

UNIT 10- PERSONALITY
45 MC QUESTION TEST REVIEW

NAME: _____ DATE: _____ BLOCK: _____

1. Freud became interested in unconscious personality dynamics when he noticed that certain patients' symptoms
 - A) resulted from the physical abuse they received from their parents during childhood.
 - B) reflected an internal locus of control.
 - C) illustrated a reciprocal determinism.
 - D) made no neurological sense.
 - E) were passed down genetically.

2. Which of the following techniques was Freud most likely to use in an attempt to discover the hidden conflicts underlying his patients' symptoms?
 - A) factor analysis
 - B) free association
 - C) projective testing
 - D) fixation
 - E) unconditional positive regard

3. A psychotherapist instructs Dane to relax, close his eyes, and state aloud whatever thoughts come to mind no matter how trivial or absurd. The therapist is using a technique known as
 - A) fixation.
 - B) free association.
 - C) factor analysis.
 - D) hypnosis.
 - E) projection.

4. Freud believed that censored dream contents were
 - A) fixations.
 - B) free associations.
 - C) repressed.
 - D) traits.
 - E) defense mechanisms.

5. According to psychoanalytic theory, the part of the personality that strives for immediate gratification of basic drives is the
- A) id.
 - B) ego.
 - C) superego.
 - D) erogenous zones.
 - E) unconscious.
6. According to Freud's theory, the behavior of a newborn is controlled by
- A) the reality principle.
 - B) the ego.
 - C) the superego.
 - D) the id.
 - E) anal instincts.
7. Barry is a college freshman who seems more interested in partying with friends than studying, even though he is in danger of failing out of school. Freud would suggest that Barry's focus on present pleasures rather than on future success reveals
- A) the demands of the superego.
 - B) a focus on the erogenous zones.
 - C) an id-dominated person.
 - D) fixation in the oral stage.
 - E) displacement of aggressive impulses.
8. According to Freud's theory, the ego
- A) is the executive part of personality.
 - B) develops before the id.
 - C) operates on the pleasure principle.
 - D) is the major source of guilt feelings.
 - E) operates only on a conscious level.
9. The Oedipus complex is the term used by Freud to describe
- A) the erogenous zones that are the focus of the latency stage.
 - B) the passive dependence of someone who is orally fixated.
 - C) children's efforts to overcome feelings of inferiority.
 - D) boys' feelings of guilt and fear of punishment over their sexual desire for their mother.
 - E) girls' feelings of jealousy and superiority caused by their close relationships with their father.

10. According to Freud, boys are most likely to experience the Oedipus complex during the _____ stage.
- A) anal
 - B) phallic
 - C) oral
 - D) latency
 - E) regression
11. Ingrid is a married woman who pursues sexual gratification by means of kissing rather than through sexual intercourse. According to Freud, this illustrates a(n)
- A) Oedipus complex.
 - B) self-serving bias.
 - C) fixation.
 - D) projection.
 - E) rationalization.
12. According to Freud, defense mechanisms are used by the
- A) id to defend against the accusations and guilt feelings produced by the superego.
 - B) ego to prevent threatening impulses from being consciously recognized.
 - C) superego to prevent expression of sexual and aggressive drives.
 - D) id, ego, and superego in a repetitive sequence of internal conflicts.
 - E) unconscious to avoid the self-serving bias.
13. Freud suggested that slips of the tongue illustrate an incomplete
- A) fixation.
 - B) displacement.
 - C) rationalization.
 - D) projection.
 - E) repression.
14. Displacement refers to the process by which people
- A) offer self-justifying explanations in place of real, but unacceptable, unconscious reasons for action.
 - B) consciously express feelings that are the opposite of unacceptable, unconscious impulses.
 - C) disguise threatening impulses by attributing them to others.
 - D) retreat to behavior patterns characteristic of an earlier stage of development.
 - E) redirect aggressive or sexual impulses toward less threatening targets.

15. Which neo-Freudian theorist emphasized that personality development is strongly influenced by feelings of inferiority?
- A) Carl Jung
 - B) Gordon Allport
 - C) Karen Horney
 - D) Abraham Maslow
 - E) Alfred Adler
16. Karen Horney, a prominent neo-Freudian, disputed Freud's assumption that women
- A) have weak superegos.
 - B) suffer an Electra complex.
 - C) often experience learned helplessness.
 - D) have stronger sexual instincts than men.
 - E) never experience a phallic stage of development.
17. The Thematic Apperception Test is a(n)
- A) factor analytic test.
 - B) projective test.
 - C) personality inventory.
 - D) empirically derived test.
 - E) trait theory test.
18. The famous test introduced by Hermann Rorschach asks test-takers to respond to
- A) frightening pictures.
 - B) ambiguous stories.
 - C) meaningless inkblots.
 - D) incomplete sentences.
 - E) objective questions.
19. The humanistic perspective emphasized the importance of
- A) the self-reference phenomenon.
 - B) self-determination.
 - C) reciprocal determinism.
 - D) factor analysis.
 - E) free association.

20. Abraham Maslow suggested that those who fulfill their potential have satisfied the need for
- A) reciprocal determinism.
 - B) an external locus of control.
 - C) self-actualization.
 - D) unconditional positive regard.
 - E) an internal locus of control.
21. Which theorist emphasized that an individual's personal growth is promoted by interactions with others who are genuine, accepting, and empathic?
- A) Gordon Allport
 - B) Carl Jung
 - C) Carl Rogers
 - D) Sigmund Freud
 - E) Albert Bandura
22. Carl Rogers referred to an attitude of total acceptance toward another person as
- A) the spotlight effect.
 - B) unconditional positive regard.
 - C) self-actualization.
 - D) free association.
 - E) self-esteem needs.
23. Carl Rogers suggested that those who fall far short of their *ideal self* experience
- A) a self-serving bias.
 - B) a negative self-concept.
 - C) an external locus of control.
 - D) a weak superego.
 - E) an internal locus of control.
24. Humanistic theorists have been criticized for
- A) overestimating the impact of childhood experiences on adult personality.
 - B) underestimating the inconsistency of behavior from one situation to another.
 - C) overestimating the degree of similarity among people.
 - D) underestimating the inherent human capacity for destructive and evil behaviors.
 - E) overestimating the value of empirical tests.

25. Trait theorists are more concerned with _____ personality than with _____ it.
- A) predicting; assessing
 - B) describing; explaining
 - C) changing; analyzing
 - D) interpreting; observing
 - E) enhancing; measuring
26. The Myers-Briggs Type Indicator classifies people according to personality types identified by
- A) Gordon Allport.
 - B) Carl Jung.
 - C) Albert Bandura.
 - D) Carl Rogers.
 - E) Abraham Maslow.
27. Martin is optimistic, impulsive, excitable, and restless. In terms of the Eysencks' basic personality dimensions, he would be classified as
- A) external-dependent.
 - B) manic-depressive.
 - C) unstable-extraverted.
 - D) passive-aggressive.
 - E) internal-mesomorphic.
28. A personality inventory that utilizes only those items that have been shown to differentiate particular groups of people is called a(n) _____ test.
- A) factor analytic
 - B) self-report
 - C) aptitude
 - D) projective
 - E) empirically derived
29. The MMPI is an example of a(n)
- A) projective test.
 - B) personality inventory.
 - C) inkblot test.
 - D) self-esteem test.
 - E) humanistic test.

30. Frida was informed by a professional palm reader: "You generally communicate openly with others, but you have certain dark secrets that even your closest friends could never guess." The fact that Frida was impressed by the palm reader's insight into her personality best illustrates
- A) the self-reference phenomenon.
 - B) the Barnum effect.
 - C) the spotlight effect.
 - D) an external locus of control.
 - E) unconditional positive regard.
31. The *Big Five* is the term currently used to refer to basic
- A) psychosexual stages.
 - B) defense mechanisms.
 - C) trait dimensions.
 - D) sensory modalities.
 - E) reaction formations.
32. Which of the following Big Five trait dimensions is most descriptive of an individual who is organized and disciplined in managing his or her work?
- A) extraversion
 - B) agreeableness
 - C) conscientiousness
 - D) openness
 - E) candidness.
33. People are especially likely to demonstrate an increase in _____ during their twenties.
- A) conscientiousness
 - B) extraversion
 - C) openness
 - D) emotional instability
 - E) reaction formation
34. People who score high on the Big Five trait dimension known as _____ are also more likely to earn better high school and university grades.
- A) extraversion
 - B) neuroticism
 - C) agreeableness
 - D) conscientiousness
 - E) sublimation

35. People who score high on the Big Five trait dimension of _____ tend to use more adjectives in their e-mail communications.
- A) neuroticism
 - B) conscientiousness
 - C) agreeableness
 - D) extraversion
 - E) verbosity
36. The humanistic perspective is to Abraham Maslow as the social-cognitive perspective is to
- A) Gordon Allport.
 - B) Carl Rogers.
 - C) Alfred Adler.
 - D) Albert Bandura.
 - E) Carl Jung.
37. According to Bandura, reciprocal determinism involves multidirectional influences among
- A) mind, body, and behavior.
 - B) thoughts, emotions, and actions.
 - C) behaviors, internal personal factors, and environmental events.
 - D) id, ego, and superego.
 - E) learned helplessness, locus of control, and optimism.
38. The social-cognitive perspective emphasizes the interactive influences of our traits and our
- A) temperaments.
 - B) situations.
 - C) fixations.
 - D) self-concepts.
 - E) genes.
39. Randy's substandard academic performance is both a result and a cause of his feelings of academic inferiority. This best illustrates the importance of
- A) self-serving bias.
 - B) the Barnum effect.
 - C) reciprocal determinism.
 - D) the self-reference phenomenon.
 - E) reaction formation.

40. In the long run, people who practice self-regulation through physical exercise and time-managed programs experience an increase in
- A) unconditional positive regard.
 - B) self-transcendence.
 - C) the spotlight effect.
 - D) self-control.
 - E) reaction formation.
41. Learned helplessness is MOST likely to be associated with
- A) self-serving bias.
 - B) an external locus of control.
 - C) the false consensus effect.
 - D) unconditional positive regard.
 - E) the spotlight effect.
42. Paula expects that diligent study will enable her to earn good grades on her tests. Paula's belief best illustrates
- A) self-serving bias.
 - B) the spotlight effect.
 - C) an Electra complex.
 - D) unconditional positive regard.
 - E) an internal locus of control.
43. Laura fails to recognize any connection between her unsafe sexual practices and the likelihood of contracting a sexually transmitted infection. Laura's lack of perceptiveness best illustrates the dangers of
- A) free association.
 - B) the self-reference phenomenon.
 - C) the spotlight effect.
 - D) an external locus of control.
 - E) unconditional positive regard.
44. An individual who perceives an internal locus of control would most likely show signs of a
- A) weak id.
 - B) strong id.
 - C) weak ego.
 - D) strong ego.
 - E) weak superego.

45. Julio believes that no matter how hard he works, the “system” is so biased against his ethnic group that he will be unable to achieve economic success. Julio's thinking most clearly demonstrates

- A) displacement.
- B) reaction formation.
- C) the self-reference phenomenon.
- D) an external locus of control.
- E) the spotlight effect.

46. FREE RESPONSE QUESTION:

You are talking quietly with some friends at a restaurant when all of a sudden a new student at your school, Dave, sits down at your table. Dave immediately starts to tell a loud, funny story to everyone at the table while he gobbles French fries from your plate. Use the following theories to explain or describe aspects of Dave's behavior:

- Reaction formation
- Trait theory
- Maslow's hierarchy of needs
- Reciprocal determinism
- Operant conditioning
- Drive-reduction theory
- Incentive theory

Answer Key

1. D
2. B
3. B
4. C
5. A
6. D
7. C
8. A
9. D
10. B
11. C
12. B
13. E
14. E
15. E
16. A
17. B
18. C
19. B
20. C
21. C
22. B
23. B
24. D
25. B
26. B
27. C
28. E
29. B
30. B
31. C
32. C
33. A
34. D
35. D
36. D
37. C
38. B
39. C
40. D
41. B
42. E
43. D
44. D
45. D

46. Point 1: Reaction formation: Students should explain that Dave's outgoing behavior may be caused by the defense mechanism reaction formation. If Dave has unconscious feelings and anxieties about being inadequate, not entertaining or not liked, his ego may try to reduce these unconscious negative anxieties by causing him to react in the opposite way, like telling the loud story at the table (reaction formation). Dave exhibits these extremely outgoing behaviors because unconsciously he is anxious about being liked and fitting in.

Point 2: Trait theory: Students should explain that trait theorists would describe Dave's behavior by identifying specific personality traits (categories of behavior or disposition) that describe the behavior. Specifically, students should identify the trait of extraversion (outgoing, social behaviors) as describing Dave's behavior well.

Point 3: Maslow's Hierarchy of needs: Students should explain that applying Maslow's hierarchy of needs could help explain Dave's behavior. The hierarchy of needs predicts that people will act to satisfy the next level of needs. Dave's safety and physiological needs may be satisfied, so his outgoing behaviors may be explained by his desire to satisfy the next level of needs on the hierarchy: belongingness and love needs. Dave may be telling funny stories to make sure he is included and accepted by the social group. Alternatively, students could use the hierarchy of needs to explain Dave's eating behavior: Dave was trying to satisfy his physiological need of hunger by stealing the fries.

Point 4: Reciprocal determinism: Students should explain that Dave's behavior could be explained through reciprocal determinism: this behavior may result from the interaction of three factors—the behavior itself, internal cognitive factors, and environmental factors. Students need to point out that these factors all affect one another. For example, Dave's storytelling behavior at the table (behavior) could cause some people to laugh (environmental factor), and Dave might interpret this laughter as positive and accepting (internal cognitive factor), which in turn encourages Dave to continue with the story. Alternatively, students could use reciprocal determinism to explain Dave's behavior of stealing French fries. The French fries look appetizing (environmental factors) and Dave doesn't think you will mind if he steals some (internal cognitive factor) and this encourages him to steal the fries (behavior). Your reaction (environmental factor) may influence whether he continues to steal the fries.

Point 5: Operant conditioning: Students should explain that operant conditioning could explain Dave's storytelling behavior through positive reinforcement. If the people at the table laugh at Dave's joke, he may continue or repeat the story-telling behavior because it was rewarded with laughter. Alternatively, students could explain Dave's fry-stealing behavior through positive reinforcement: Dave steals a fry, is rewarded by the taste of the fry, and is likely to steal another fry because of the positive reinforcement.

Point 6: Drive-reduction theory: Students should explain that drive-reduction theory predicts that people's behavior is aimed at reducing physiological needs (drives). It is likely that Dave was hungry (physiological need); he stole French fries because this

physiological hunger need created an aroused state, and Dave was motivated to steal the fries in order to reduce this drive.

Point 7: Incentive theory: Students should explain that incentive theory could explain Dave's fry-eating behavior. Incentive theory explains that we are not only motivated by drives (see drive-reduction theory), we are also motivated by incentives, which are positive or negative stimuli that attract us or cause us to avoid an action. The French fries may have looked and smelled delicious and encouraged Dave to steal the fries through this incentive.