

Personality – How do You and Others See You(rself)?

Curriculum outcomes

Students will:

- evaluate the dimensions that make up the BIG 5 model of personality
- explore a personality assessment tool
- evaluate factors that contribute how people see themselves as opposed to how other see them
- evaluate the level of agreement between self-ratings of personality and ratings of self by others
- explore possible reasons for discrepancies between self-ratings of personality and ratings of self by others

Activities:

Go to this BIG 5 Personality test site (<http://www.truity.com/test/big-five-personality-test>) and complete the BIG 5 personality test there. When you complete the measure, you can skip the questions about your political and social issue views if you do not want to complete them and you do NOT need to create an account with the site to “save” your responses just click the “show me my results” link and then **cut and paste your profile from the web page into a Word document**. Next, ask a friend, relative or classmate, someone who knows you pretty well, to go to the BIG 5 Personality test site and complete the test rating YOU rather than themselves. Have them copy their results and give them to you.

1. Look over your own self-ratings and see if they make sense to you. What dimensions are you high on? Which are you low on? Which are you in the middle on? Think about what each personality dimension involves and think about whether your scores on the Big 5 dimensions fit with that what *you* think you are like?
2. Look over your friend’s ratings of you and compare their ratings to your own. Describe how similar/different the ratings are. Where are they close? Where are they not so close?
3. For the personality dimensions where your self-ratings and your friend’s ratings of you are different, discuss why you think this might be. Be sure, in your discussion to talk about what these differences might suggest about the nature of personality and personality assessment. You can ask your friend some questions about their ratings and include this in your discussion if you would like.
4. Indicate if there are any things you might think about differently in relation to personality and to your ratings of yourself and others as a result of this experience.

Interpretation Notes:

The feedback or scores you get from the personality measure are provided as **percentile scores** which means that the score you get on a dimension indicates the percentage of the general population that has a score *lower* than you on that dimension.

So, for example, if your score on the Extroversion dimension is 80, this indicates that 80% of the population scores lower than you on that dimension (or is *less Extroverted* than you). The descriptions provided under the scores/results graph will help you sort out what high and low scales on each scale reflect. For example, low scores on the Extroversion (E) dimension (below 50) reflect Introversion.

Another interpretive point is that scores in the middle ranges of a dimension (say between 25 and 75) tend to reflect individuals whose behavior in that dimension or area of social behavior is somewhat more flexible potentially variable depending on the social situations one finds oneself in. So, if someone's Extraversion score is over 75 (like the 80 noted above) they would more likely look and act like an Extrovert ALL THE TIME as compared to someone with an Extroversion score of 55 whose behavior would bounce around a bit more from the Introversion to the Extroversion side of the dimension depending on the situation.

Evaluation Rubric (out of 20)

Criteria	Excellent (4)	Good (3)	Needs Some Work (2)	Incomplete (1)
Discussion Questions 1 and 2: Personality Profiles reviews (10)	Scores are presented in a clear and concise way to compare both ratings. There is good discussion of the direction and relative magnitude of the differences between the rating sets.	Scores are presented in a clear and concise way and compared for similarities and differences.	Scores are presented with some data missing or misrepresented.	Scores are not presented or are presented with no discussion, comparisons or interpretive elaboration.
Discussion Question 3 – Accounting for Differences (5)	Areas of similarity and difference are highlighted and discussed in detail. Possible explanations for the similarities or differences are provided.	Areas of similarity and difference are highlighted and discussed in detail. No explanation for the similarities and differences is provided.	Limited comparison of similarities and differences is provided.	Insufficient information regarding similarities and differences is provided.
Discussion Question 4 (5)	Clear discussion of some of implications of differences in self-versus other ratings of personality for theories of personality and for social interaction.	Some discussion of some of implications of differences in self-versus other ratings of personality for theories of personality and for social interaction.	Limited discussion of some of implications of differences in self-versus other ratings of personality for theories of personality and for social interaction.	Insufficient discussion of some of implications of differences in self-versus other ratings of personality for theories of personality and for social interaction.