

order to pick up nine-tenths of the cases, we have to adopt such a low cut-off that we have to misdiagnose a lot of normal individuals as neurotics. The same situation occurs in many other selectors hope to reduce the number of failures, they do so only at the cost of accepting a large number of potentially successful students (cf. Figure 1). It should be noted that all the above criticisms of the validity of our test or procedure are in the range. In practice, however, tests often are used with criteria, so that they work better, it is true. Ratios and cut-off points than at others. While some form of non-parametric statistics that check the value of the test, it does not do away with the value depends greatly on the assumptions that this value depends greatly on the assumptions. Another statistical condition of the above argument is preting aptitude and achievement test scores. The generality of the population studied (cf. Figure 2) has implications in the personality field have been probably because we seldom have very detailed information of range on personality variables for a group of neurotics than in an unselected sample. College-student Subjects than in the population of mental and differential validities. Cronbach and Gleser pointed out that in many decision situations, considering only the validity of a test is not enough. Certain information is often very useful, such as age, education, social class, and experience, and these items by themselves

3	15
5	75

THE CONCEPT OF VALIDITY

making good predictions. Any additional specialized technique should therefore make contributions over and above this information and this implies that the non-overlap of the technique with previous information is as important as, or more important than, its own correlation with the criterion. Thus an intelligence test may show better correlations than Rorschach or interview judgments with vocational suitability. Yet the intelligence test may merely cover much the same ground as the level of education achieved, whereas the Rorschach or the interview may throw light on quite independent qualities and therefore be more useful, provided it is not overweighted in the prediction equation. (We have already touched on this point in connection with the Stereotype and Differential Accuracy of personality judgments.) This is particularly likely to happen in situations involving differential prediction, i.e. distinguishing candidates suitable for one type of work from those suitable for another, or in differential diagnosis of patients. Here the value of a selection instrument is the highest of its correlation with the other: and its independence from other predictors is crucial. Thus interests tests are generally more useful than ability tests in predicting relative success at different university courses, although their correlations with good grades may be low. For interest in science is likely to be negatively correlated with interest in Arts, and to correlate more strongly with science than with Arts grades. Whereas achievements in the two types of course, and aptitude tests for such courses, are all likely to show substantial positive correlations. Again, then, we might expect the clinical interviewer or projective tester, who can judge complex patterns of personality characteristics, to be at an advantage over the psychometric with his limited battery of objective predictors. However, this is offset, as we have seen, by the rarity of particular patterns and, of course, by the distortions arising from his 'built-in' personality biases, stereotypes and halo.

Sequential and adaptive treatments. Cronbach and Gleser too are responsible for demonstrating that the worth of tests or other procedures depends on the way their results are applied. In general the traditional irreversible or once-for-all selection is better avoided, since it is more efficient to narrow down a decision progressively or sequentially. This is already common practice in educational placement and elsewhere. Thus students take a variety

Personality Tests And Assessments Psychology Revivals

Philip E. Vernon



Personality Tests And Assessments Psychology Revivals:

Personality Tests and Assessments (Psychology Revivals) Philip E. Vernon, 2014-01-27 Originally published in 1953 this book provided the first comprehensive account of methods of personality assessment by a British author. It starts with a short survey of personality theory pointing out the difficulties in any method of testing or assessment. Next it describes the weaknesses of the common interview method. Throughout the emphasis is on methods which are usable in educational or vocational guidance and selection, not on methods which are mainly of scientific interest. Thereafter it takes up each main type of technique: tests based on physique or psychological measures; on expressive movement such as gestures and handwriting; tests of behaviour including War Office Selection Board, house party methods, ratings and rating scales, questionnaires, and so-called projective techniques. The evidence for or against each test or method is surveyed and numerous references provided for relevant literature. Illustrative excerpts are given of many of the more promising tests, and some pictorial illustrations. British work in this field at the time is covered completely, and an attempt is made to provide a fair summary of the main contributions of American and other psychologists of the day.

Personality Assessment (Psychology Revivals) Philip E. Vernon, 2014-01-27 Originally published in 1964 the aim of this book was to analyse the psychological processes involved in understanding personality and to consider how the psychologist could help in making more accurate assessments. Professor Vernon discusses in detail the scientific status of psychoanalytic and other depth theories of motivation, the value of different types of psychotherapeutic treatment and counselling, the influence of upbringing on the development of personality and the effectiveness of projective techniques. He also examines the reasons for the highly variable results obtained with personality tests and questionnaires. As well as providing a balanced review of theories of personality and of various types of test, this work made a fresh contribution to developing improved techniques of assessment.

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Personality Paul Kline, 2015-06-11 Originally published in 1983 and written in the tradition of the British School of Psychology, Spearman, Burt, Eysenck, Cattell, this book from a well-known author was exceptional at the time in its attempt to wed quantification and psychological theory in the study of personality. The student is presented with a discussion of the different methods of measuring personality and the various findings which have been made. The results are then discussed in

the light of psychological theories of personality and here the author stresses the need for a theory with a properly quantified bias. However, the emphasis on findings from measurement and not the measurement itself makes the book psychological truly about personality and not simply another text on psychological measurement.

Psychological Testing and Assessment Ronald Jay Cohen, Mark E. Swerdlik, Douglas K. Smith, 1992. This is a careful and thoroughly updated revision of the most highly acclaimed and successful undergraduate text in testing over the last fifteen years. PSYCHOLOGICAL TESTING AND ASSESSMENT examines the philosophical, historical, and methodological foundations of psychological testing, assessment, and measurement while helping students appreciate their benefits and pitfalls in practice.

Personality Structure and Measurement (Psychology Revivals) Hans J. Eysenck, Sybil B.G. Eysenck, 2013-11-26. Originally published in 1969, this book deals extensively with the description and measurement of personality. Beginning with a statement of the principles of typological research in psychology set against the background of general taxonomic principles in biology, the study discusses in detail results and generalisations from the Eysencks' previous work. The second part of the book describes several large-scale studies using personality questionnaires prepared by the authors as well as the standard ones of Cattell and Guilford. There is a comparative study of the Eysenck, Cattell, and Guilford inventories which analyses the degree to which similar factors can be found in these three instruments and discusses areas of agreement and disagreement between the three authors. The third part deals with personality studies in children and includes a chapter on personality structure in subnormal subjects. These studies are concerned with discovering the extent to which personality structure changes with increasing age and to what extent it is possible to measure personality in younger children. They also examine sex differences in personality structure and show quite marked differences between the sexes on a number of primary personality traits. The results of the Eysencks' work in this field directed new light on the structure of personality and cast doubt on many widely accepted findings of the time.

The Practice of Psychological Assessment Norman Tallent, 1992. This volume examines psychological assessment and psychological assessors as an indissoluble combination in the professional enterprise of understanding individuals for defined and useful purposes. Extremely practice-oriented, the book deals with the nuts and bolts of tests and testing, observing and interviewing, theories of tests and measurement, personality theory, classification, ordering, data, and applications involved with selecting and formulating meaningful psychological information. The book includes helpful guidelines to practice approaches and strategies.

Psychological Monographs, 1962. **A Handbook of Test Construction** Paul Kline, 2015-06-03. Psychological tests provide reliable and objective standards by which individuals can be evaluated in education and employment. Therefore, accurate judgements must depend on the reliability and quality of the tests themselves. Originally published in 1986, this handbook by an internationally acknowledged expert provided an introductory and comprehensive treatment of the business of constructing good tests. Paul Kline shows how to construct a test and then to check that it is working well. Covering most kinds of tests, including computer-presented tests of the time.

Rasch scaling and tailored testing this title offers a clear introduction to this complex field a glossary of specialist terms an explanation of the objective of reliability step by step guidance through the statistical procedures a description of the techniques used in constructing and standardizing tests guidelines with examples for writing the test items computer programs for many of the techniques Although the computer testing will inevitably have moved on students on courses in occupational educational and clinical psychology as well as in psychological testing itself would still find this a valuable source of information guidance and clear explanation

Theories of Personality Susan C. Cloninger, 2000 This engaging text provides an overview of major classic and current theories of personality integrating clear explanation of theory with the latest research It features an up to date evaluation of the scientific status of theoretical assertions and related currently important research topics and brings theories to life through the interpretation of illustrative biographies NEW Expanded discussions e g the recovered memory controversy empirical research by Rosen et al on Jungian archetypes Jung as a cult phenomenon early memories in terms of how they vary cross culturally racial identity narcissism and current research attachments in adulthood religious orientations suppression and social constructivism and postmodernism Organized by theoretical perspective With introductions to each of the six perspectives explaining clearly how the perspective is distinctive Critical thinking questions at the end of each chapter provoke critical thinking

Individual Psychological Assessment Richard Jeanneret, Rob Silzer, 1998-07-08 A Unique Resource for a State of the Art Practice Presented by the Society for Industrial and Organizational Psychology this is the first and only work to offer readers a comprehensive look at individual psychological assessment as currently practiced in business environments Here you will examine the best methods and techniques now in use You will see how assessment is being used to alter organizational cultures and achieve specific business goals You will discover a framework you can use to make your own practice state of the art And you will benefit from thought provoking discussions on issues vital to the field s continued success as well as informed predictions for its future All of which makes this an essential resource any person concerned with individual psychological assessment should possess

Psychology Leslie Swartz, Cheryl De la Rey, Norman Duncan (Ph. D.), 2004 This is a solid foundational undergraduate text written from a fresh and innovative perspective The text is divided into ten sections covering various key theoretical areas in psychology There are 41 chapters written by contributors representing universities across South Africa and in the United States and UK A golden thread narrative is written by psychologist Kerry Gibson at the beginning of each chapter linking the concepts explained to the southern African scenario

Personality Assessment Lewis R. Aiken, 1999 This highly regarded book is a survey of concepts methods procedures and materials concerning the assessment of personality It emphasizes the means and methods of assessment but theories research and issues concerning human personality that have influenced psychological assessment are also considered The book is designed primarily for use in a one semester course on personality assessment at the upper undergraduate or beginning graduate level It is also appropriate

to combine the book with lectures or readings on personality theories and research or with material on cognitive assessment
Further more it can be used in courses on personality or in a comprehensive course on psychological testing and assessment

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
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