<td>Shyness</td>
<td>Attachment</td>
</tr>
<tr>
<td>Disorderliness</td>
<td>Fatigability</td>
<td>Dependence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persistence</th>
<th>Self-directedness</th>
<th>Cooperativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagerness of effort</td>
<td>Responsibility</td>
<td>Social acceptance</td>
</tr>
<tr>
<td>Work hardened</td>
<td>Purposeful</td>
<td>Empathy</td>
</tr>
<tr>
<td>Ambitious</td>
<td>Self-Acceptance</td>
<td>Helpfulness</td>
</tr>
<tr>
<td>Perfectionist</td>
<td>Enlightened second nature</td>
<td>Compassion</td>
</tr>
</tbody>
</table>

Pure-hearted conscience
- Self-transcendence
- Self-forgetful
- Transpersonal identification
- Spiritual acceptance
Myers-Briggs Type Indicator (MBTI)

Created on the basis of Carl Jung’s theory of the psyche. This instrument is one of the most widely used questionnaires despite many psychologists’ negative attitudes toward Jung’s theory. It is widely used in marital counseling, career counseling, and industrial/organizational psychology.


Online “for fun” version can be found at: http://www.humanmetrics.com/cgi-win/JTypes1.htm
You can also take it at OSU’s Career Counseling Services. Although not based on Jung’s theory, a very similar approach is the Keirsey Temperament Sorter: http://www.keirsey.com/default.aspx

The MBTI measures four bipolar dimensions:
- Introversion - Extraversion
- Thinking - Feeling
- Sensing - Intuition
- Judging - Perceiving

These bipolar dimensions are crossed to create 16 types; e.g., ITSJ, EFIP, IFSP, etc. A brief summary of your type is presented with the test results.

Important Book:
Henry Murray's Psychogenic Needs

Everything below is copied from: http://allpsych.com/personalitysynopsis/murray.html

Needs

- Abasement: To surrender and accept punishment
- Achievement: To overcome obstacles and succeed
- Acquisition (Conservance): To obtain possessions
- Affiliation: To make associations and friendships
- Aggression: To injure others
- Autonomy: To resist others and stand strong
- Blameavoidance: To avoid blame and obey the rules
- Construction: To build or create
- Contrariance: To be unique
- Counteraction: To defend honor
- Defendance: To justify actions
- Deference: To follow a superior, to serve
- Dominance (Power): To control and lead others
- Exhibition: To attract attention
- Exposition: To provide information, educate
- Harmavoidance: To avoid pain
- Infavoidance: To avoid failure, shame, or to conceal a weakness
- Nurturance: To protect the helpless
- Order: To arrange, organize, and be precise
- Play: To relieve tension, have fun, or relax
- Recognition: To gain approval and social status
- Rejection: To exclude another
- Sentience: To enjoy sensuous impressions
- Sex (Erotic): To form and enjoy an erotic relationship
- Similance: To empathize
- Succorance: To seek protection or sympathy
- Understanding (Cognizance): To analyze and experience, to seek knowledge

Murray contended that environmental forces played a significant role in the exhibition of the psychogenic needs. He called the forces "press," referring to the pressure they put on us that forces us to act. He further argued for a difference between the real environmental forces, alpha press, and those that are merely perceived, beta press.

Three of Murray’s Psychogenic Needs have been the focus of considerable research: The Need for Power (nPow), Affiliation (nAff) and Achievement (nAch).

The need for Power refers to the desire or need to impact other people, to control or be in a position of influence. Careers that involve these aspects are better suited for high nPow people, such as teachers, psychologists, journalists, and supervisors. They don’t necessarily make the best leaders though. Research has found that those with high nPow are more likely to rate an employee higher if that employee has a tendency to schmooz or flatter the subject where those with low or moderate nPow rate employees the same. In this sense, those with high nPow would do well if they also had traits of self-control and objectivity.

The need for affiliation has a long history of research, and studies show that those with a high nAff often have a larger social circle. They spend more time interacting with other such as talking on the phone and writing letters, and they are more likely to be members of social groups or clubs. Those with high nAff are also more likely to get lonely than those low in nAff, so their need for affiliation may be related to their sense of self and their desire for external stimulation.

Those with a high need for achievement (nAch) demonstrate a consistent concern about meeting obligations and accomplishing tasks. They are, however, more focused on internal motivation rather than external rewards. For example, those high in nAch are more likely to value intelligence and personal achievement over recognition and praise.
### Abraham Maslow’s hierarchy of needs

http://psychology.about.com/od/theoriesofpersonality/a/hierarchyneeds.htm

### Eric Erickson’s stages of Psychosocial development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Basic Conflict</th>
<th>Important Events</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy (birth to 18 months)</td>
<td>Trust vs. Mistrust</td>
<td>Feeding</td>
<td>Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.</td>
</tr>
<tr>
<td>Early Childhood (2 to 3 years)</td>
<td>Autonomy vs. Shame and Doubt</td>
<td>Toilet Training</td>
<td>Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.</td>
</tr>
<tr>
<td>Preschool (3 to 5 years)</td>
<td>Initiative vs. Guilt</td>
<td>Exploration</td>
<td>Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.</td>
</tr>
<tr>
<td>School Age (6 to 11 years)</td>
<td>Industry vs. Inferiority</td>
<td>School</td>
<td>Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.</td>
</tr>
<tr>
<td>Adolescence (12 to 18 years)</td>
<td>Identity vs. Role Confusion</td>
<td>Social Relationships</td>
<td>Teens needs to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.</td>
</tr>
<tr>
<td>Young Adulthood (19 to 40 years)</td>
<td>Intimacy vs. Isolation</td>
<td>Relationships</td>
<td>Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.</td>
</tr>
<tr>
<td>Middle Adulthood (40 to 65 years)</td>
<td>Generativity vs. Stagnation</td>
<td>Work and Parenthood</td>
<td>Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.</td>
</tr>
<tr>
<td>Maturity (65 to death)</td>
<td>Ego Integrity vs. Despair</td>
<td>Reflection on Life</td>
<td>Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.</td>
</tr>
</tbody>
</table>