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The identification of social giftedness in young adolescents

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THE IDENTIFICATION OF SOCIAL GIFTEDNESS IN YOUNG

ADOLESCENTS

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THE IDENTIFICATION OF SOCIAL GIFTEDNESS

IN YOUNG ADOLESCENTS

"Time, the avenger! unto thee I lift
My hands, and eyes, and heart, and
crave of thee a gift."

From: 'Childe Harold'
        by Lord Byron.

ACKNOWLEDGEMENTS

S U M M A R Y

The thesis presented is that just as there is high

ability - 'giftedness or 'talent' - in the cognitive, creative,

and psychomotor domains of human ability, there is also high

ability in the psychosocial domain.

After explaining why the terms 'gifted' and

'talented' were not to be used at this stage in the research, a

definition of 'high social ability' was presented as the

working definition for the research. An explanation was given

for the choice of age range for the research.

The research design is specified, using a revised

version of the Delphi Technique. Characteristics of high social

ability are generated and validated using a wider audience.

These are then used to generate individuals selected by peers

as having high, and not so high, social ability. Case studies

are then undertaken to tease out personality characteristics

linked to high social ability. Finally, the Hogan Personality

Inventory is used to provide a further profile of each

individual used for case study.

Throughout the work a wide range personality theories are presented. An attempt is made to extract relevant points from each theorist relating to social ability and to link it to the characteristics that were generated. In order to present the 'zeitgeist' for each theory, and in order to help understanding, brief biographies are presented.

Work by Jarecky (1975) on the socially able is considered and comment is made on his findings in the light of the structure and findings of this research. The final chapter draws together the generated characteristics, the case data, data from the Hogan Personality Inventory, and that generated from the literature. Conclusions are presented.

Please Note

            References used in each chapter and any appendix relating to a chapter will be found at the end of that particular chapter. This has been done for the convenience of the reader to save having to search through a mass of material at the end of the thesis.

C O N T E N T S

INTRODUCTION

Some twenty-five years ago, as a young and newly qualified teacher, I came across two boys whom I considered to be rather unusual. Derek's father had been in the armed forces and because the family had moved around from posting to posting, his schooling had been far from adequate. He was obviously backward and had behavioural problems. I quickly found that he was interested in drama and soon he appeared in a school play. His grasp of dramatic texts was amazing and the slightest nuance in production was remembered without a problem. This was very different to his behaviour in the classroom. When he asked me to prepare him for auditions for the National Youth Theatre, I readily agreed. He participated in one of their summer seasons and later went on to achieve international success on the stage.

John was similar to Derek in that he had behavioural problems at school and yet showed great ability in some subjects. Most staff were wary of him as he was capable of causing havoc in the classroom. However, John and I got on

well. Whilst there were mounting stories from colleagues of his classroom disruption, there was never any problem with me. It was only when the Head informed me that he intended to expel John, that I realized the stories were true. John came to see me to ask if I would intervene with the Head and allow him to take 'O' level English a year early. This I did and he gained a grade A. From Boys' Service in the Royal Air Force he served as a mercenary in Biafra and on returning to Great Britain he set up his own company selling government surplus stock. Today he is a millionaire.

Those two pupils, whose cases are reported in Devon L.E.A.'s "Find the Gifted Child" (1977), set me thinking about the nature of ability, its identification and the teaching strategies used. In this way I grew more and more interested in what educationalists term the 'gifted'. (Smith,1982). I also saw in these two individual, and in others who had marked ability, that there was more to the 'gifted' than just high academic ability.

Men of letters throughout the centuries have recognized the existence of those in our society who possess

outstanding ability as valued by that society. Plato in his "Republic" speaks of men of gold and how it is necessary to identify them, nurture them, and then use them to provide his society with leaders. St. Paul (Corinthians 12:4) recognizes the existence and the value to society that those endowed with ability have. The English Public School system served to educate those with outstanding ability but there was no systematic attempt to identify able individuals until the development of the intelligence test at the turn of the century. As Vernon (1977,p3) observes, "Naturally the system of school organization varied greatly from one country to another; but they did allow the most able to rise to the top, even though they obviously provided few opportunities for 'mute inglorious Miltons' from the great mass of the peasant and working-class population."

In Russia under the Tsars there were special schools where those with outstanding ability were educated, amounting to 7% of the population. (Bereday,1960). And even after the revolution ".... the search for intelligence and talent among the toiling masses' became a new objective."

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(Bereday,op.cit.p58). When in 1957 the Russians surprised the world by launching the first Sputnik and demonstrated that they had the technology as a nation, and by inference the able minds to provide this technology, it was clear that their search for talent has 'paid off'.

This achievement shocked the western world, in particular the United States of America, who assumed that they had failed to produce sufficient engineers and scientists with creative ability. "The handful of embarrassed American officials who, in the first hours of Sputnik 1's flight, sought to laugh it off or dismiss it as fancy, inconsequential toy, should be pitied rather than scorned for their flagrant blindness - not merely for failing to appreciate the significance of Sputnik itself, but for their stubborn unwillingness to concede the realities of Soviet scientific advance, devotion to research, and concentration of resources to a single purpose." (Gunther,1958:p22).

Criticisms were made of the American education system. (Albin,1963;Graham,19840). In New Zealand the inadequacies of the education system in identifying the most

able was criticised. (Duncan,1961;Parkyn,1964). In Great

Britain, we were slower to face the challenge of identifying

high ability. Auriol Stevens (1980:p59) wrote: "The country is

short of skilled craftsmen and technicians as well as

successful industrial managers and producers. We are, it seems,

very unsuccessful at producing these people...... It has a

school system which could produce clever young people familiar

with practical and applied skills. But whenever they even raise

the question about what that education should contain, they are

accused of trendiness, romanticism and lowering standards."

  To be fair, in Britain we have made some attempt

since the events of 4th. October, 1957 to identify and educate

the most able in our school population. Newland(1976,p30) shows

how the literature on 'giftedness' has increased since that

time.

Figure .1.

Abstracted literature in the area

of the gifted, 1927–1965.

(Adapted from Albert, 1969.)
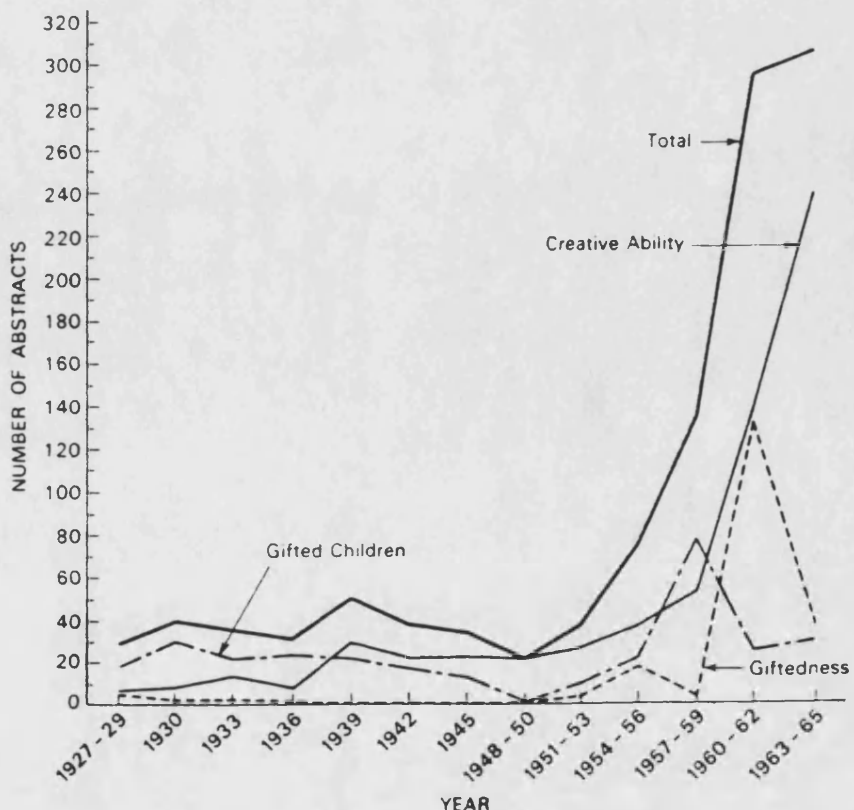
The implication is that identification has also increased, but there is little hard evidence to support this. Bridges (1969; 1975),Ogilvie (1973),Gibson and Chennells (1976), H.M.I. (1977), Painter (1977), D.E.S. (1977;1979), Burden(1979), Freeman(1979), have added to the understanding and education of pupils of high ability. However, as Stevens(1980) has pointed out, there has been an over concentration on certain aspects of high ability at the expense of others. This research is an attempt to go some way to remedy this.

In my experience in teaching in secondary schools, as well as in further and higher education, and as a result of my literature searches, there appears to be a neglect of the psychosocial aspects of development. Fig.2, on page 7, shows the four areas of human development, and whilst the cognitive, creative and psychomotor areas are covered adequately in the literature on the 'gifted', except for leadership, there is little in the psychosocial area. Why should this be so?

One of the factors that has led us to concentrate on the cognitive, creative and psychomotor aspects of human

Figure 2.

PSYCHOSOCIAL
• Leadership
• Altruism
• Empathy

CREATIVE
• Music
• Art / Crafts
• Drama
• . . .

COGNITIVE
• General intellectual ability
• Specific academic aptitudes

PSYCHOMOTOR
• Movement skills – Sport
• Mechanical dexterity
• Non-discursive

AREAS OF SPECIAL ABILITY

This indicates what I would define as the gifted pupil who has a potential all-round ability.

Areas of talent or above average ability. These areas can overlap to a greater or lesser extent according to the degree of ability displayed.

N.B. It is assumed that the individual possesses with above average ability all four areas of ability.

Adapted from a model by Renzulli (1978)

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ability is the development of testing and assessment in these

areas, particularly in the field of intelligence. It was Binet,

the French psychologist, who may be credited with discovering

an appropriate way to measure intelligence or mental ability.

(Carroll,1982). As to a definition of intelligence, Butcher

(1975) remarks that there are as many definitions as there are

psychologists. In the 1920's Terman and Thorndike in the United

States of America, and Burt and Thomson in Britain constructed

objective group tests of intelligence. What is generally

acceptable, and highlights the point I am attempting to make,

is that there is a general factor 'g' (Spearman,1927) and tests

have been designed to identify major group factors 'v:ed' and

'k:m'.(Vernon,1971).(See figure 3 on page 9.)

The general factor 'g' may be divided into two major

group factors of 'v:ed', the verbal-educational-numerical

factors, and 'k:m', the practical-mechanical-spatial-physical

factors.Tests have been constructed to identify many of the

minor group factors but not all are so easily identified.

"Other factors, broadly classifiable under the headings of

personality and motivation, must, one would suppose, be of

equal total importance, but in spite of attempts to demonstrate

their usefulness in prediction..... they remain in general so

elusive, variable and multifarious that, even in combination,

their practical predictive efficiency is lower than of general

intelligence." (Butcher,1975:p274).

Figure 3.

g

Vi ed   Major Group Factors   k : m

Minor Group Factors

Specific Factors
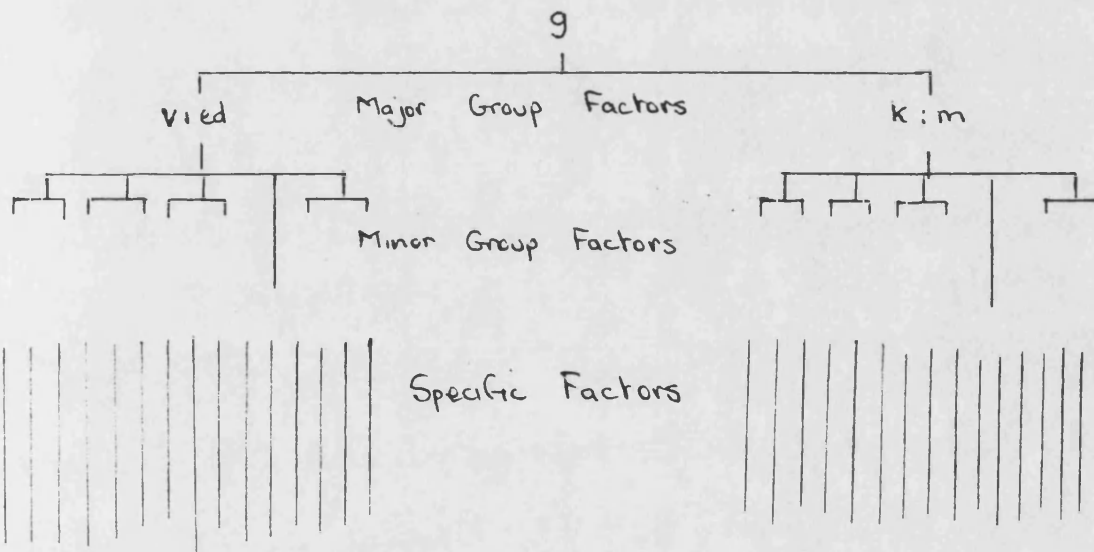
Hierarchical Structure of Human Abilities
Vernon P.E. (1971)

The availability of tests in certain areas, I would

argue, has led to an emphasis on those areas of high ability

which may be reasonably accurately tested or which manifest

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themselves in terms of pure ability. This would explain why

the cognitive, creative, and psychomotor domains of human

development have provided such fruitful grounds for writers and

researchers on 'giftedness'. Apart from leadership,

(Urwick,1957;McGregor,1966;Vroom,1973;Argyris,1976;Schein,1985)

the psychosocial area has proved barren ground.

Hollingworth (1931:p195) in an article in the

Baltimore Bulletin on Education defined 'giftedness' in terms

of the top 1% of the juvenile population in general

intelligence which provides "power to achieve literacy and to

deal with its abstract knowledge and symbols." Terman (1925)

also viewed the gifted from the point of view of a high I.Q.,

but Burt (1975:p189), whilst using I.Q. tests himself, saw that

'giftedness' did not only encompass intellectual ability. "But

intelligence is by no means the sole criterion to be adopted in

deciding who are the gifted individuals. Special abilities and

disabilities, and above all the relevant traits of temperament

and character, must also be taken into account." Ogilvie

(1973:p86) develops the view that 'giftedness' cannot always be

recognised through I.Q. tests but "Where no recognised tests

exist it can be assumed that the subjective opinion of originality and imagination displayed would be the criteria we have in mind."

Witty (1952:p270) remarks that "Perhaps it would be well to enlarge our concept of giftedness to include all children whose performance in worthwhile types of endeavour is constantly remarkable." If we accept this, then we might argue that those individuals who 'socialize' (see page 22 for further discussion) very ably may also be termed 'gifted'. And this brings me to the question of terminology in the area of high ability. "At times," observes Newland (1976:p40), "educators have used 'academically talented' as a euphemism for 'mentally superior' or 'gifted', because they believe the latter might be regarded as derogatory of those not so characterized." Whilst it is difficult to distinguish between the 'talented' and the 'gifted', I believe that it is not impossible. Clearly, it is essential for the purposes of this research in order not to pre-empt any findings.

An interesting model which attempts to clarify relationships between the various areas of human development is

to be found on page 7. (Renzulli,1978). The four areas of

human development - cognitive, psychomotor, creative, and

psychosocial - are seen as overlapping and thus explaining the

complex individualism that is the human being. The circles of

overlap may extend to a large or small extent and this would

explain, in part, individual differences. The 'gifted' are seen

as combining overlap from all circles (the shaded area) and

this explains the all-round abilities to which Terman (op.cit.)

and others have made reference. Vernon (1977:p50) remarks that

"Certain children, we have seen, are gifted chiefly in some

special area or type of ability rather than being all-rounders

with high I.Q's." Thus, the model defines the 'gifted' as

having an all-round ability which may be manifest through I.Q.

tests, and the 'talented' as having a limited share of high

ability within the range of specified human development.

The term 'giftedness' used in this research proposal

on the title page is used according to the common parlance in

educational circles. It is an all-embracing term used in the

literature to identify those individuals who are considerably

more able. The term used within the text of this thesis,

however, has a specific meaning relating to a cluster of abilities found within a very small group of the population. The concept of 'talented' refers in this thesis to a larger group who have rather less abilities. In order not to pre-empt any findings the term 'high social ability' will be used to embrace both the gifted and the talented. It is expected that the research will be able to identify whether high social ability is a 'gift' and part of all-round ability, or a 'talent' and one of a limited group of abilities.

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C H A P T E R 1.

Designing the Research

My thesis is that just as there is high ability manifest in academic, creative, and physical activity, there is high ability in the social field. "Social giftedness probably depends more on the social environment than do other forms of talent. This type of giftedness is fairly well fixed after middle childhood and is stable enough and measurable enough, as well as important enough, to be included in a program for gifted children." (DeHaan and Havighurst, 1975:p34).It is reasonable to suggest that social ability is somewhat dependent on the social environment, but this research will investigate such a claim further. It is interesting that social ability is more or less fixed in middle childhood; this research assumes that social ability has at least settled by the age of eighteen but probably extends slightly in later years.

In a paper on "Precocious Social Development", Abroms

and Collins (1977) stress the importance and implications of high social ability. Ritchie (1982) in an article in the "Gifted Child Quarterly" concurs with Abroms and Collins and in a letter from the National Association for Gifted Children, the need for research in this area is highlighted. (Appendix A.) In my own work with the gifted and talented, and after many years of teaching in schools and in further and higher education, I have come across a number of individuals who are socially very able.

It is interesting to read Toffler (1970:p46) on the subject of social ability. He argues that lasting social interactions are a thing of the past and "What is becoming increasingly important is the capacity for adaptation." Within the business field Warner and Abegglen (1963:p62) argue that "the most important component of the personalities of leaders is and will be the ability to easily relate themselves to others." Willings (1980) in his work on the creatively gifted emphasizes the need to identify those who are socially able within our society.

But what do we mean by 'the socially able', or 'high

social ability'? Is it etiquette and manners? Is it the ability

to turn heads when entering a room? Is it the ability to lead a

group of individuals? In the case of this research it is not

manners, charisma or leadership. It may include these but that

is not the starting point.

The problem with the word 'social' is that it has

distinct cultural connotations. The Shorter Oxford Dictionary

(1982) defines the word as "Capable of being associated or

united to others" or "Expressive of or proceeding from

sympathy-Pope, Odyss XVI 236" or "Inclined or disposed to

friendly intercourse or converse - Jane Austin,'Emma'". The

word has developed cultural implications which clearly present

a view of certain accepted patterns of behaviour. Allport

(1924:p123) sums it up clearly. "In order to be adapted to

civilized society a man must not only be sensitive to the

social objects about him; he must also develop permanent habits

of response which are in accord with the necessities of group

life. Such developments may be called the socialization of the

individual. It consists of a modification of the original and

purely prepotent reflexes through instruction received in the

social environment."

A working definition of 'social ability' needs to be what Eysenck (1971) call 'culturally fair'. To achieve this end, or as closely as possible, I have adapted two definitions from the literature. DeHaan (1958) in his work on social leadership uses the expression "The social interaction among individuals and groups" and Jarecky (1975) in his work on the socially able uses "The exceptional capacity to form mature and productive relationships with peers and adults." Combining these two expressions, the following definition evolves: **The exceptional capacity to form mature, productive relationships and develop effective social interactions among peers and others.** It is this definition which will be used throughout the research when reference is made to social ability.

There are a number of advantages from using this definition. Firstly, the use of the words 'capacity' and 'productive' provides for the possibility that social ability has a covert as well as an overt character. In order to be manifest in an individual, it may be that the opportunity or vehicle for display needs to be present before that individual

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shows the capacity. This links with the concept of overt and

covert giftedness. Dewey (1922) saw social development in terms

of moral development. Roedell (1982) argues that high

intellectual and moral ability does not necessarily manifest

itself in well developed social behaviour. One of the

weaknesses of Kohlberg (1981) is that knowing and reasoning

that a pattern of behaviour is right or moral does not

necessarily produce moral behaviour. (See Erickson,1983;

Weinreich-Haste, 1983). The potential for well developed social

behaviour may exist but it may only be manifest when the right

opportunity arises. The definition takes account of this in

that the capacity for high social display may be present but

may not be displayed for lack of opportunity. There is a

suggestion here that social ability may correlate with

intelligence.

Lake (1985:p474) argues that ego strength is a

measure of personal and social competence ".. defined as the

ability to interact effectively with the environment and to

perform its adaptive tasks:eg. perceiving and interpreting

external and internal reality accurately, making sound

judgments, based on awareness of personal needs and behavior, and anticipating probable consequences." If social ability is linked to intelligence in some way, whether it is phylogenic or ontogenic, makes no difference to possible findings as the definition does not lay foundations as to the nature of intelligence, or to moral behaviour, or to the basis of the personality.

Thirdly, the definition is 'culturally fair' in that the 'productive relationships' and 'social interactions' are not specified. With this definition it is possible to use individuals from any cultural background as social conventions are not specified and the terminology is value free. This would seem to concur with Erikson's (1950) belief in universal norms, providing that the selection of individuals with high social ability is executed against criteria that are cross cultural where the 'culturally fair' intention holds true.

Given the definition of high social ability as that exceptional capacity to form mature, productive relationships and develop effective social interactions amongst peers and others with an aim to identify the characteristics of social

giftedness (high social ability) in young adolescents, the following objectives seem to emerge:

1. To prove the existance of high social ability and to identify its characteristics .

2. To make some form of comparison with the findings of Jarecky (op.cit.)

3. To execute an in-depth study of a small sample of socially able individuals.

4. To identify and/or construct a device or devices which will readily identify those individuals with high social ability.

My major problem was to find some way of identifying the characteristics of high social ability with the express intention of maintaining the culturally fair approach. The second problem was to identify individuals who have some concept of what, for them, high social ability would mean given the definition that had been constructed. Taking the second problem first, it would seem sensible to use individuals who in their daily lives are selecting others on the basis of social competence. That would seem to suggest personnel managers in

business areas where social interaction is an important part of the job, and teachers who frequently are assessing pupils on social criteria for the purposes of employment.

One of the groups most conscious in selecting individuals on the basis of social ability are hotel managers. Venison (1983:p133) identifies this skill and notes that those they select should not only interact with their colleagues in the most effective way possible, but also interact effectively with their guests. Rothman (1978:p52) remarks that "The socially perceptive person is warm, affectionate, sympathetic and socially involved, socially aware but detached, introspective, introverted and cool."

A further consideration was concerned with the possible differences in concept between what mature adults might consider to be effective social interactions and what adolescents might consider. Jarecky (op.cit) used adult perceptions only using a culturally loaded method. In any case, Hogan and Garvey (1976) have indicated that social ability has not settled by the age of thirteen and this is confirmed by Ritchie (op.cit.) It would be sensible, therefore, to use

Fig 3.

HIGH SOCIAL ABILITY - PILOT SCHEMES

VIABILITY OF THE DELPHI TECHNIQUE

Does the Delphi Technique serve the criteria of the research?

HOTEL AND
CATERING
STUDENTS
FROM THE
SOUTH DEVON
COLLEGE
N = 12

HOW SHOULD THE QUESTION BE ASKED?

GROUP OF
MANAGERS
A
N = 30

GROUP OF
MANAGERS
B
N = 30

What do you consider to be
characteristics of an
individual who has very well
developed social ability?

What do you consider to be
the characteristics of an
individual in the 16 - 19 age
group who has well developed
social ability?

A SERIES OF
STATEMENTS
INDICATING
DISPLAYS OF HIGH
SOCIAL ABILITY

pupils in the 17 - 22 age group in the research where one can

assume that their social ability has settled and where they

have some self-awareness. However, one has to accept that

social ability develops to some degree throughout life.

It would be advisable, therefore, to set up two

independent groups of respondents and to compare their

findings. (See fig.3.page 27). The research tool used would

have to be piloted in order to identify any problems. Group

sizes were to be thirty as one had to consider the quantity of

data to be handled by a single researcher and the statistical

viability of that data. (Mehrens and Lehmann,1978;Cohen and

Holliday,1982.).

The identification of a 'tool' to collect individual

perceptions was not easy. A questionnaire, however carefully

constructed, identified the parameters of perception of the

constructor and can easily lead the respondent to respond in

the way the constructor wishes rather than giving the real

views of the respondent. The 'tool' needed to be sufficiently

open to provide for creative thought processes. An open

questionnaire so easily becomes problematic in terms of

collation of information. (Cohen and Manion,1980; Berdie,1974; Youngman,1978). In the final analysis, the most suitable 'tool' for the purposes of the research was the Delphi Technique. (Delbecq, Van de Ven and Gustafson,1975).

The Delphi Technique

The technique was developed by Dalkey (1967) and his associates at the Rand Corporation of America. It is a "method for the systematic solicitation and collation of judgments on a particular topic..." (Delbecq et al op. cit.). It draws on expert opinion and is creative in character. "This technique replaces direct debate by a carefully designed program of sequential individual interrogation.... interspersed with information and opinion feedback derived by computed consensus from the earlier parts of the program... Both the inquiry into the reasons and subsequent feedback of the reasons adduced by others may serve to stimulate the experts into taking into due account considerations they might through inadvertence have neglected, and to give due weight to factors they were inclined to dismiss as unimportant on first thought." (Helmer,1968:p5).

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Figure 4 shows diagrammatically how the technique works. There are four stages. The information is collected from the experts (1), it is then analysed and summarized (2) and then fed back (3) to the expert. This is done until such time as there is consensus of views or until the conflicting views are clearly identified.

Figure 4.
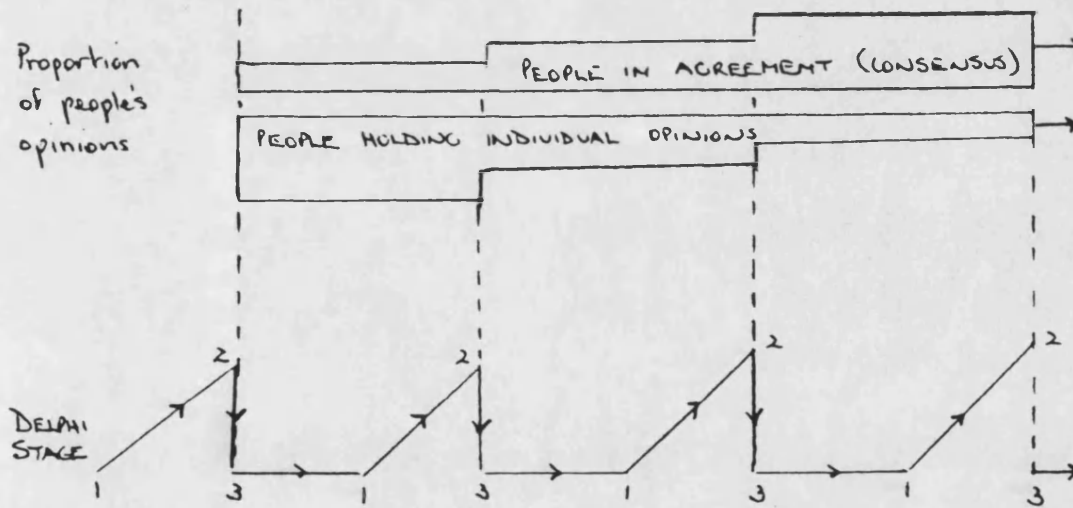
<u>Piloting the Delphi</u>   The technique was first used for

this research with a group of twelve students in a College of

Further and Higher Education where the students had an average

age of nineteen years.They were all training to be hotel and

catering managers. They were asked: "What characteristics would

you say a person has if they are very able socially both in

respect to their job and in their private life?" After some

initial discussion with members of the group over exactly what

was meant by 'social ability' each was provided with a copy of

the definition used in the research. They all worked

independently of each other although they did know who was in

the group. There was a 41.6% return. The analysis and collation

of the data in Phase 1 (See Appendix B for the question.) was

undertaken and this became the basis for Phase 2. Some

statements, whilst being worded differently, were expressing

the same thing. In this case, only one of the statements was

included. Where the emphasis was slightly different, then both

or all statements were retained.

A list of statements from Phase 1 is to be found on

page 32.

Pilot Research using the Delphi Technique

Phase 1   List of Characteristics (not in order of importance)

Pleasant and agreeable

Willing to listen

Happy disposition

Very effective communicator - eloquent

Treats everyone the same way

Kindly

Amusing and witty - sense of humour

Self-confident

Balance between extrovert and introvert

Ability to gauge mood and attitude of others - tactful

'Constant' character

Ability to maintain a façade of co-operation with individual and/or group

Ability to change mood to fit situation

Knows own ability and limitations

Maintains a neutral stand in relation to personal values

Open-minded to others point of view

Wide interests - intelligent

Broad-minded; not offended by opinions of others

Attempts to understand others

Able mixer

Good appearance

There is no significance in the order they are presented. It became clear that if twenty-one statements were generated by five returns then a large number of respondents would produce such a mass of statements as to be almost unmanageable for one researcher. Where possible original wording of each statement was to be retained. Where there was to be a compilation then it should not be left just to the prejudice of the researcher but result in a further opinion, and preferably a consensus opinion. It was arranged that when the mainstream research was undertaken a group of individuals be asked to help with the collation and any compilation of statements. Members of the Bath University Gifted Child Research Group kindly agreed to undertake this task.

Phase 2 consisted of the twenty-one statements being fed to the respondent who was asked to weight each on a three point scale A - C. (See Appendix C). An analysis sheet was drawn up (Appendix D.) but there were found to be problems. There was a difficulty in analysis, the sheet was difficult to administer, it was not easy to interpret the weightings, there was a greater degree of choice needed and no allowance was

made for unknown or unequal choices. I decided to re-submit a

Phase 2b with a different weighting system. The five point

scale, using a weighting system of 5 - 1 (See Appendix E.),

enabled the respondent to consider carefully his own

perceptions and those of others, and where certain, to make a

clear choice for or against, but to defer judgment where there

was uncertainty. As before, the five respondents worked

independently. The Phase 2b analysis sheet is shown in Appendix

F. A median score of fifteen or less was deemed as indicating

that the statement was not really important.

Only seventeen statements were used in Phase 3 of the

research. (See Appendix Gi;ii). Looking at the pattern of

weighting, where there was a balance between 1 - 2 and 3 - 4

this was deemed to be a negative response and thus the

statement was rejected for the next phase. In Phase 4 there

were only thirteen statements included and Appendix Hi;ii shows

the results of that phase. As in the previous phase, where

there is a balance between 1 - 2 and 3 - 4 weighting, then this

was deemed as a negative response and the statement was

rejected. The remaining eleven statements are reproduced

over the page.

It is evident from this pilot research that there were a number of problems associated with the Delphi Technique. The major problem is that of time. It is quite obvious that the process of sending out, collecting, analysing and re-submitting to the respondent is time consuming. There is also little control over the efficiency of the respondent in getting back responses when required. A second problem is one of interpretation of both directions and statements of other respondents. However, for the purposes of the research, there are a number of advantages:

1. Working in isolation from other respondents, each respondent thus puts forward his perceptions without being pressurized by any other respondent.

2. The responses of other participants may serve to stimulate perceptions not at first considered. (In the technique there is an opportunity at every stage to add further statements to the list.)

3. Anonymity may be maintained if so desired.

4. A framework is provided which may help some individuals to

Pilot Research of Delphi Technique - Final Statements

Pleasing and agreeable

Willing to listen

Having a happy disposition

Eloquent - an effective communicator

Self-confident

Able to gauge mood and attitude of others - tactful

Able to maintain co-operative relationships with individuals in the group

Able to change mood to fit each situation

Knows own ability and limitations

Open-minded to points of view of others

Able to mix

work.

5.   Each respondent has time to consider his responses before

submission.

Weighing up the problems with the advantages, the technique was

a useful 'tool' for the purposes of the research.

Piloting the Question

As I mentioned earlier when describing piloting the

Delphi Technique, there was a possible problem of perception

between what was high social ability in an adult and what it

was in the 17 - 22 year old age group. In order to identify any

possible difference in perception I decided to have two matched

groups of manager respondents and to ask the question in a

slightly different way. One group was asked "What do you

consider to be characteristics of an individual who has very

well developed social ability?" and the other group was asked

"What do you consider to be the characteristics of an

individual in the 17 - 22 age group who has very well developed

social ability?". A covering letter of explanation was sent.

(See appendix Ji,ii and iii). The managers were dispersed all over the country from Scotland to the South West, and from the Midlands to South Wales. Within the group of sixty managers there were those in large multinationals and those who ran the small one-man-band. Specialisms ranged through solicitors, estate agents, hotels and restaurants, manufacturing, the police, heavy machinery hire, quarrying, theatrical agents,retailing, food production, banking, and a number of others. The British Institute of Management were most helpful in the construction of this group of managers.

Managers are busy people and, as I have already mentioned, the Delphi Technique does take time both from the point of view of the respondent and the researcher. Responses were slow in coming in and I had to send out a letter of reminder (Appendix K) and telephone a number of respondents. However, I did get a 100% response eventually with forty-six different statements from one group and thirty-eight from the other. Details are presented on pages 39 -44. Although wider in their perceptions, there is a strong parallel between the adult responses and those of the students who piloted

the Delphi Technique.

The Bath University Gifted Child Group duly met to collate and make decisions about composite statements. The group was organized in four teams of four. They were given fifteen statements each and then their work was 'moderated' at a top table by one representative from each group. This resulted in the list of statements shown. My thanks must be expressed to the Group for giving their time as the task would have taken many hours of my time without them.

In line with the principles of the Delphi, the agreed statements were then fed back to the respondents with a covering letter. (Appendix L i,ii, and iii)

Questionnaire A

Research Statements - Phase 1

1. Able to communicate verbally.

2. Able to communicate in writing.

3. Has a pleasing appearance.

4. Has acceptable behaviour and manners.

5. Popular and friendly.

6. A sympathetic listener.

7. Possessing a sense of humour.

8. Displays qualities of honesty, integrity and loyalty.

9. Has a good record of punctuality.

10. Sympathetic involvement with others.

11. Ability to act judiciously.

12. Well informed and educated.

13. Has an outgoing personality.

14. Has leadership qualities.

15. Holds moderate views.

16. Able to adapt to different situations.

17. Displays a positive mental approach.

18. Has a pleasing and happy personality.

19. Has plausibility.

20. Has a balanced attitude to giving.

21. Has empathy and sympathy.

22. Able to establish rapport.

23. Can create mutual understanding and trust by asking, telling, listening.

24. Able to communicate through body language.

25. Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.

26. Aware of the dangers of psychological and emotional barriers.

27. Able to delegate.

28. Has good organisational skills.

29. To emanate energy and enthusiasm.

30. Shows consideration rather than being self-centred.

31. Able to foresee and circumvent problems.

32. Is self-sufficient.

33. Willing to participate in 'team type' activities.

34. Ability to consider and handle many disparate factors.

35. Even tempered.

36. Able to accept fun being made at his/her expense.

37. An optimist as against a pessimist.

38. Has respect for other people's standing in the
community.

39. Has no dirty habits.

40. Is determined to keep well informed.

41. Has experienced a wide range of social, work and leisure
activities in life.

42. Free from obnoxious odours and habits.

43. Able to entertain without being brash.

44. Has encouragement from parents.

45. Aware of current affairs locally, nationally and
internationally.

46. Lives within own rules - does not need approval from
others.

Questionnaire B

Research Statements - Phase 1

1. Of above average intelligence.

2. Would probably have some highly developed talent.

3. Fashionably dressed but not trendy.

4. Has charisma.

5. Sexually confident.

6. Middle of the road views.

7. Ability to communicate with all social groups and ages.

8. Has varied interests.

9. Physically and mentally active.

10. Competitive.

11. Tolerant and patient when faced with the unfamiliar.

12. Ability to use experience to deal with new and changing circumstances.

13. A reasoned but not necessarily compliant attitude to social norms.

14. Courteous and well spoken.

15. Has leadership qualities.

16. Useful knowledge of local surroundings.

17. Able to express own opinion.

18. Self confident.

19. Has the ability to listen.

20. Has a sense of responsibility.

21. Has a stable personality.

22. Tends to be quietly spoken.

23. Is more politically aware than peers.

24. Extrovert.

25. Open and friendly disposition.

26. Considerate to others.

27. Reliable.

28. Honest and trustworthy.

29. Has a sense of humour.

30. Able to draw on and use personal knowledge and experiences.

31. Appreciates good food and drink.

32. Criticises constructively rather than destructively.

33. Has an awareness and interest in current affairs.

34. Is punctual.

35. Has the ability to accept constructive criticism.

36. Has encouragement from parents.

37. Has the guts to keep going.

38. Has an understanding of monetary values.

Job Types within Management Response Groups

Group A	Group B
Head of Research	Aviation Consultant
Solicitor	Granite Merchant
Estate Agent	Publisher
Police Inspector	Productions Operations Manager
Theatrical Agent	Advertising Agent
Plant Hire Director	Chief Engineer
Production Control	Flatlet Operator
Shop Manager	Management Consultant
Personnel Director	Marble Merchant
Stockbroker	Garage Owner
Managing Director	Dentist
Bookseller	Bank Manager
Printer	Building Society Manager
Process Research Manager	
Butcher	Sex Differences:
	Males: 54
	Females: 6

Questionnaire A was dealing with the perceptions in adults and

questionnaire B with perceptions in the 17 - 22 age group.

Feedback came rather slowly, as would be expected, but after a

number of phone calls a 100% response was managed. The

weighting system used, a five point scale, had emerged in the

piloting of the Delphi Technique. Table 1 in Appendix Mi shows

the analysis of the A questionnaire, and Table 2 in Appendix

Mii shows that of the B questionnaire. It will be noticed that

there is an analysis of the pattern of rating included in the

tables. This is done in order to distinguish between statements

that had equally low totals but where there was not a consensus

from the respondents. For example, items 33 and 34 have totals

of 91 but there is a lower rating for item 33 by most

respondents than there is for item 34. On this basis, item 34

is given the benefit of the doubt and item 33 is excluded from

the next phase of the procedure.

The third submission of the questionnaire was

operated as previously except two slightly different letters of

explanation were sent out. (See Appendix Ni and Niii). This was

done in order to provide the respondent with a little extra

<u>Figure 5.</u>

Proportion of people's opinions

PEOPLE IN AGREEMENT (CONSENSUS)

PEOPLE HOLDING INDIVIDUAL OPINIONS

Delphi stages used
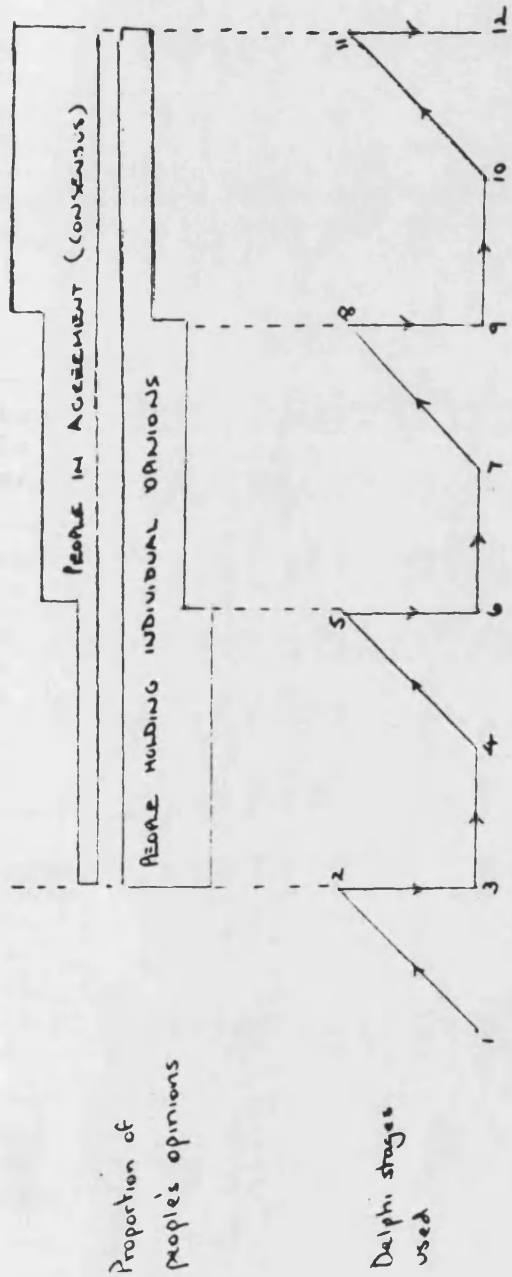
<u>OPERATION</u>

Stage

1 – 2   Collection of perceptions of high social ability from five groups of businessmen relating to (a) adult population and (b) 16–19 age group. [Phase 1]

2 – 3   Analysis and collation.

3 – 4   Feedback to groups with request to weight on five point scale.

4 – 5   Weighting by each individual businessman and return. [Phase 2]

5 – 6   Analysis and collation with some statements being omitted in next stage

6 – 7   Feedback to groups with request to weight on five point scale.

7 – 8   Weighting and return by each businessman. [Phase 3]

8 – 9   Analysis and collation with some statements being omitted

9 – 10   Feedback to groups with a request to rank order top ten statements. [Phase 4]

10 – 11   Rank ordering and returned by businessman.

11 – 12   Analysis and collation of final lists of statements.

Adapted from

Harris and Bell (1961)

- 46 -

Figure 6.

Phase 3 statements grouped and compared according
to emphasis/meaning

Questionnaire A.	Questionnaire B.
Able to communicate verbally. Able to express own opinion.	Able to communicate with all social groups and ages. Able to establish rapport.
Can create mutual understanding and trust by asking, telling and listening. A sympathetic listener.	Has the ability to listen.
Displays qualities of honesty, integrity and loyalty.	Is punctual. Has a stable personality. Honest and trustworthy. Reliable. Has a sense of responsibility.
Possessing a sense of humour. Able to accept fun being made at his/her expense.	Has a sense of humour.
Displays a poitive mental approach. An optimist as against a pessimist.	Self-confident.
Has a pleasing and happy personality. Has an outgoing personality.	Has charisma.
Has acceptable behaviour and manners. Has no dirty habits. Free from obnoxious odours and habits.	Courteous and well spoken. A reasoned but not necessarily compliant attitude to social norms.
Able to forsee and circumvent problems. Ability to act judiciously. Able to adapt to different situations.	Able to use experience to deal with new and changing circumstances.
Sympathetic involvement with others. Shows consideration rather than being self-centred.	Tolerant and patient when faced with the unfamiliar. Considerate to others.
ropular and friendly.	Open and friendly disposition.
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode. Has empathy and sympathy.	Criticises constructively rather than destructively. Has the ability to accept constructive criticism.

Able to emanate energy and enthusiasm.	Physically and mentally active.
Well informed and educated. Aware of current affairs locally, nationally and internationally. Has experienced a wide range of social, work and leisure activities in life.	Has varied interests. Has an awareness and interest in current affairs. Of above average intelligence.

feedback. I considered that respondents might be getting rather

tired with the process and feel rather isolated. Some form of

motivation was perhaps required and that such information would

continue their commitment. This approach did work as there was

again a 100% response but it was getting more difficult to

achieve. After an analysis of the responses, as seen in

Appendix Oi and Oii, the responses were then compared as Table

5 (Appendix Oiii) shows.

Table 5 shows that there are a number of statements

that are the same or very similar. It is also clear in the

pattern of weighting that the respondents are not eager to omit

many of the statements. Table 6 on pages 47 - 48 is an attempt

to group the statements in a general way in order to see what

broad basis of characteristics are emerging from the research.

There would seem to be thirteen possible major groupings.

Whilst the groupings are arbitrary, they are, nevertheless,

most interesting. Communication, the ability to listen, a sense

of humour and a pleasing personality are present. Being

reliable and responsible, a keen mind, empathy, and being

Emergent Themes resulting from Inspection

of Present Data

Verbal ability

Intelligence

Empathy

Psychological health

Self confidence

Judicious behaviour

An open disposition

secure are also present. It is evident that certain common characteristics are emerging as indicated on page 50.

In theory, the Delphi Technique continues until there is a sufficient consensus. By this it is meant that more than likely there will be an agreement to differ over some statements and a consensus on others. By phase 3 it would appear that some form of consensus had been reached, but also respondents were getting tired. This was indicated by the difficulty I had in getting a response from some respondents. I decided to operate a phase 4 as (a) the technique was working as intended, (b) some form of consensus was emerging, and (c) there was an indication that whatever way the question was asked the statements achieved were similar. (See figure 5 on page 46).

As there was an emergent consensus and a possible grouping of statements, I decided to ask respondents to rank order a final list of ten statements. The number of ten was chosen on the basis of the work undertaken by Kline (1983) who states that "... nine categories are about the maximum that an individual can hold in his mind." The method of rank ordering,

specified in the covering letter (Appendix Pi-Pv) is based on

the work of Huber and Delbecq (1972) and involves a choice of

the most favoured and then the least favoured, then the second

most favoured and the second least favoured and so on. In this

way judgment is being made between extremes and is more

accurate. I also decided to provide a list of my groupings

where I felt there were similarities. This would possibly help

when making choices by focussing attention. After a letter of

reminder,(Appendix Pvi), and a number of phone calls, a 100%

response was yet again achieved. The final results may be seen

in Appendix Qi - Qii.

The final statements from Phase 4 are to be found

over the page. Group A produced twenty-six statements, and

group B produced twenty-three. By a process of simple

inspection and a great deal of thought the two groups may be

combined to form eleven common areas of agreement. Much depends

on interpretation, but I would argue that some common 'themes'

do emerge and these parallel the eleven areas found on page 36

from the original pilot research. They are:

Questionnaire A.   "What do you consider to be characteristics of an
individual who has very well developed social ability?"

Rank order:

1. Able to communicate verbally.
2. Displays qualities of honesty, integrity and loyalty.
3. Can create mutual understanding and trust by asking, telling and listening
4. Possessing a sense of humour.
5. Able to adapt to different situations.
6. Has experienced a wide range of social, work and leisure activities in lif
7. Able to emanate energy and enthusiasm.
8. Has a pleasing and happy personality.
9. Has acceptable behaviour and manners.
10. Well informed and educated.
11. Shows consideration rather than being self-centred.
12. Able to establish rapport.
13. Responds appropriately to emotional and reasoned appeals received and
    appeals to others in the appropriate mode.
14. Has empathy and sympathy.
15. Displays a positive mental approach.
    Has an outgoing personality.
17. A sympathetic listener.
18. Aware of current affairs locally, nationally and internationally.
19. Sympathetic involvement with others.
    Able to forsee and circumvent problems.
21. Ability to act judiciously.
    An optimist as against a pessimist.
23. Popular and friendly.
24. Free from obnoxious odours and habits.
25. Able to accept fun being made at his/her expense.
26. Has no dirty habits.

Questionnaire B.   "What do you consider to be the characteristics of an
individual in the 16 - 19 age group who has very well developed social ability'

Rank order:

1. Able to communicate with all social groups and ages.
2. Has the ability to listen.
3. Has a sense of humour.
4. Honest and trustworthy.
5. Self-confident.
6. Of above average intelligence.
7. Criticises constructively rather than destructively.
8. Able to use experience to deal with new and changing circumstances.
9. Has the ability to accept constructive criticism.
10. Open and friendly disposition.
11. Has a sense of responsibility.
    Physically and mentally active.
13. Able to express own opinion.
14. Tolerant and patient when faced with the unfamiliar.
15. Considerate to others.
    Courteous and well spoken.
17. Has a stable personality.
18. Reliable.
19. A reasoned but not necessarily compliant attitude to social norms.
20. Has charisma.
21. Has an awareness and interest in current affairs.
22. Has varied interests.
23. Is punctual.

Pleasing and agreeable.

Willing to listen.

Having a happy disposition.

Eloquent - an effective communicator.

Self-confident.

Able to gauge mood and attitude of others - tactful.

Able to maintain co-opertative relationships with

individuals in the group.

Able to change mood to fit each situation.

Knows own ability and limitations.

Open-minded to points of view of others.

Able to mix.

It is interesting to compare the responses from this

group of sixty managers with the group of students used in the

pilot research. (See page 36) There is considerable agreement

between the groups. As a result of piloting both the Delphi

Technique and the form of the question asked, the following

points could now be answered:

1. The Delphi Technique was a suitable 'tool' for the purposes of identifying statements relating to the characteristics of high social ability.

2. Large amounts of data could and had been handled satisfactorily resulting from this technique.

3. It had been demonstrated that there were a cluster of characteristics which appeared to be relating to high social ability.

4. These characteristics were perceived by a rather narrow group and needed to be validated by a wider audience.

Twenty-six statements have now been identified as possibly being characteristics of high social ability. Inspection of those twenty-six statements shows that they may be grouped to parallel the eleven statements generated in the earlier pilot research.

Two things need to happen before any further progress can be made in the research. The first thing is a literature search to ascertain if there is support in the literature for the characteristics identified in the research. Secondly, when

the identified statements are confirmed or not by the

literature, then some form of validation of those statements by

a more diverse audience needs to take place. Whislt the

statements were generated by a reasonably large group of

respondents, that group was narrow in terms of its

representation of general opinion. The question now arose

whether a cross-section of the public would confirm what the

'experts' had identified. The next stage would be an evaluation

exercise using a diverse and large sample.

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APPENDICES

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G C | 1 South Audley Street, London W1Y 5DQ (Regd office) Telephone: 01-499 1188

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29 February 1984

David Smith, Esq
Oakwood
Lower Warberry Road
Torquay, Devon

Dear Mr. Smith,

Thank you for your letter telling me about your research into the
"Identification of the characteristics of social giftedness". I do, indeed,
know David Farrar, who helped us with our survey on the training of teachers
in this field two years ago.

You have chosen a very interesting and little-known aspect of this field
of study. Over the last two years, I have been challenged at least three times,
by a local politician and two teachers, and have found it difficult to believe
that there is no such thing as social giftedness. In our case, I gave examples
of what I meant and emphasised the importance of supporting children who
include this, with other gifts.

I am afraid I can offer little financial help. Even the funds previously
available to help needy children between the ages of 9 and 12, have now been
handed over to another Trust, to relieve the administrative pressure on this
office. I can only suggest that you continue asking the educational foundations,
with whom you are familiar, the Department of Education and Science and the
DHSS, who are the only people likely to help you in your research (apart from
the University of Bath, to which you are particularly attached).

I wish you well in your studies and in your search for funds.

Yours sincerely,

FRANK SHERWOOD

Phase 1.   Code:

        Thank you for agreeing to take part in the research.

        In the space below write as many statements as you are
able answering the following question.

        What characteristics would you say a person has if they
are very able socially both in respect to their job and in their
private life?

Phase 2A

The following list consists of the total differing responses made to my question relating to the characteristics of high social ability. My thanks to the respondents who took part.
The second stage of the research is to distinguish between preferred responses.

You are now asked to look at the list below and weight each response on an a scale of A to C.

A = most important

B = important

C = not very important

It is your personal opinion that counts. You are therefore being asked to consider the characteristics of high social ability that are A - most important, B - important, and C - not very important.

Please tick (✓) the appropriate column.

	A	B	C
Pleasant and agreeable			
Willing to listen			
Having a happy disposition			
Eloquent - an effective communicator			
Treats everyone the same way			
Having a kindly nature			
Amusing and witty - having a sense of humour			
Self-confident			
Partly and extrovert and partly intovert			
Able to gauge mood and attitude of others - tactful			
Having a constant mode of behaviour			
Able to maintain co-operative relationships with individuals and the group			
Able to change mood to fit each situation			
Knows own ability and limitations			
Maintains a neutral stand in relation to personal values			
Open-minded to points of view of others			
Intelligent with wide interests			
Broad-minded - not effended by opinions of others			
Attempts to understand others			
Able to mix			
Has a 'good' appearance			

Thank you for your responses. If you are undecided on any of the responses please do not leave a blank. Make a decision of A, B or C.

	— A —	— B —	— C —
Pleasant and agreeable	✓	✓✓✓✓	
Willing to listen	✓✓✓	✓✓	
Having a happy disposition	✓✓	✓✓	✓
Eloquent – an effective communicator	✓✓✓✓		✓
Treats everyone the same way	✓✓	✓✓	✓
Having a kindly nature	✓✓	✓✓	✓
Amusing and witty – having a sense of humour	✓	✓✓✓	✓
Self-confident	✓✓✓	✓	✓
Partly and extrovert and partly introvert		✓✓✓✓	✓
Able to gauge mood and attitude of others – tactful	✓✓✓✓✓		
Having a constant mode of behaviour	✓	✓✓✓✓	
Able to maintain co-operative relationships with individuals and the group	✓✓✓✓✓		
Able to change mood to fit each situation	✓✓	✓✓	✓
Knows own ability and limitations	✓✓	✓✓	✓
Maintains a neutral stand in relation to personal values		✓✓✓	✓✓
Open-minded to points of view of others	✓✓✓	✓✓	
Intelligent with wide interests		✓✓✓✓✓	
Broad-minded – not offended by opinions of others	✓✓	✓✓✓	
Attempts to understand others	✓✓✓✓	✓	
Able to mix	✓✓✓	✓	✓
Has a 'good' appearance	✓	✓	✓✓✓

Phase 2ß   Code:

The following list consists of the total differing responses made to
questionnaire one relating to the characteristics of high social ability.
My thanks to the respondents who took part.

The second stage of the research is to distinguish between preferred
responses.

You are now asked to look at the list below and weight each response on
a five point scale:

                    5   most important
                    4   important
                    3   undecided
                    2   not very important
                    1   unimportant

It is your personal opinion that counts. You are being asked to consider
the characteristics of high social ability that you consider most
important, important, not very important and unimportant. If you are
undecided as to your response then please do not leave a blank. Make a
decision or register an 'undecided' vote.

Please register your vote in the box provided.

Pleasant and agreeable		i
Willing to listen		ii
Having a happy disposition		iii
Eloquent - an effective communicator		iv
Treats everyone the same way		v
Having a kindly nature		vi
Amusing and witty		vii
Self-confident		viii
Partly an extrovert and partly introvert		ix
Able to gauge mood and attitude of others - tactful		x
Having a constant mode of behaviour		xi
Able to maintain co-operative relationships with individuals and the group		xii
Able to change mood to fit each situation		xiii
Knows own ability and limitations		xiv
Maintains a neutral stand in relation to personal values		xv
Open-minded to points of view of others		xvi

Intelligent with wide interests		xvii
Bread-minded - not offended by opinions of of others		xviii
Attempts to understand others		xix
Able to mix		xx
Has a 'good' appearance		xxi

Please check to see that you have voted on <u>all</u> statements.

Thank you for your responses.

	Respondent No:							Five point scale:	5 most important

five point scale:
5 most important
4 important
3 undecided
2 not very important
1 unimportant

Pleasant and agreeable	i	5	5	4	3	4		21
Willing to listen	ii	4	5	3	5	2		19
Having a happy disposition	iii	4	4	3	3	4		19
Eloquent - an effective communicator	iv	5	4	4	5	5		23
Treats everyone the same way	v	3	5	3	4	1		16
Having a kindly nature	vi	4	2	2	3	2		13
Amusing and witty	vii	3	3	3	2	5		16
Self-confident	viii	4	3	4	2	5		18
Partly an extrovert and partly introvert	ix	2	3	1	2	3		11
Able to gauge mood and attitude of others - tactful	x	3	5	5	4	3		20
Having a constant mode of behaviour	xi	2	4	4	3	2		15
Able to maintain co-operative relationships with individuals and the group	xii	2	5	4	5	5		21
Able to change mood to fit each situation	xiii	3	5	5	4	5		22
Knows own ability and limitations	xiv	3	4	5	4	4		20
Maintains a neutral stand in relation to personal values	xv	3	5	3	3	2		16
Open-minded to points of view of others	xvi	4	5	3	4	4		20
Intelligent with wide interests	xvii	4	2	4	3	5		18
Broad-minded - not offended by opinions of of others	xviii	4	3	4	3	5		19
Attempts to understand others	xix	4	2	4	4	5		19
Able to mix	xx	4	4	4	3	5		20
Has a 'good' appearance								

Phase 3.   Code:

The following list consists of the responses that you thought were
most important, important or were undecided about in Phase 2 of the
questioning on the characteristics of high social ability.

My thanks for the thoughtful responses you made.

In this third stage of the research I would like you to weight each
statement below using the five point scale as previously. If you
could be more positive and use the 'undecided' (3) less frequently it
would be appreciated.

Your scale is as follows: 5   most important
                                 4   important
                                 3   undecided
                                 2   not very important
                                 1   unimportant

Pleasant and agreeable		i
Willing to listen		ii
Having a happy disposition		iii
Eloquent - an effective communicator		iv
Treats everyone the same way		v
Amusing and witty		vii
Self-confident		viii
Able to gauge mood and attitude of others - tactful		x
Able to maintain co-operative relationships with individuals and the group		xii
Able to change mood to fit each situation		xiii
Knows own ability and limitations		xiv
Maintains a neutral stand in relation to personal values		xv
Open-minded to points of view of others		xvi
Intelligent with wide interests		xvii
Broad-minded - not offended by opinions of others		xviii
Attempts to understand others		xix
Able to mix		xx

Please check to see that you have voted on all statements.

Thank you for your responses.

Phase 3.

Where a balance between 1-2 and 3-4 then deemed as a negative response. Numbers v; xv; xvii; and xviii to be excluded from phase 4

the five point scale

5 most important
4 important
3 undecided
2 not very important
1 unimportant

	CODE																		TOTAL
Pleasant and agreeable	i	4	4	5	4	4	5	5	4	4	4								43
Willing to listen	ii	4	4	4	4	4	4	5	4	4	4								50
Having a happy disposition	iii	3	5	2	2	4	4	4	4	3	5								36
Eloquent - an effective communicator	iv	4	2	4	3	5	5	4	5	5	2								39
Treats everyone the same way	v	2	2	2	4	2	5	4	2	4	4								31
Amusing and witty	vii	2	4	2	4	2	4	2	4	4	4								32
Self-confident	viii	4	2	4	4	4	5	2	5	4	2								36
Able to gauge mood and attitude of others - tactful	x	4	4	4	5	5	4	4	5	5	5								45
Able to maintain co-operative relationships with individuals and the group	xii	4	4	5	4	5	5	5	2	5	5								44
Able to change mood to fit each situation	xiii	1	5	5	4	4	5	2	5	5	5								41
Knows own ability and limitations	xiv	1	4	4	5	4	2	4	5	5	5								39
Maintains a neutral stand in relation to personal values	xv	4	2	2	2	2	4	4	2	4	4								30
Open-minded to points of view of others	xvi	4	2	4	5	4	4	4	2	4	4								37
Intelligent with wide interests	xvii	1	2	4	4	3	2	4	4	5	4								29
Broad-minded - not offended by opinions of others	xviii	2	2	2	4	2	4	2	2	4	3								27
Attempts to understand others	xix	5	4	2	4	4	5	5	4	4	4								41
Able to mix	xx	5	5	5	5	4	5	3	5	5	4								46

Phase 4.   Code:

The following list consists of the responses you thought were most
important, important or were undecided about in Phase 3 of the
questioning on the characteristics of high social ability.

My thanks for the care taken over the responses.

In this fourth stage of the research I would like you to weight each
statement below using the five point scale as previously. Now that
there are fewer statements a more positive or negative response would
be helpful.

Your scale is as follows: 5   most important
                                   4   important
                                   3   undecided
                                   2   not very important
                                   1   unimportant

Pleasant and agreeable	i	
Willing to listen	ii	
Having a happy disposition	iii	
Eloquent - an effective communicater	iv	
Amusing and witty	vii	
Self-confident	viii	
Able to gauge mood and attitude of others - tactful	x	
Able to maintain co-operative relationships with individuals and the group	xii	
Able to change mood to fit each situation	xiii	
Knows own ability and limitations	xiv	
Open-minded to points of view of others	xvi	
Attempts to understand others	xix	
Able to mix	xx	

Please check to see that you have voted on <u>all</u> statements.

Thank you for your co-operation.

Phase 4.

* where there is a balance between 1-2 and 4-5 then deemed to be a neutral response

the five point scale

5   most important
4   important
3   undecided
2   not very important
1   unimportant

	CODE									Total
Pleasant and agreeable	i	4	4	3	4	5	2	5	4	31
Willing to listen	ii	4	2	4	4	5	4	4	4	31
Having a happy disposition	iii	4	2	3	5	5	4	4	4	31
Eloquent - an effective communicator	iv	5	4	5	4	5	2	5	3	33
Amusing and witty	vii	2	3	4	3	5	2	4	2	25
Self-confident	viii	4	4	5	3	5	3	5	4	33
Able to gauge mood and attitude of others - tactful	x	5	4	5	4	5	2	4	5	34
Able to maintain co-operative relationships with individuals and the group	xii	5	4	4	2	5	4	4	4	32
Able to change mood to fit each situation	xiii	4	2	4	3	5	2	2	5	27
Knows own ability and limitations	xiv	5	4	5	5	5	4	4	5	37
Open-minded to points of view of others	xvi	4	5	5	2	5	4	5	4	34
Attempts to understand others	xix	2	5	2	2	5	4	2	4	26
Able to mix	xx	4	5	5	4	5	5	5	4	37

University of Bath

School of Education,   Oakwood,

Claverton Down,   Lower Warberry Road,

Bath. BA2 7AY   Torquay,

    Tel: 61244   S. Devon.

                                     Tel: 212392

Dear

        Thank you for agreeing to participate in my
research into the identification of the characteristics of high
social ability.

        The research technique being used is known as
the Delphi Technique and involves a series of questionnaires which
will be sent to you at intervals. Each questionnaire will have a
slightly different approach but will be accompanied by a clear set
of instructions.

        The the pilot research, of which you are part,
involves two matched groups of respondents being asked for their
perceptions of high social ability. The question is being asked in
a slightly different way for each group in order to determine the
way the mainstream research is to develop and thus your participation
is crucial in the research design.

        In order to help you identify what you consider
to be the characteristics of high social ability the following
definition has been developed from work done by DeHaan R.F. (1958)
and Jarecky R.K. (1975).

    "The exceptional capacity to form mature, productive
    relationships and develop effective social interactions
    amongst peers and others."

What you are asked to do is to list those manifestations displayed
by individuals who might be said to come within the definition.

        Please complete the enclosed questionnaire and
return to me in the envelope provided. Again, thank you for your
assistance.

                Yours sincerely,

Questionnaire A.   Code No.

Thank you for agreeing to take part in the research.

In the space provided below please write as many statements
as you are able to answer the following question:

What do you consider to be characteristics of an individual
who has very well developed social ability?

Please return to me in the envelope provided. Thank you for your time.

<u>Questionnaire B.</u>   <u>Code No.</u>

Thank you for agreeing to take part in the research.

In the space provided below please write as many statements
as you are able to answer the following question:

What do you consider to be the characteristics of an
individual in the 17 - 22 age group who has very well
developed social ability?

Please return to me in the envelope provided. Thank you for your time.

University of Bath

School of Education,
Claverton Down,
Bath. BA2 7AY
    Tel: 61244

Oakwood,
Lower Warberry Road,
Torquay,
S. Devon.
    Tel: 212392

April 1984.

Dear

Reminder - Questionnaire on High Social Ability

Most of the questionnaires that I sent out asking you to identify your perceptions of the characteristics of high social ability have now been returned. I am pleased to report that the results are most helpful and interesting.

The nature of the Ph.D. research I am undertaking is difficult and the research method rather time consuming. However, the Delphi Technique does lend itself nicely to the area of interest. I know that one or two respondents have been rather overwhelmed by the question I asked. I hope that is not so in your case.

If you are having difficulty in deciding how to respond then I do apologise. However, your response is vital, even if it is just one or two statements. All responses are equally valid, even if your reply is that you just cannot decide at this stage. There will be other stages where you will be able to assist.

Until all sixty respondents return their questionnaires the collating committee at Bath University cannot meet and Phase 2 cannot take place. If you have not yet returned your questionnaire then I would be most greatful if you would do so.

I hope you do not mind my nagging but I would like to get Phase 2 out to you by the end of May. Thank you for your help.

Yours sincerely,

David Smith

University of Bath

School of Education,
Claverton Down,
Bath. BA2 7AY
    Tel: 61244

Oakwood,
Lower Warberry Road,
Torquay,
S. Devon.
    Tel: 212392

June 1984.

Dear

Thank you very much for the response you made
to the questionnaire I sent on high social ability. The data submitted
is most interesting and you will find that it has been collated by a
team of teachers interested in the research and appears for weighting
in the second phase of the research.

Respondents have been drawn from as far afield
as Scotland, the Midlands, the South East and South West. All respondents
are in business ranging from small family concerns to multinationals.
Business people are generally very busy and I appreciate the time and
effort that has gone into the questionnaires.

Phase two of the research attempts to move all
respondents towards a consensus. You are asked to weight the statements
on the attached sheet as indicated. Please try to be positive and not to
be 'undecided' too frequently. The original question was as follows:

"What do you consider to be characteristics of an individual
who has a very well developed social ability?"
Your weighting should keep this question in mind.

Most respondents managed to return their
questionnaires within three weeks of posting, but a few took much longer.
Please try to be as prompt as possible. Some parts of the data collation
have to be done by committee and I am unable to get people together until
a fair response has been achieved. Other parts have to be fed into the
Bath University computer and as I am a part-time student and computer time
is in demand life can be difficult.

Many thanks again for your magnificent effort.
Yours sincerely,

David Smith

Phase 2.   Code:

Questionnaire A.

The following list of statement are a collation of the responses made to the question relating to the characteristics of high social ability.

The second stage of the research is to distinguish between preferred responses so that eventually a consensus is achieved.

You are now asked to look at the list below and weight each response on a five point scale:

        5 most important
        4 important
        3 undecided
        2 not very important
        1 unimportant

It is your personal opinion that counts. Please try to make a clear decision wherever possible and not weight in the 3 'undecided' position.

Please register your decision in the box provided.

Statement		Code
Able to communicate verbally.		1
Able to communicate in writing.		2
Has a pleasing appearance.		3
Has acceptable behaviour and manners.		4
Popular and friendly.		5
A sympathetic listener.		6
Possessing a sense of humour.		7
Displays qualities of honesty, integrity and loyalty.		8
Has a good record of punctuality.		9
Sympathetic involvement with others.		10
Ability to act judiciously.		11
Well informed and educated.		12
Has an outgoing personality.		13
Has leadership qualities.		14
Holds moderate views.		15
Able to adapt to different situations.		16
Displays a positive mental approach.		17
Has a pleasing and happy personality.		18
Has plausibility.		19
Has a balanced attitude to giving.		20
Has empathy and sympathy.		21
Able to establish rapport.		22
Can create mutual understanding and trust by asking, telling and listening.		23
Able to communicate through body language.		24

Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.		21
Aware of the dangers of psychological and emotional barriers.		2(
Able to delegate.		2
Has good organisational skills.		2
Able to emanate energy and enthusiasm.		2
Shows consideration rather than being self-centred.		3
Able to forsee and circumvent problems.		3
Is self-sufficient.		3
Has the ability to consider and handle many disparate factors.		3
Willing to participate in 'team type' activities.		3
Even tempered.		3
Able to accept fun being made at his/her expense.		3
An optimist as against a pessimist.		3
Has respect for other people's standing in the community.		3
Has no dirty habits.		3
Is determined to keep well informed.		4
Has experienced a wide range of social, work and leisure activities in life.		4
Free from obnoxious odours and habits.		4
Able to entertain without being brash.		4
Has encouragement from parents.		4
Aware of current affairs locally, nationally and internationally.		4
Lives within own rules - does not need approval from others.		4

Thank you for your responses.

If any of the above statements have initiated further statements then please write below.

Phase 2.   Code:

Questionnaire B.

The following list of statements are a collation of the responses made to
the question relating to the characteristics of high social ability.

The second stage of the research is to distinguish between preferred responses
so that eventually a consensus is achieved.

You are now asked to look at the list below and weight each response on a
five point scale:

5   most important
4   important
3   undecided
2   not very important
1   unimportant

It is your personal opinion that counts. Please try to make a clear decision
wherever possible and not weight in the 3 'undecided' position.

Please register your decision in the box provided.

Of above average intelligence.		1
Would probably have some highly developed talent.		2
Fashionably dressed but not trendy.		3
Has charisma.		4
Is sexually confident.		5
Has middle-of-the-road views.		6
Able to communicate with all social groups and ages.		7
Has varied interests.		8
Physically and mentally active.		9
Competetive.		10
Tolerant and patient when faced with the unfamiliar.		11
Able to use experience to deal with new and changing circumstances.		12
A reasoned but not necessarily compliant attitude to social norms.		13
Courteous and well spoken.		14
Has leadership qualities.		15
Useful knowledge of local surroundings.		16
Able to express own opinion.		17
Self-confident.		18
Has the ability to listen.		19
Has a sense of responsibility.		20
Has a stable personality.		21
Tends to be quietly spoken.		22
Is more politically aware than peers.		23

.... over

Extrovert.		24
Open and friendly disposition.		25
Considerate to others.		26
Reliable.		27
Honest and trustworthy.		28
Has a sense of humour.		29
Able to draw on and use personal knowledge and experience.		30
Appreciates good food and drink.		31
Criticises constructively rather than destructively.		32
Has an awareness and interest in current affairs.		33
Is punctual.		34
Has the ability to accept constructive criticism.		35
Has encouragement from parents.		36
Has the guts to keep going.		37
Has an understanding of monétory values.		38

Thank you for your responses.

If any of the above statements have initiated further statements then please write below.

5 most important
4 important
3 undecided
2 not very important
1 unimportant

		2	3	4	6	7	8	10	13	15	19	22	25	30	01	32	33	34	39	40	42	44	45	47	49	50	51	52	55	57	59	Total	5s	5o	53	52	51	
Able to communicate verbally.	1																															141	22	14	1	1		
Able to communicate in writing.	2																															95	6	9	1	12	2	
Has a pleasing appearance.	3																															100	2	17	2	7	2	
Has acceptable behaviour and manners.	4																															125	9	19	3			
Popular and friendly.	5																															107	4	17	2	6	1	
A sympathetic listener.	6																															112	5	19	2	4	1	
Possessing a sense of humour.	7																															115	10	12	2	5	1	
Displays qualities of honesty, integrity and loyalty.	8																															133	17	9	1	2		
Has a good record of punctuality.	9																															93	2	7	5	14	2	
Sympathetic involvement with others.	10																															109	5	10	5	5	1	
Ability to act judiciously.	11																															103	1	16	8	5		
Well informed and educated.	12																															104	1	14	9	5	1	
Has an outgoing personality.	13																															107	6	13	3	9		
Has leadership qualities.	14																															102	2	8	3	10	1	
Holds moderate views.	15																															72	2	5	3	13	7	
Able to adapt to different situations.	16																															124	9	19	2	1		
Displays a positive mental approach.	17																															120	6	20	2	2		
Has a pleasing and happy personality.	18																															119	9	11	4			
Has plausibility.	19																															96	1	15	6	5		
Has a balanced attitude to giving.	20																															79	1	7	7	10	5	
Has empathy and sympathy.	21																															109	7	12	5	5	1	
Able to establish rapport.	22																															128	9	20	1			
Can create mutual understanding and trust by asking, telling and listening.	23																															131	15	11	4			
Able to communicate through body language.	24																															90	3	8	2	10	7	
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.	25																															101	4	11	7	8		
Aware of the dangers of psychological and emotional barriers.	26																															104	4	13	7	5	1	
Able to delegate.	27																															93	10	10	5	7	4	
Has good organisational skills.	28																															97	5	6	4	11		
Able to emanate energy and enthusiasm.	29																															108	6	12	2	9	1	
Shows consideration rather than being self-centred.	30																															120	6	17	7	1		
Able to foresee and circumvent problems.	31																															101	1	16	7	5	1	
Is self-sufficient.	32																															77	2	4	5	14	5	
Has the ability to consider and handle many disparate factors.	33																															91	1	11	8	7	2	
Willing to participate in 'team type' activities.	34																															91		15	2	12	1	
Even tempered.	35																															108	6	16	3	6	2	
Able to accept fun being made at his/her expense.	36																															112	7	8	5	5		
An optimist as against a pessimist.	37																															105	2	17	4	5	1	
Has respect for other people's standing in the community.	38																															103	4	14	5	5	2	
Has no dirty habits.	39																															97	3	15	2	6	6	
Is determined to keep well informed.	40																															95	3	10	7	9	1	
Has experienced a wide range of social, work and leisure activities in life.	41																															104	9	9	4	7	2	
Free from obnoxious odours and habits.	42																															110	9	12	5	2	3	
Able to entertain without being brash.	43																															107	4	14	2	7		
Has encouragement from parents.	44																															75	3	6	5	6	9	
Aware of current affairs locally, nationally and internationally.	45																															102	5	13	3	7	2	
Lives within own rules - does not need approval from others.	46																															96	4	7	6	7	6	

4 Statements to be omitted

5 most important
4 important
3 undecided
2 not very important
1 unimportant

		1	5	9	11	12	14	16	17	19	20	21	23	24	26	27	28	29	35	36	37	39	41	43	46	48	52	54	56	58	60	Total	55	54	53	52	51	
Of above average intelligence.	1	2	4	4	2	2	2	4	4	5	5	4	4	4	1	4	4	2	1	4	2	1	2	2	4	4	2	4	4	2	2	91	2	24		4	3	
Would probably have some highly developed talent.	2	4	2	4	2	2	3	5	2	4	4	2	2	2	1	1	2	2	5	2	1	1	4	2	2	2	2	4	4	4	4	91	2	9	1	14	4	
Fashionably dressed but not trendy.	3	5	4	4	4	2	2	3	2	2	2	2	2	4	2	2	1	3	5	5	4	1	2	2	3	4	2	2	2	4	4	86	3	8		4	2	
Has charisma.	4	4	4	4	5	4	4	3	4	4	1	5	5	5	4	1	2	4	5	3	4	5	5	4	3	4	2	4	4	2	4	112	7	15	3	3	2	
Is sexually confident.	5	2	3	2	4	4	2	4	2	2	1	4	4	1	4	2	2	2	5	5	4	1	3	2	1	2	2	1	2	4	2	80	2	9	1	13	5	
Has middle-of-the-road views.	6	2	3	1	2	4	2	4	5	2	2	8	2	1	1	2	2	4	5	1	2	1	1	3	2	2	4	1	5	4	74	3	5	3	11	4	
Able to communicate with all social groups and ages.	7	5	5	5	5	5	4	5	4	5	4	5	4	5	5	4	5	5	5	5	5	5	5	4	5	5	4	5	5	5	142	22	9				
Has varied interests.	8	4	2	4	4	4	4	5	4	2	5	4	1	5	5	4	1	6	4	5	4	5	2	4	4	5	5	4	117	9	16		3	2	
Physically and mentally active.	9	5	4	4	4	4	4	5	4	4	5	5	4	4	4	4	4	5	4	4	5	4	4	5	4	4	4	4	4	2	122	6	21	2	1		
Competitive.	10	5	4	4	2	2	2	2	1	4	3	4	3	2	4	2	3	3	1	5	2	1	1	2	2	4	3	3	2	5	2	82	1	6	5	12	4	
Tolerant and patient when faced with the unfamiliar.	11	4	5	4	4	4	4	4	4	4	1	3	4	4	4	5	5	5	1	6	4	1	4	4	3	4	5	4	2	4	5	114	7	17	2	1	3	
Able to use experience to deal with new and changing circumstances.	12	3	4	2	5	4	1	4	4	4	4	4	4	3	4	5	5	4	1	6	4	1	4	5	4	4	4	4	2	5	4	113	7	17		2	3	
A reasoned but not necessarily compliant attitude to social norms.	13	5	2	4	4	4	3	2	4	2	3	2	8	4	5	4	4	1	5	4	1	2	5	2	5	4	4	2	4	4	102	5	13	3	7	2	
Courteous and well spoken.	14	5	4	5	4	5	5	4	4	5	2	5	5	4	5	5	5	1	4	3	5	4	4	1	4	5	4	4	4	4	124	18	11	1	1	2	
Has leadership qualities.	15	2	2	5	4	2	4	4	2	4	4	2	4	4	2	2	4	4	5	1	2	1	4	2	5	4	2	4	4	4	5	98	4	14		10	2	
Useful knowledge of local surroundings.	16	1	2	1	1	4	4	2	2	2	1	1	1	1	2	4	2	1	1	2	2	5	3	1	2	1	2	4	4	2	2	63	1	5	1	12	11	
Able to express own opinion.	17	5	5	5	4	4	4	4	4	4	4	4	5	5	4	5	4	4	1	5	4	5	4	5	1	5	4	4	5	4	2	123	11	16		1	2	
Self-confident.	18	5	4	5	5	4	4	4	4	4	5	4	5	4	5	4	4	4	5	4	5	5	4	5	5	4	4	4	5	5	4	133	13	17				
Has the ability to listen.	19	5	5	5	5	4	5	5	4	5	4	5	4	4	5	4	5	5	5	5	5	4	5	5	4	5	6	5	5	4	141	21	9				
Has a sense of responsibility.	20	5	4	5	4	4	5	4	2	2	1	5	4	2	4	4	4	1	5	4	1	4	5	5	4	5	4	4	5	4	114	9	15		3	3	
Has a stable personality.	21	5	4	4	4	5	4	5	4	4	4	4	4	4	4	4	4	1	4	4	1	3	4	2	5	4	5	4	5	4	118	6	20	2		2	
Tends to be quietly spoken.	22	3	2	1	1	3	2	2	3	2	2	1	2	1	2	2	2	1	1	1	1	1	2	2	2	1	2	2	51		3	15	12	7	
Is more politically aware than peers.	23	1	1	1	1	3	2	2	4	2	4	4	1	2	2	1	2	2	1	1	1	1	4	3	2	2	2	4	2	2	62		5	2	13	10	
Extrovert.	24	1	1	4	2	4	2	2	3	2	5	3	2	4	2	2	4	1	5	1	2	5	2	2	1	2	2	4	2	2	2	76	3	5	2	15	5	
Open and friendly disposition.	25	5	3	4	4	4	5	4	4	2	4	4	5	4	5	4	5	4	5	3	4	5	3	4	5	2	5	5	4	5	5	124	12	14	2	3		
Considerate to others.	26	5	4	4	4	4	5	4	4	2	1	4	4	4	5	5	5	4	5	4	4	1	3	4	4	4	4	4	5	4	118	7	19	1	1	2	
Reliable.	27	5	4	5	5	5	5	4	3	5	1	5	4	4	5	5	4	5	1	5	4	1	5	2	4	4	5	4	1	5	5	120	15	9	1	1	4	
Honest and trustworthy.	28	5	5	5	5	4	5	5	3	5	1	5	4	3	5	4	5	5	1	4	5	1	5	4	5	4	5	5	4	5	5	127	18	7	2		3	
Has a sense of humour.	29	5	4	4	4	5	4	5	3	4	2	5	5	5	4	4	4	5	5	4	1	4	5	5	2	5	4	5	5	2	124	14	11	1	3	1	
Able to draw on and use personal knowledge and experience.	30	3	2	2	2	4	3	5	2	4	4	4	4	4	4	2	4	5	5	4	1	2	4	2	2	4	4	4	5	4	101	4	14	2	9	1	
Appreciates good food and drink.	31	4	2	2	2	1	2	4	1	2	2	4	2	1	2	1	2	1	1	2	1	1	2	1	1	2	2	2	1	2	55		3	1	14	12	
Criticises constructively rather than destructively.	32	5	4	5	4	4	4	5	4	2	5	4	4	4	4	4	1	5	4	1	5	4	4	4	4	4	5	4	119	7	20		1	2	
Has an awareness and interest in current affairs.	33	5	4	4	4	3	4	4	1	2	4	4	2	2	5	2	1	4	1	4	4	3	4	4	4	4	5	2	103	3	17	2	6	2	
Is punctual.	34	5	4	4	1	2	4	4	1	4	2	5	5	2	5	2	4	4	1	4	2	1	4	4	4	4	2	5	2	100	6	14	1	6	4	
Has the ability to accept constructive criticism.	35	5	4	5	4	4	5	5	4	5	4	5	5	4	5	4	4	4	1	5	4	1	4	4	4	4	4	2	5	4	122	10	17		1	2	
Has encouragement from parents.	36	5	5	4	2	5	4	4	1	4	4	4	2	1	4	1	2	4	1	2	1	2	5	2	3	4	4	2	4	2	89	4	11	1	8	6	
Has the guts to keep going.	37	2	4	2	2	5	5	5	1	2	4	4	3	1	4	2	2	5	1	5	2	1	4	5	2	4	2	4	2	5	2	95	7	7	2	10	4	
Has an understanding of monetary values.	38	5	4	4	2	4	4	4	2	2	2	4	2	1	4	2	2	4	1	4	2	1	4	4	3	3	2	3	2	4	4		1	11	3	10	3	

Statements to be omitted

University of Bath

School of Education,   Oakwood,

Claverton Down,   Lower Warberry Road,

Bath. BA2 7AY   Torquay,

    Tel: 61244   S. Devon.

                                              Tel: 212392

August 1984.

Dear

        Thank you very much for the response you made to phase 2 of my research. The technique being used is designed to produce an eventual consensus of opinion and this is beginning to show.

        You will see that there are now thirty-four of the original statements remaining. These are the ones that were generally felt to have some significance. However, I would like to narrow them even further and thus I am asking you to go through the same weighting process as before. This time, because there are less statements to ponder over, perhaps you would be more critical and weight significantly.

        Might I remind you that you are attempting to identify those characteristics of high social ability that are displayed by an individual.

        I am delighted with the response to phase 2 but some respondents were rather slow in returning the documentation. The research is only as fast as the slowest respondent as it cannot be put on the computer until all returns are assembled. So please, please return phase 3 as promptly as possible.

        Thank you for your support and I hope you have had a most enjoyable summer holiday.

                            Yours sincerely,

                            David Smith

Phase 3.   Code:

Questionnaire A.

The following list of statements are a <u>consensus of opinion</u> relating to the characteristics of high social ability. A pattern of agreement is beginning to emerge.

The third stage of the research is to continue with this pattern of agreement so that a reasonable spread of statements will emerge and can, eventually, be rank-ordered.

You are now asked to look critically at the list of statements below and weight each one on a five point scale:

> 5 most important
> 4 important
> 3 undecided
> 2 not very important
> 1 unimportant

It is <u>your</u> personal opinion that counts. Please try to make a clear decision wherever possible and not weight in the 3 'undecided' position.

Please register your decision in the box provided.

Statement		Code
Able to communicate verbally.		1
Has a pleasing appearance.		3
Has acceptable behaviour and manners.		4
Popular and friendly.		5
A sympathetic listener.		6
Possessing a sense of humour.		7
Displays qualities of honesty, integrity and loyalty.		8
Sympathetic involvement with others.		10
Ability to act judiciously.		11
Well informed and educated.		12
Has an outgoing personality.		13
Has leadership qualities.		14
Able to adapt to different situations.		16
Displays a positive mental approach.		17
Has a pleasing and happy personality.		18
Has plausibility.		19
Has empathy and sympathy.		21
Able to establish rapport.		22
Can create mutual understanding and trust by asking, telling and listening.		23
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.		25

...... over

Aware of the dangers of psychological and emotional barriers.		26
Able to emanate energy and enthusiasm.		29
Shows consideration rather than being self-centred.		30
Able to forsee and circumvent problems.		31
Willing to participate in 'team type' activities.		34
Even tempered.		35
Able to accept fun being made at his/her expense.		36
An optimist as against a pessimist.		37
Has respect for other people's standing in the community.		38
Has no dirty habits.		39
Has experienced a wide range of social, work and leisure activities in life.		41
Free from obnoxious odours and habits.		42
Able to entertain without being brash.		43
Aware of current affairs locally, nationally and internationally.		45

Thank you for your responses.

Please return as soon as possible.

University of Bath

School of Education,   Oakwood,
Claverton Down,   Lower Warberry Road,
Bath. BA2 7AY   Torquay,
    Tel: 61244   S. Devon.
                                   Tel: 212392

August 1984.

Dear

       Thank you very much for the response you made to
phase 2 of my research. The technique being used is designed to produce
an eventual consensus of opinion and this is beginning to show.

       You will see that there are now twenty-six of the
original statements remaining. These are the ones that were generally
felt to have some significance. However, I would like to narrow them
even further and thus I am asking you to go through the same weighting
process as before. This time, because there are less statements to
ponder over, perhaps you would be more critical and weight significantly.

       Might I remind you that you are attempting to
identify those characteristics of high social ability in the 16 - 19
age group.

       I am delighted with the response to phase 2 but
some respondents were rather slow in returning the documentation. The
research is only as fast as the slowest respondent as it cannot be put
on the computer until all returns are assembled. So please, please
return phase 3 as promptly as possible.

       Thank you for your support and I hope you have had
a most enjoyable summer holiday.

                  Yours sincerely,

David Smith

Phase 3.   Code:

Questionnaire B.

The following list of statements are a <u>consensus of opinion</u> relating to the characteristics of high social ability. A pattern of agreement is beginning to emerge.

The third stage of the research is to continue with this pattern of agreement so that a reasonable spread of statements will emerge and can, eventually, be rank-ordered.

You are now asked to look critically at the list of statements below and weight each one on a five point scale:

<div style="padding-left:4em">

5 most important
4 important
3 undecided
2 not very important
1 unimportant
</div>

It is <u>your</u> personal opinion that counts. Please try to make a clear decision wherever possible and not weight in the 3 'undecided' position.

Please register your decision in the box provided.

Of above average intelligence.		1
Has charisma.		4
Able to communicate with all social groups and ages.		7
Has varied interests.		8
Physically and mentally active.		9
Tolerant and patient when faced with the unfamiliar.		11
Able to use experience to deal with new and changing circumstances.		12
A reasoned but not necessarily compliant attitude to social norms.		13
Courteous and well spoken.		14
Has leadership qualities.		15
Able to express own opinion.		17
Self-confident.		18
Has the ability to listen.		19
Has a sense of responsibility.		20
Has a stable personality		21
Open and friendly disposition.		25
Considerate to others.		26
Reliable.		27
Honest and trustworthy.		28
Has a sense of humour.		29
Able to draw on and use personal knowledge and experience.		30

Criticises constructively rather than destructively.		32
Has an awareness and interest in current affairs.		33
Is punctual.		34
Has the ability to accept constructive criticism.		35
Has encouragement from parents.		36

Thank you for your responses.
Please return as soon as possible.

Table 3.

5 most important
4 important
3 undecided
2 not very important
1 unimportant

* Statement to be omitted

Appendix O(i)

Statement	No.	Total	f5	f4	f3	f2	f1
Able to communicate verbally.	1	135	18	4			1
Has a pleasing appearance.	2	95	1	14	5	10	1
Has acceptable behaviour and manners.	4	123	—	15	3	2	
Popular and friendly.	5	100	2	16	2	10	
A sympathetic listener.	6	108	4	17	2	7	
Possessing a sense of humour.	7	116	7	15		5	1
Displays qualities of honesty, integrity and loyalty.	8	45	19	7		3	1
Sympathetic involvement with others.	10	111	5	6	4	5	
Ability to act judiciously.	11	108	5	16	2	6	1
Well informed and educated.	12	110	4	18	3	4	1
Has an outgoing personality.	13	109	8	12	3	5	2
Has leadership qualities.	14	92	6	8	2	10	4
Able to adapt to different situations.	16	118	7	17	6	3	
Displays a positive mental approach.	17	110	6	15	3	5	1
Has a pleasing and happy personality.	18	102	5	12	5	6	
Has plausibility.	19	97	—	8	5	11	2
Has empathy and sympathy.	21	109	6	14	4	5	1
Able to establish rapport.	22	119	5	21	2	2	
Can create mutual understanding and trust by asking, telling and listening.	23	128	12	15	2	1	
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.	25	116	8	15	3	3	1
Aware of the dangers of psychological and emotional barriers.	26	94	3	12	4	8	3
Able to emanate energy and enthusiasm.	29	108	5	15	4	5	1
Shows consideration rather than being self-centred.	30	115	7	17	1	4	1
Able to forsee and circumvent problems.	31	102	2	14	5	6	1
Willing to participate in 'team type' activities.	34	88	3	8	3	10	4
Even tempered.	35	94	3	13	3	7	4
Able to accept fun being made at his/her expense.	36	104	2	18	5	5	
An optimist as against a pessimist.	37	107	5	15	3	6	1
Has respect for other people's standing in the community.	38	90	—	8	4	7	4
Has no dirty habits.	39	99	6	10	4	7	3
Has experienced a wide range of social, work and leisure activities in life.	41	98	2	15	5	5	3
Free from obnoxious odours and habits.	42	120	8	17	3	1	1
Able to entertain without being brash.	43	95	—	16	5	7	2
Aware of current affairs locally, nationally and internationally.	45	100	3	4	4	8	1

5 most important
4 important
3 undecided
2 not very important
1 unimportant

+ Statement to be omitted

Statement	#	1	5	9	11	12	14	16	17	18	20	21	23	24	26	27	28	29	30	36	37	39	41	43	44	48	52	50	56	58	60	Total	5	4	3	2	1
Of above average intelligence.	1	4	6	5	4	2	2	5	4	5	6	4	4	5	1	4	2	2	2	2	2	1	1	2	3	4	4	4	4	2	4	97	5	12	1	9	3
Has charisma.	4	4	4	4	4	5	4	4	4	2	5	5	5	2	4	2	2	5	2	4	5	4	4	3	4	2	4	4	6	4	3	112	6	16	2	6	
Able to communicate with all social groups and ages.	7	5	5	5	4	5	4	4	5	4	4	4	5	5	4	5	4	5	2	5	4	4	5	5	5	4	5	4	5	5	2	132	6	12		2	
Has varied interests.	8	5	2	4	2	5	2	4	4	2	4	4	2	4	5	4	4	4	4	4	2	5	5	3	2	4	4	5	4	2	118	6	15	1	8	
Physically and mentally active.	9	3	4	4	5	4	4	4	4	2	4	5	5	2	2	4	2	4	4	3	4	3	4	5	4	3	4	4	4	4	4	111	4	19	3	5	
Tolerant and patient when faced with the unfamiliar.	11	5	5	5	2	4	4	4	4	4	5	3	4	4	4	4	4	4	4	4	1	2	5	3	2	2	4	2	5	2	111	6	4	2	5	1
Able to use experience to deal with new and changing circumstances.	12	4	4	2	2	2	4	4	4	4	4	4	4	3	3	2	2	1	5	4	1	4	4	3	4	5	4	2	4	3	100	2	16	6	6	2
A reasoned but not necessarily compliant attitude to social norms.	13	2	2	4	4	4	4	7	4	2	2	2	3	3	4	4	2	4	2	4	4	1	4	4	1	4	4	4	2	2	2	92		16	2	10	2
Courteous and well spoken.	14	4	4	4	4	4	5	4	4	3	5	5	4	5	4	4	4	5	3	4	1	4	4	3	4	4	4	4	2	4	117	5	20	6	1	1
Has leadership qualities.	15	2	2	4	5	2	4	5	2	4	4	2	4	4	1	2	2	2	2	3	5	5	2	2	2	2	5	3	4	4	92	5	8	2	6	1
Able to express own opinion.	17	5	5	5	2	4	4	4	4	4	4	4	5	4	4	4	2	4	2	4	4	2	5	2	2	4	4	5	5	3	116	7	17	1	5	
Self-confident.	18	5	4	5	4	4	4	4	2	5	4	5	5	4	2	2	2	5	5	5	2	5	5	5	4	4	4	5	5	4	123	13	12		5	
Has the ability to listen.	19	2	5	4	5	4	5	5	4	4	2	5	4	5	5	4	4	5	5	4	4	4	5	5	4	5	5	4	4	5	2	128	14	13		3	
Has a sense of responsibility.	20	5	4	5	4	4	5	4	2	4	2	4	4	5	5	4	2	5	1	5	3	2	5	4	5	4	4	4	4	6	4	118	10	14	1	1	
Has a stable personality	21	2	4	4	4	4	5	4	4	5	4	4	3	4	4	4	4	1	3	4	2	4	4	3	5	2	5	3	4	2	109	4	17	4	4	1
Open and friendly disposition.	25	5	2	2	5	5	5	4	4	4	2	4	5	4	4	2	5	4	4	4	2	4	4	4	4	5	5	3	2	118	9	15	1	6	
Considerate to others.	26	4	4	4	4	5	5	5	4	2	4	4	2	5	4	5	5	3	5	4	5	4	4	3	4	4	4	4	2	3	119	9	16	3	8	
Reliable.	27	5	4	5	4	5	5	5	3	5	2	5	4	4	5	4	4	4	1	4	4	2	5	2	1	4	4	4	2	5	5	116	14	12	1	4	2
Honest and trustworthy.	28	5	5	5	3	5	5	5	3	5	2	5	4	4	5	4	4	5	1	4	4	2	5	4	5	5	5	5	4	5	5	130	8	8	1	2	1
Has a sense of humour.	29	4	4	4	4	5	4	5	3	2	1	5	5	5	5	5	2	4	4	3	5	2	5	5	4	2	4	5	5	4	119	12	11	2	4	1
Able to draw on and use personal knowledge and experience.	30	4	2	2	2	2	2	4	2	2	4	4	4	1	2	3	2	2	5	3	2	4	4	3	2	4	4	4	5	4	91	2	11	4	12	1
Criticises constructively rather than destructively.	32	4	4	5	4	4	4	4	4	2	4	5	5	1	4	4	4	4	1	3	4	2	5	5	3	4	5	4	4	4	4	118	5	19	2	2	2
Has an awareness and interest in current affairs.	33	5	4	4	4	2	4	4	4	2	4	4	4	1	2	4	2	4	1	2	3	2	2	2	3	4	2	4	4	4	2	93	1	16	2	8	2
Is punctual.	34	4	4	4	4	4	5	1	4	2	5	5	1	5	2	2	4	1	4	2	2	4	2	1	4	4	4	2	2	4	97	4	4	1	7	4
Has the ability to accept constructive criticism.	35	4	4	4	4	5	4	4	4	4	5	5	1	5	4	5	5	1	5	4	2	4	4	4	5	5	4	2	5	4	120	10	16		2	2
Has encouragement from parents.	36	2	5	2	5	5	2	6	1	2	4	4	2	1	4	1	2	4	2	2	4	2	5	3	4	4	4	2	4	3	94	5	9	4	9	3

Questionnaire A.

Able to communicate verbally.

Displays qualties of honesty, integrity and loyalty.

Can create mutual understanding and trust by asking, telling and listening.

Has acceptable behaviour and manners.

Free from obnoxious odours and habits.

Able to establish rapport.

Able to adapt to different situations.

Possessing a sense of humour.

Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.

Shows consideration rather than being self-centred.

Sympathetic involvement with others.

Well informed and educated.

Displays a positive mental approach.

Has an outgoing personality.

Has empathy and sympathy.

A sympathetic listener.

Ability to act judiciously.

Able to emanate energy and enthusiasm.

An optimist as against a pessimist.

Able to accept fun being made at his/her expense.

Has a pleasing and happy personality.

Able to forsee and circumvent problems.

Popular and friendly.

Aware of current affairs locally, nationally and internationally.

Has no dirty habits.

Has experienced a wide range of social, work and leisure activities in life.   26

Questionnaire B.

Able to communicate with all social groups and ages.

Honest and trustworthy.

Has the ability to listen.

Self-confident.

Has the ability to accept constructive criticism.

Considerate to others.

Has a sense of humour.

Has a sense of responsibility.

Courteous and well spoken.

Able to express own opinion.

Reliable.

Open and friendly disposition.

Criticises constructively rather than destructively.

Has charisma.

Physically and mentally active.

Tolerant and patient when faced with the unfamiliar.

Has varied interests.

Has a stable personality.

Able to use experience to deal with new and changing circumstances.

Is punctual.

Of above average intelligence.

Has an awareness and interest in current affairs.

A reasoned but not necessarily compliant attitude to social norms.   25

Appendix O(iii)

University of Bath

School of Education,
Claverton Down,
Bath. BA2 7AY
    Tel: 61244

Oakwood,
Lower Warberry Road,
Torquay,
S. Devon.
    Tel: 212392

November 1984.

Dear

At last the research is at an end! I'm sure
your're glad to hear it. This is the last time I shall be troubling you.
I really do appreciate the commitment that has been put into this research
on my behalf.

The next phase of the research will involve
some 230 respondents in other walks of life. The work they will be
concerned with is to be based on the findings from my work with you. What
has been achieved over the last year has been invaluable.

Now to this present questionnaire and phase 4.
You will see that I am asking you to do something rather different from
previous phases. This time I am asking you to select <u>ten</u> statements from
the list provided. These statements are the ones you consider to be of
fundamental importance as characteristics of high social ability.

It is evident that some statements are very
similar and I have attempted to group similar statements in order to help
you with your choice. When you have chosen those <u>ten</u> statements then I
would like you to <u>rank order</u> them. To your first choice give a weighting
of 10, to your second a weighting of 9 and so on. Your least important of
the ten statements will thus have a weighting of 1.

You will find that your rank ordering is helped if
you adopt the following procedure. Select your most important statement
first, then your least important second, then your next most important,
then your next least important and so on. In this way you ensure a more
accurate rank order.

If you would like to have the results of this last
phase then please let me know and I will send them to you. Thank you again
for the time and effort you have provided.

Yours sincerely,

Phase 4.   Code:

Questionnaire A.

Please read the following statements and select the TEN statements you
consider to be most important.

Now RANK ORDER those statements from most important to least important.
(You should end up with ten statements with weightings of:

> 10 most important
> to   1 least important
> The remaining boxes should be left blank.)

Able to communicate verbally.	
Displays qualties of honesty, integrity and loyalty.	
Can create mutual understanding and trust by asking, telling and listening.	
Has acceptable behaviour and manners.	
Free from obnoxious odours and habits.	
Able to establish rapport.	
Able to adapt to different situations.	
Possessing a sense of humour.	
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.	
Shows consideration rather than being self-centred.	
Sympathetic involvement with others.	
Well informed and educated.	
Displays a positive mental approach.	
Has an outgoing personality.	
Has empathy and sympathy.	
A sympathetic listener.	
Ability to act judiciously.	
Able to emanate energy and enthusiasm.	
An optimist as against a pessimist.	
Able to accept fun being made at his/her expense.	
Has a pleasing and happy personality.	
Able to forsee and circumvent problems.	
Popular and friendly.	
Aware of current affairs locally, nationally and internationally.	
Has no dirty habits.	
Has experienced a wide range of social, work and leisure activities in life.	

Questionnaire A.

Statements grouped according to emphasis

Able to communicate verbally.

Able to express own opinion.

Shows consideration rather than being self-centred.

A sympathetic listener.

Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.

Has empathy and sympathy.

Can create mutual understanding and trust by asking, telling and listening.

Able to emanate energy and enthusiasm.

Displays qualties of honesty, integrity and loyalty.

Has a pleasing and happy personality.

Possessing a sense of humour.

Able to accept fun being made at his/her expense.

Displays a positive mental approach.

An optimist as against a pessimist.

Sympathetic involvement with others.

Has an outgoing personality.

Popular and friendly.

Well informed and educated.

Aware of current affairs locally, nationally and internationally.

Has experienced a wide range of social, work and leisure activities in life.

Has acceptable behaviour and manners.

Has no dirty habits.

Free from obnoxious odours and habits.

Able to forsee and circumvent problems.

Ability to act judiciously.

Able to adapt to different situations.

Phase 4.   Code:

Questionnaire B.

Please read the following statements and select the TEN statements you
consider to be most important.

Now RANK ORDER those statements from most important to least important.
(You should end up with ten statements with weightings of:

                              10   most important
                    to   1   least important
            The remaining boxes should be left blank.)

Able to communicate with all social groups and ages.	
Honest and trustworthy.	
Has the ability to listen.	
Self-confident.	
Has the ability to accept constructive criticism.	
Considerate to others.	
Has a sense of humour.	
Has a sense of responsibility.	
Courteous and well spoken.	
Able to express own opinion.	
Reliable.	
Open and friendly disposition.	
Criticises constructively rather than destructively.	
Has charisma.	
Physically and mentally active.	
Tolerant and patient when faced with the unfamiliar.	
Has varied interests.	
Has a stable personality.	
Able to use experience to deal with new and changing circumstances.	
Is punctual.	
Of above average intelligence.	
Has an awareness and interest in current affairs.	
A reasoned but not necessarily compliant attitude to social norms.	

Questionnaire B.

Statements grouped according to emphasis

Able to communicate with all social groups and ages.
Able to establish rapport.

Considerate to others.

Has the ability to listen.

Tolerant and patient when faced with the unfamiliar.

Has the ability to accept constructive criticism.

Courteous and well spoken.

Honest and trustworthy.
Reliable.
Has a sense of responsibility.

Open and friendly disposition.

Has a sense of humour.

Physically and mentally active.

Self-confident.

Has varied interests.
Has an awareness and interest in current affairs.
Of above average intelligence.

Has charisma.

Has a stable personality.

Able to use experience to deal with new and
           changing circumstances.

Is punctual.

Criticises constructively rather than destructively.

A reasoned but not necessarily compliant attitude to
                    social norms.

Oakwood,
Lower Warberry Road,
Torquay.

5th. December 1984.

Dear   ,

Ph.D. Research Project

    I see from my records that you have not yet sent in the **final** questionnaire associated with my work on the characteristics of high social ability.

    Perhaps you have overlooked it or perhaps you are getting fed-up with my pestering. I hope not! This is the last time I shall come to you but it is perhaps the most important phase of the present work. I really do need your reply.

    I would be grateful if you sent the questionnaire, suitably weighted as requested, to me so that I might finalize the last phase of the research and produce the statistics.

        Yours with much appreciation,

        David Smith

Questionnaire A.   Table 7.

10 most important
1 least important

Appendix Q(1)

	2	3	4	6	7	8	10	13	15	9	22	25	30	31	32	33	34	35	40	42	44	46	47	49	50	52	53	55	57	59	TOTAL	RANK ORDER
Able to communicate verbally.			4	2	10	9	9	10	6	10		2	7	3		10	9	1	10	10	3	9	10	5	9	10	6		10	1	176	1
Displays qualities of honesty, integrity and loyalty.	5	6	1	1	8		10				6	8		5	10		10	2	4	9	9	7		3	6	8	7		9		133	2
Can create mutual understanding and trust by asking, telling and listening.	10	1			10	8		10				9	6		5	4	10	6	7		6			10		10	10	6			128	3
Has acceptable behaviour and manners.	3	4	10	3	9			5		9	7	10		1		2	1		1	1			7		2			2			77	9
Free from obnoxious odours and habits.								9			5	1		2			4														21	24
Able to establish rapport.	4	5		6			1		7	5	5				4	6		9			7				4	3					66	12
Able to adapt to different situations.		9		7	7			3	5	8				1	9				5	9	7	10		1	6			7	3		93	5
Possessing a sense of humour.		6				7					7		9		9		5		9	9		3		2		9	9	9	7		95	4
Responds appropriately to emotional and reasoned appeals received and appeals to others in the appropriate mode.	9														8	8		6					3		5	8	4	6			57	13
Shows consideration rather than being self-centred.	6		5	8	4		6	1		9	3				3		9			5	9						3				69	11
Sympathetic involvement with others.	7							9				7								2				2	5		5				36	19=
Well informed and educated.		7	3	10	6		5	9		4		1	6	7	7			7													72	10
Displays a positive mental approach.			9		3		2			4			2			1	5	5	2		6	6					5				52	15=
Has an outgoing personality.		8		9	2	2			4	3				8		5				2					7		2				52	16=
Has empathy and sympathy.	8							4					4		3		7			10	8	4			6						54	14
A sympathetic listener.						9	4	8		2	3	6	5							3	5			1							45	17
Ability to act judiciously.	1	3										4		7		2		1		5	4						4				31	21=
Able to emanate energy and enthusiasm.			9	4		7			7			3		6	9		6	1		1	7	9	4		10						92	7
An optimist as against a pessimist.							1	1	2	9			1			6	4				3										31	21=
Able to accept fun being made at his/her expense.													2								5	1									9	25
Has a pleasing and happy personality.	2		7		1	8		7		6	10		9	5			3	4		4			9		2		4		90	8
Able to foresee and circumvent problems.				5		6							4	6						9		6						26	19=
Popular and friendly.			2				2			3	10								8						25	23
Aware of current affairs locally, nationally and internationally.	2				5	3		8		1	4		6				3	1		2	7				1		38	18
Has no dirty habits.					4						2															6	26
Has experienced a wide range of social, work and leisure activities in life.	10			5	1		6	2		9		10	9		7		2	4		1	8		4			9		47	6

Table 8

Questionnaire B.

10   most important
1   least important

	1	5	9	11	12	14	16	17	18	20	21	23	24	26	27	28	29	35	36	37	39	41	43	44	49	52	54	58	60	TOTAL	RANK ORDER
Able to communicate with all social groups and ages.	10	6	10	8	10	10	10	10	9	1	6	10	5	4	10	10	10	9	9	7	4	10	9		6	5	10	4	10	224	1
Honest and trustworthy.	9	10	9	9					10		5			9		8			6	2			10	10		8			10	115	4
Has the ability to listen.		7	6	5	8	7	9	9	3		7		9	5		6		3	5	4	6		4	7	7		5	9		141	2
Self-confident.	8		7	10					7	8		2	6					2		9		4	6	5	8		8		7	97	5
Has the ability to accept constructive criticism.	7	9	5			5			2		5			1	9	5		3	1		8		7	2						69	9
Considerate to others.					8	5	3						9		2	9							4		4	4				48	15=
Has a sense of humour.	3	3	1	6	7	1	8	2		9	6	7	8		6	8		10	9	1	7	1		9		6	6	6		180	3
Has a sense of responsibility.					6	9			2	4		8	6	6	5	7				7			3							65	11=
Courteous and well spoken.		1	3		5	3		4	6		3					7			8			1		7						48	15=
Able to express own opinion.			4			3			8	4	9	4						6	5	5	2					9		4		57	13
Reliable.				4		4							10	5	1				3								9			36	18
Open and friendly disposition.			4	9		7			7			4		6	8			3	5		10	7								68	10
Criticises constructively rather than destructively.	6		2		6		5		5	8		3	3	4	8			4	7	9	3	8	6	1						88	7
Has charisma.									10	9					5			2	8	3	3									32	20
Physically and mentally active.	4	2	7	1			1	6	6	4			3	1	4	9	3			6		6	8							65	12
Tolerant and patient when faced with the unfamiliar.	5	5	8	2	2		8				7		7		2	3	5		2			2	3							56	14
Has varied interests.		4				7					1		1	2		1	5	2												24	22
Has a stable personality.	1		2	2	2	5	3	2							6		4	9					2							39	17
Able to use experience to deal with new and changing circumstances.			2	7	1		1	1			9	3	2	6	10	2	10	5	4					10						76	8
Is punctual.	8			1	4				1																					14	23
Of above average intelligence.		9		6	8	10	2		10	7					8	9	9		2	5	8									92	6
Has an awareness and interest in current affairs.		1	4		9			2		3	1		1				1	8												30	21
A reasoned but not necessarily compliant attitude to social norms.	2			6			1	2	4	7						8	2	1	1											34	19

C H A P T E R 2.

The Psychodynamic View of Personality

In the previous chapter it was suggested that a
search of the literature on social ability was necessary in
order to find out to what extent the present findings are in
line with accepted thinking on social ability. Secondly, it
would be useful for the selection of a test or tests for use in
later parts of the research. This chapter, then, is an attempt
to link theory to practice and to provide a setting for later
aspects of the research.

Social ability is an aspect of personality. What do
we mean by personality and how is social ability affected by
it? Bischof (1964:p9) argues that "Personality is better
defined after one has expended considerable effort and energy
in studying the concept: it is almost better considered as
concept than word." In many ways Bischof is correct as the
etymology of the word 'personality' is misleading whilst the
concept, for all its many definitions, does have a commonality

of feature.

The word 'personality' is derived from the Latin word persona' meaning a mask used by Roman actors. This implies an outside display which may or may not be a manifestation of the real self behind it. Allport (1937) in his book on personality identified fifty different definitions of the word. It is clear that pure semantics will not get us very far. Hogan (1976:pp9-10) refers to two German terms which assist in providing a conceptual frame for personality. **Persönlichkeit** refers to the impression that a person makes on another. It is similar to the Latin term 'persona' in that it is the display that one individual provides for others. In a sense, it is a function of the immediate social situation and a response that the individual makes to it. There is a suggestion that uniqueness of style and superficiality of function are present. The other word is **Personalität** which refers to the fundamental or basic core of man: it is the centre of our being. The sense is that of man's innate, deep and enduring properties which are frequently seen as unchanging. The two meanings taken together reflect a considerable cross-section of views of personality

and should be kept in mind as fundamental to the conceptual

framework both of definition and theory of personality.

Definitions of personality are numerous and

frequently written from the point of view of a personality

subscribed theoretical base. Jung (Storr,1983:pp193-196) writes

that personality is to do with "... a well-rounded psychic

whole that is capable of resistance and abounding energy - is

an adult ideal." He goes on to say that "Personality, as the

complete realization of our whole being, is an unattainable

ideal. But unattainability is no argument against the ideal,

for ideals are only signposts, never the goal." This

deterministic view sees personality as a manifestation of inner

forces over which man constantly rages battle. Guildford

(1959:p5) sees personality as "... a unique pattern of traits"

and McClelland (1951:p69) writes of personality as "... the

most adequate conceptualization of a person's behavior in all

its detail." Allport (1961:p28) defines personality as "... the

dynamic organization within the individual of those

psychophysical systems that determine his characteristic

behavior and thought." If we accept this definition then

personality and social ability are inseparable. Such an

holistic approach moves towards a modern conception of

personality being a complex system, and yet a modern thinker

such as Murray (1951:p267) defines personality in a narrow way

as "... biologically defined as the governing organ, or

superordinate institution of the body. As such, it is located

in the brain. No brain, no personality."

From the definitions that I have quoted, it is

evident that whilst there is much that is idiosyncratic there

is also much that is common in defining behaviour. Hjelle and

Ziegler (1981) provide a list of common features within the

large range of definitions.

1.   Many definitions depict personality as an hypothetical

     structure or organization. Behaviour is partly seen as

     being organized and integrated by personality. In this way

     personality becomes an abstraction based on inferences

     that come from the observation of behaviour.

2.   Most definitions are concerned with understanding

     individual differences. The word 'personality' includes

     the obvious uniqueness found in all individuals. It is

only by the study of personality that "special properties or combination of properties" that make us unique may be made clear.

3. Most definitions stress the importance of viewing personality in terms of life history, or developmental, perspective. Personality may be seen as an evolving process subject to a variety of internal and external influences, including genetic and biological, social experiences, and changing environmental circumstances.

In his book on personality, Hogan (1976:p8) sums up the theory of personality and its definitions by saying that "All personality theories serve the same functions: they account for the nature and for individual differences among people; and they explain anomalous idiosyncratic behavior patterns," which concurs with the stance taken by Hjelle and Ziegler. What tends to happen is that theorists are influenced by what Pervin (1984:p13) calls 'zeitgeist', the prevailing mood or spirit of the age, and tend to interpret human behaviour in that context. A good example is the present

zeitgeist of the computer where some psychologists

(Pervin,1978) describe personality in language and concepts of

the computer age.

What is certain is that personality theorists make

different assumptions about human nature and their theories may

be distinguished from one another on this basis. The

interpretation of these theoretical perspectives will be based

on our assumptions and experience of human behaviour, and we

will make value judgments as to their usefulness on that basis.

Given these considerations, it is evident that social ability

is an aspect of personality which cannot be separated from

those functions which form the uniqueness of the human

character and yet we also must accept that those with high

social ability in some way have common functions. In the search

through the literature it will be necessary to highlight those

common aspects of personality which provide for high social

ability.

Each individual view of personality presented in this thesis will be prefaced by a short biography of the individual proposing the theory. This is considered to be necessary as (a) some knowledge of each individual's background and personality assists in achieving a better understanding of the theory, and (b) the **zeitgeist** in which the theory was formulated further enhances understanding.

Some Psychodynamic Views of Personality

Psychodynamic theorists recognize that behind the mask of overt behaviour there are conflicting motives which provide for the idiosyncratic personality. Overt behaviour is explained in terms of factors within the individual which may be unconscious. The challenge is to discover the hidden core behind the mask. The founder of this approach to personality is Sigmund Freud.

Sigmund Freud (1856 - 1939)

Freud was born in Frieberg, Czechoslovakia, and at the age of three moved with his family to Leipzig and later to

Vienna. He was the firstborn of a family of ten children, although two sons were to a previous marriage. Sigmund went to the Vienna Medical School where he graduated in 1881. He did not enter general practice but preferred to do research in physiology.

When his father could no longer afford to support him financially, he moved to the General Hospital in Vienna where psychiatry and treatment of nervous diseases came within his sphere of work. In 1885 he received a grant which took him to Paris to study under the famous French neurologist, Jean-Martin Charcot. Here he learned the hypnotic technique and he became convinced of the psychogenic origin of hysterical symptoms.

On returning to Vienna he worked closely with Joseph Breuer, a close friend from his medical student days, on 'talking-out' methods of dealing with hysterical patients. With the reluctant Breuer, he published "Studies in Hysteria" in 1895 which is an account of their work with hysterical patients and in particular of Anna O. Feist (op.cit. p19) remarks that "The beginning of psychoanalysis can arbitrarily be traced to the original date of this publication."

Freud believed that the source of mental illness was in the unconscious and this could only be tapped indirectly. He became interested in dreams and their interpretation as he believed that they were manifestations of the unconscious. He completed his great work, "The Interpretation of Dreams" in 1899 and his biographers tell us that he analysed his own dreams daily. The book eventually gained Freud the fame and recognition that he has so longed for throughout his life.

His personal life had many highlights. He married Martha Bernays in 1886 and they had six children. During the First World War his psychoanalytic practice dwindled and sometimes they were without food and heat. He visited America with Carl Jung and finally at the age of 82 he emigrated to England.

An exceptionally gifted writer, an observer of human behaviour, and a mind of great creativity, Sigmund Freud set out to provide a scientific approach to psychology. Dare (1981:p23) remarks that "Freud... describes how he started his adult professional life thinking of himself as a pure scientist and yet he ended up writing papers whose content resembled more

the art of biography or short story writing than the science of

neurophysiology from whence he came." Much of his personality

theory is descriptive and speculative, not being based on real

scientific observation, however, what he has to say is

important when compared and contrasted with others who have

taken a more scientific and less creative approach.

What then does Freud have to say about the human

personality and in particular to social factors? Freud's

intellectual development may be traced to the irrationalist

tradition of Schopenhauer, Nietzsche, and Fechner. He brings

together eighteenth century rationalism with the romanticism

and anti-intellectualism of the nineteenth century.

Engler(1979:48) argues that "In his concept of drive, Freud

abandoned the earlier attempt to reduce psychological processes

to physiological or bodily ones and began to repair the

Cartesian rift by recognizing that a comprehensive view of

personality must envision body and mind as a unity." He adopted

the view that there are no psychic accidents and that all

mental phenomena are meaningful. Freud attempted a scientific

approach to his work, but like his teachers, Meynert and

Bruche, indulged in speculation which may be argued is

mythological in nature.

Fundamental to Freud's psychology is his concept of

motivation. The German word he used was 'trieb' which may be

translated as 'instinct' or 'drive'. As the word 'instinct'

tends to denote inborn patterns of activity the word 'drive' is

more in line with Freud's concept. Over the years he developed

his view of drive to four features: source, impetus, aim, and

object. By source he means the bodily stimulus of need. Impetus

refers to the amount of energy or intensity of the need. Aim

implies the goal and purpose required to reduce the excitation.

Object refers to that object or person in the environment

through which the aim may be satisfied. He saw sexual drive as

the most dominant and used the word 'libido' to refer to the

emotional and psychic energy derived from the sex drive. The

sex drive he refers to 'life instinct' and is the force which

maintains life. The second major drive he refers to as 'death

instinct' or drives which are a source of aggressiveness. He

suggests that the ultimate resolution of tension within the

individual is death. However, his view of personality revolves

around the sexual drive rather than the death drive. He saw man

as motivated by the pleasure principle and "that the primary

purpose of sexual behavior is pleasure. To be specific, sexual

activities aim at producing pleasure in the body." (Engler, op.

cit:p49).

Freud saw the early stages of development in terms of

sexual development and the way these stages took place as

largely determining the personality. There are five basic

stages: the oral, anal, phallic, latency, and genital.

The **oral stage** usually lasts through the first five years of

life and are activities of the mouth, lips and throat. A

neonate will suck at any object after birth until it finds that

the breast provides satisfaction. This stage involves the

dependency of the baby on care and protection and has a

profound influence of feelings of dependency later in life. One

of the emergent factors in high social ability appears to be

self-confidence (see page 54) and one might expect persons who

show self-reliance to have passed through this stage

satisfactorily.

The **anal stage** lasts from about one or two years of

age and is the period when toilet training forces the child to hold or let go which Freud argues is to do with the pleasure of relieving tension. Hall et al. (1985:p49) notes that "Depending on parental attitudes, this training may have far-reaching effects." Freedom from tension would, therefore, seem to be a factor in social ability.

From the age of two to five or six years of age, the child becomes preoccupied with their genital organs and Freud calls this the **phallic stage.** There is an interest in the sexual organs and Freud argues that there is a sexual longing for their parents. At this stage the Oedipus complex develops - the child's sexual attraction to its parents of the opposite sex and hostility towards the parent of its own sex. This results in the child identifying with the same sex parent and in Freud's view every person is inherently bisexual. In persons with high social ability one would expect a display of mature and lasting relationships with both sexes.

Between the ages of five and twelve the sexual longings are subdued and Freud calls this the **latency stage.** During this stage the child learns the capacity for

sublimation. In many ways it is an important stage as it is here that concern for others is developed. If we accept what Freud has to say about this stage then that period between the age of five and twelve will be of special importance to the socially able. Concern for others, empathy, would seem to be an important factor.

The final stage is the **genital stage**. It begins at about the age of twelve and carries on through adolescence and onwards. In this stage there is a movement away from the self and providing pure pleasure for the self, and with group contact there develops altruism and the biological function becomes concerned with the promotion of the species. Thus, if we take Freud's view of social development, the socially able will be expected to display altruism, empathy, and concern for others.

Like Plato, Freud considered that self-discovery was an all-important goal in life. An understanding of the self, or the self-concept, for Freud was seen to be a combination of instinctual dynamics and mental structure. Inspection of the characteristic of high social ability on page 54 seems to

- 116 -

indicate that an understanding of self is significant in the

socially able. "Knows own ability and limitations" as well as

"Able to change mood and attitude of others", and "Self-

confident" are all associated with self-knowledge. To 'know

thyself' is a difficult task as large portions of the

unconscious are almost impossible to tap, if one accepts the

reality of the unconscious. Freud compared the mind to an

iceberg where only about ten percent is revealed above the

sea's surface. The **unconscious** is below the surface and rarely

what it contains comes into consciousness. The unconscious

refers to thoughts and memories which have been repressed, or

forced out of consciousness.

For Freud mind of the mature adult has three

divisions, the id, the ego and the superego. The word 'id' is

derived from the Latin meaning 'it'. The term has been

attributed to the philosopher Nietzsche (1844 - 1900). As Hogan

(op.cit:p41) points out, "The id is the 'dark unaccessible part

of our personality'. It is the 'core of our being', the

primitive, relentlessly demanding, and wholly unconscious

portion of the psychic apparatus that was discovered

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through the study of dream work." The id is ruled by the
pleasure principle where bodily needs and wish-fulfilment are
its concern. Hergenhahn (1980:25) considers the instinctual id
as "cognitive representations of physiological needs." The id
attempts to reduce a biological deficiency or need by producing
an image of the objective need or the satisfaction of the need.

Whilst the id cannot distinguish between its images
and reality, the ego is governed by the reality principle and
operates in the service of the id. It mediates between desire
and reality and operates on both the conscious and the
unconscious level. The superego, which has two divisions of
conscience and ego-ideal, is the moralizing mechanism of mind.
Conscience is internalized experience which is developed with
the age of the individual, particularly in childhood and
childhood punishment. The ego-ideal is internalized experience
for which there has been reward. Thus, the ego reconciles the
needs both of the id and the superego.

Freud's concept of id, ego and superego tend to be
rather fanciful in terms of today's personality theories,

however, ego psychology is not dead as Loevinger's book "Ego

Development" (1976) has shown. The relationship between the

intellect, moral reasoning and the emotions still raises major

intellectual issues. What seems to be certain in terms of

social ability is that those who are deemed socially able have

reconciled in a satisfactory manner the id, ego and superego.

The treatment of **anxiety** would seem to be a major

factor in an individual being deemed socially able. "The

function of anxiety," remarks Hergenhahn (op.cit:p29) "is to

warn us that if we continue thinking or behaving in a certain

way, we will be in danger." We all tend to terminate those

thoughts and actions that cause anxiety. Freud described three

kinds of anxiety: neurotic, reality, and moral. Neurotic

anxiety is the fear that the id will cause the person to do

something for which he or she will be punished. Reality anxiety

is caused by real, objective sources of danger in the

environment, such as leaving a sinking ship, and is the easiest

to deal with. Moral anxiety is the fear that a person will do

something contrary to the superego's wishes and bring about

feelings of guilt.

An important factor in social ability, as defined in this research, is how anxiety is dealt with. The able social individual may be subject to anxiety but has developed mechanisms to deal with it. Freud argues that if the ego is unable to reduce anxiety by a normal process, then it reverts to irrational methods called ego defence mechanisms. These mechanisms are unconscious and falsify or distort reality. Repression is the most basic defence mechanism where anxiety-provoking thoughts are pushed by the ego into the unconscious of the id. "For Freud, the mechanism of repression was of vital importance, since repressed thoughts do not stop having influence on our personality; they simply are not readily available in consciousness," remarks Hergenhahn (op.cit:p30). Displacement is a further means of dealing with anxiety where a substitute object is used to transfer the cathexis. A further means is through identification where the ego attempts to match objects with events in the environment so that some worthwhile object or person takes the place of need. Lastly, through projection, which is the transfer of a need to someone else, the anxiety may be reduced. An adjusted person will have

developed strategies for dealing with anxiety that do not place

the anxiety on others or repress it and so produce tension.

An important concept related to the research on high social

ability is that of **socialization**. Freud sees it as twofold

involving identification and the Oedipus complex. He sees two

forms of love, one based on emotion and the other on sexuality.

The boy takes an interest in his father and through

identification takes on the father as an ideal. Later he

develops, according to Freud, an incestuous desire with his

mother. There is a sexual cathexis towards his mother and an

identification with his father. Hogan (op.cit:p44) notes that

"The boy actually takes the image of both parents inside

himself, and this internalized image is the superego, the final

set of psychic structures conceived by Freud. The superego

prevents the subsequent appearance of any desires or actions

that one's parents would not approve of." For girls, Freud

suggests the Electra complex where when the girl discovers she

lacks a penis it causes her to turn away from her mother and

invest her love in her father. The superego plays an important

part in socialization. As Hogan (op.cit:p46) stresses, "One

major consequence of superego development is that it preserves

the continuity of culture across generations. The superego is

made of social norms; therefore, it is the primary vehicle of

culture transmission between parents and children."

Freud's view of man is essentially deterministic and

pessimistic. All men are unconsciously driven by sex and

aggression. Individual differences are the result of

developmental experiences (oral, anal, and phallic) and our

ability to deal with anxieties may lead us to psychological

health, or to neuroses and psychoses. "Underneath a thin veneer

of civilization, we are savage beasts with a natural tendency

to exploit others for sexual and destructive satisfaction.

Antisocial behaviour lies just underneath the surface of even

the most peaceful person, Freud believed. Worse yet, we are not

ordinarily aware of the reasons for our behavior nor are we

conscious of the hatred we feel for our friends, family, and

lovers." (Feist,op.cit:p54). Such a disturbing view of human

nature seems to suggest that high social ability is pure

'persona' but one has to keep in mind that Freud's concept of

humanity was based on the observation of the psychologically

disturbed.

What light does Freud's theory throw on the research at present and on subsequent data? There would seem to be a number of areas where light is thrown onto social behaviour. He is much concerned with **personalität** to the exclusion of **persönlichkeit.** It is clear that he sees the early stages of development through the oral, anal, and phallic as important as they tend to determine certain types of personality which set the parameters of social ability. These would include self-reliance and a realistic view of the self, altruism, the ability to form stable relationships, freedom from tensions and empathy. Secondly, motivation is seen to be provided through drives, particularly the sexual drive, or 'life instinct' and the way a person handles that plays an important role in who and what they are. Whilst I feel Freud gave too much emphasis to sexual matters, control and use of sexual activity is an important feature in relationships.

Understanding the self is seen as important and the relationship of self and the unconscious. However, the concept of id, ego and superego tends to be rather mystical, yet moral

activity and the negotiating process would seem to play an important part in setting our values. Linked to his concept of mediating, values in childhood provides a significant determinant to personality. Lastly, his concept of anxiety rationalization is a useful one in that present indicators of the highly social show that they are somewhat free from anxiety, or at least have developed strategies for handling it and this does not include identification or projection. The Oedipus and Electra proposals are interesting in that they point to need to form satisfactory sexual relationships. One would suspect that the socially able can form healthy and stable relationships with both sexes.

Perhaps the last word should come from Hogan (op.cit:p54) when we are considering the imput that Freud provides in understanding social ability when he adds that "The suggestion that people inevitably deceive themselves about their social motives, that there are fixed limits to human nature that are impervious to social change, and that man is naturally aggressive as well as loving seem far more important than the question of where the ego gets its energy or how the

meaning of dream symbolism is acquired."

Carl Gustav Jung (1875 - 1961)

Jung was born in Switzerland and spent all his life there. His father was a minister and believer in the occult and his mother, the daughter of a theologian. There was a tradition of spiritualism in the family as Jung's first cousin, Helen Preiswerk, was a medium. Carl's older brother only lived three days and his sister was nine years younger. Basically, his early life was that of an only child.

He was an emotional and sensitive child and a three month separation from his mother at the age of three was to have a profound effect upon him. His parents frequently disagreed and Carl hated having to take sides. Before he was four, Carl had his first dream which was to have a profound effect on him in later life.

Jung had a wide interest and wished to study archaeology at university, but as the University of Basil did

not have a faculty he was forced to choose natural sciences. He

eventually ended up studying medicine which he completed in

1900 and from there to be a psychiatric assistant at the Zurich

Mental Hospital. Between 1902 and 1903 he studies under Pierre

Janet in Paris. In 1903 he married a young woman from a wealthy

Swiss family and two years later began teaching at the

University of Zurich. In 1913 he went into private practice as

a psychoanalyst.

In 1907 Jung was invited by Freud to visit Vienna.

Jung had been an admirer of Freud after reading "The

Interpretation of Dreams". They visited America together in

1909 to deliver a series of lectures but after this their

friendship cooled and by 1913 personal correspondence was

terminated. From 1913 - 1917 Jung underwent deep personal

analysis and it is here he developed his ideas of the

Collective Unconscious.

He and his wife, who was also an analyst, had four

girls and a boy and lived near Zurich. Time was spent

researching, lecturing, writing, and seeing patients. He was

interested in alchemy, archaeology, gnosticism, Eastern

philosophies, history, religion, mythology and ethnology. In 1944 he became professor of medical psychology at the University of Basil but he resigned the following year due to poor health. After his wife died in 1955 he seemed a lonely old man and he died in 1961 aged eighty-five.

Like Freud, Jung based his personality theory on the assumption that mind or psyche is divided into the conscious and the unconscious. He argued that part of the unconscious is derived from the distant past and not from individual personal experience as Freud suggested. Psyche may be divided into the conscious, and the unconscious which he saw as having two parts, the **personal unconscious** and the **collective unconscious**.

The differentiation between the conscious and the unconscious is distinguished by the ego. Material sensed by the ego is conscious and that which is not is the unconscious. "If unconscious processes exist at all, they must surely belong to the totality of the individual, even though they are not components of the conscious ego. If they were part of the ego they would necessarily be conscious, because everything that is directly related to the ego is conscious." (Jung (1983:p212).

Thus the ego is at the centre of consciousness but it is the

self that is the whole personality. It is clear that

understanding of the self becomes an important feature in

Jungian psychology and one would expect the adjusted person,

those with high social ability, to have a realistic view of the

self .

The unconscious is not exclusively sexual for Jung.

This is where he parted company with Freud. Strong emotions and

unpleasant experiences which are deemed threatening are

repressed into the unconscious. Such memories and emotions are

grouped in the unconscious to form complexes that absorb

psychic energy. These repressed elements are troublesome but

not necessarily sexual. One would expect individuals who form

mature and trusting relationships to present a balanced set of

emotions and thus to have a minimum of complexes.

The personal unconscious is derived from individual

experiences. Some images may easily be recalled, some may be

remembered with difficulty, and some beyond the reach of

consciousness. The collective unconscious is one of Jung's most

controversial concepts. It has its roots in our ancestral past

and contains material passed from one generation to another. Much of this material may be seen in the symbols found in mythology, art and the dreamworld. These symbols in the collective unconscious do not lie dormant but are active in our thoughts, emotions and actions.

These ancient symbols Jung called **archetypes** which on occasions are shot to the surface like lava from a volcano. Jung uses various terms to describe archetypes: "primordial images, mythological images, dominants, collective symbols." The archetype is the psychic counterpart to the instinct which he accepted as being inborn psychological drives. Archetypes originate through repeated experiences of our ancestors and he suggested that there are a great number. If we are to accept Jung's concept of archetypes then it may be assumed that certain ones will be manifest through families and seen in similarities of personality. The question thus arises as to their effect on social ability. It may be argued that the socially able, because of their apparent emotional stability, are not affected by the collective unconscious or are able to mediate its effect.

Jung saw that there was a constant tension between the conscious and unconscious. "The fundamental mistake regarding the nature of the unconscious is probably this: it is commonly supposed that its contents have only one meaning and are marked with an unalterable plus or minus sign. In my humble opinion, this view is too naive. The psyche is a self-regulating system that maintains its equilibrium just as the body does. Every process that goes too far immediately and inevitably calls forth compensations, and without these there would be a normal metabolism nor a normal psyche... Too little on one side results in too much on the other." (Jung, 1983:p181). Such a systems approach, as we would express it today, supposes that the adjusted person maintains an homeostatic state between conscious and unconscious. The highly social person fulfils this state or they would not be psychologically healthy and limited in their ability to form lasting and mature relationships.

Jung provides a stage theory of individual development as does Freud. There are four general stages: childhood, youth, middle life, and old age. He compared the

stages to a journey of the sun through the sky. The early

morning sun is childhood which is full of potential but lacking

in later brightness; the morning sun is youth with its mounting

brilliance; the early afternoon sun is middle life which is

brilliant but declining in its strength; and the evening sun is

old age which was once bright but is now dimmed.

Childhood is divided into three stages by Jung: the

anarchic, the monarchic, and the dualistic. In the anarchic

substage there is little consciousness and little connection

with experience. The monarchic substage is where the ego

develops through the inception of logical and verbal thinking.

The child develops self as object and often speaks of self as

third person. In the dualistic stage the self is seen as

subject and object. In terms of social development this stage

is crucial if others are to be placed in context. It is here

that concepts of 'me' and 'you' develop.

Youth for Jung is from puberty to middle life and is

the period where the individual strives to gain

independence.There is a striving to reach beyond the narrow

confines of childhood and to recognize changing physical

abilities and the need to change emotionally as well. Jung

argues that any attempt to maintain youth could lead to

crippling problems in later life. It would be here that

concepts of feeling for others are laid down, particularly

empathy, and where social responsibility develops. In terms of

implications for the research, parent-youth-authority

relationships will be of significance when any case data is

looked at.

Middle life begins round the 35 - 40 years of age

mark and it is essential to shift one's moral values to fit in

with changing physical patterns if problems are not to arise.

As Jung (1931/1960:p399) says, "We cannot live in the afternoon

of life according to the programme of life's morning; for what

was great in the morning was true will at evening have become a

lie." What is significant in Jung's approach, unlike Freud, is

that he saw a continuing development of the personality from

birth to death. Much is to do with values as well as physical

change. Freud saw the major development of values up to

adolescence with little beyond.

In Old age there is a diminution of consciousness

and, Jung believes, a fear of death. He argues that this is the

period when one has to rethink and prepare for death.

Interpretation of dreams was one method he used with patients

whose fears became burdensome.

An important concept which Jung introduced to

psychology was that of introversion and extroversion. He saw

them as attitudes or cognitive styles and suggested that

everyone has some of each in them. As Hogan (op.cit:p67)

remarks: "The balance between introversion and extroversion

leads one to the most important principles in Jungian

psychology: when one attitude is highly developed in

consciousness, the other develops proportionally as a

compensation in the unconsciousness." Together with the four

functions of the conscious psyche, introversion-extroversion

form the basis of his explanation of mind. The four functions

are thinking, feeling, sensation and intuition, and they

combine to form eight psychological types. It is not the

intention of this work to describe each type other than to say

that they are rather idealised. What is important is the

concept and its relationship with other personality traits.

Jung's work is not easy to understand. In many ways

he is contradictory and he supports the status quo in terms of

personal development. The concept of self-actualization is

related to intellect in his view and only allows a certain

elite to reach that height of self-awareness. It does not solve

the problem of the relationship between the intellect and the

emotions. There is an implication that only the intelligent may

control desire, and yet it is evident that 'knowing' does not

necessarily lead to 'doing' what is right. It will be

interesting to compare his concept of self-actualization with

that of Maslow and Rogers. Generally, those who self-actualize

do not have psychopathic personalities, make full use of their

talents, capacities and personalities, and have a well-rooted

sense of self-worth. They can tolerate rejection and are not

particularly concerned with material worth. A further question

arises as to the necessity of individuals to self-actualize in

order to have high social ability?

The idea of the collective unconscious may play a

part in explaining high social ability in that individuals have

inherited certain unconscious attitudes which lead them to

develop valued relationships. Jung argues that these inherited

factors in the unconscious are determinants of personality and

are mediated by the ego. Such commonality of factor should be

evident. It will be interesting to see from case study evidence

what parental and grandparental evidence there is to support

this theory.

Alfred Adler (1870 - 1937)

In attempting to understand high social ability

through the consideration of various theories of personality,

Freud and Jung have presented ideas for explaining and

predicting behaviour. Each one has added a little to

understanding, although many psychologists do not consider

psychoanalytic ideas to be of value.

Alfred Adler provides an interesting addition for those who see some merit in psychoanalysis with his theory of **individual psychology.**

Born in a suburb of Vienna of Jewish parents, Adler rose from the lower middle class to world fame. He was the second son and rather over-shadowed by his highly able brother. There was also an envious younger brother and three other children. This experience of birth position was to influence his thinking and as Orgler (1939:p40) points out: "Adler has emphasised the fact that all children grow up in completely different situations and that the position of the child in the constellation of children is of the utmost importance in the development of its character." So it was with Alfred Adler.

He read medicine at the University of Vienna and received his degree in 1895. In 1897 he married Raissa Epstein, a socialist and independent thinker, and they had four children. In 1902 he met Freud but little is known of this meeting. Working in private practice as a psychoanalyst, he became President of the Vienna Psychoanalytic Society in 1910.

He insisted on freedom to develop his own ideas and eventually
broke away from Freudian principles, virtually being
excommunicated. In 1915 he was denied a teaching post at the
University of Vienna because his work was perceived as
unscientific and speculative.

During World War 1 he was involved in psychiatric
work with the Viennese Army and what he saw during and after
this period helped develop his socialist thoughts. Most of his
significant achievements came during the period 1920 - 1933. He
published a number of books, founded a series of child guidance
clinics and in 1926 visited the United States of America. In
1930 he was honoured by being made a 'Citizen of Vienna'. He
moved to live in the United States in 1934 on anticipating the
rise of National Socialism in Germany, and there he taught at
the Long Island College of Medicine. Here he continued his
fight for **individual psychology**. While on a lecture trip to
Scotland in 1937, he suffered a fatal heart attack.

Individual psychology is concerned with
indivisibility of the human personality. There are six basic

concepts according to Feist (op.cit:p63):

1. All psychological phenomena are unified within the individual in a self-consistent manner.

2. The subjective opinions of the individual shape behaviour and personality.

3. The one dynamic force behind the person's activity is the striving for success or superiority.

4. The usefulness of all human activity must be seen from the viewpoint of social interest.

5. Social interest develops in accordance with the individual's style of life.

6. The style of life is developed by the individual's creative power. The creative power, then, is responsible for unity, subjective opinions, the manner of striving, the level of social interest, and, of course, one's unique style of life.

   Within the terms of this research, it would seem that Adler has something to say on the question of social ability.

What he actually means by 'social interest' and 'style of life'

will be revealed in the following paragraphs.

As Ewen (1980:p118) explains: "Adler's goal is to

provide everyone with an understanding of human nature; and so

he emphasizes pragmatic recommendations for dealing with one's

problems, bringing up children, getting along with others, and

up-grading the quality of life in general." Adler saw the

driving force behind human behaviour as **social interest** and

community feeling manifest in his view that we all strive for

success and superiority. He draws on a German word

Gemeinschaftsgefuhl which is difficult to translate but implies

a feeling with all humanity and a membership of a social

community of all people. "A person with well-developed

Gemeinschaftsgefuhl strives not for personal superiority, but

for perfection for all people in an ideal community.... It

manifests itself as a co-operation with others for social

advancement rather than for personal gain." (Adler,1964:p23).

By inference, the socially able individual is striving for

oneness within the community in which he find himself; his

objective is to achieve a form of harmony.

This theme of harmony is fundamental to Adler's

psychology and developed by later existentialists like Maslow

and May. Orgler (op.cit:pp136-145) notes that Adler has a

system's view of where mind and body are inseparable. All his

life he remained a general medical practitioner as well as a

psychoanalyst treating mental problems.

The phrase 'inferiority complex' was coined by Adler.

He was of the opinion that feelings of inferiority are

commonplace in human beings. The phrase "To feel inferior is to

feel human" is attributed to him. At birth we are helpless and

dependent on the mother. This helplessness provides us with

feelings of inferiority which lasts all our lives. "A striving

towards perfection and towards security grows out of the

feeling of inadequacy and insecurity. Man found himself exposed

without protection to the forces of nature, and was forced to

provide for his safety. For thousands of years he has been

using his inventiveness to perfect his means of security. His

inferiority feelings always drives him to improve his

position." Orgler, op.cit:p37). The question thus arises as to

whether the socially able have managed to control their

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feelings of inferiority, or if not, whether their strong

relationships with others are based on shared fears.Perhaps the

case data will throw more light onto this.

Adler's view of motivation is thus goal oriented. We

develop our goals of superiority to overcome and compensate for

imagined or real fears of inferiority or weakness. If feelings

of inferiority are still present then one might assume that

strivings to improve position are still present and might be

detected. Whilst he tends to accept innate instincts, drives,

or needs, which are to do with biological functions, and in

which he includes sex, he saw human beings as being capable of

denying and subordinating their natural instincts in order to

fulfil their social goals.

Adler's individual psychology rests on a teleological

view that each individual has the **creative capacity** to perceive

the future and to strive for this future. His idea of the

creative self is to do with "fulfilling the person's unique

style of life. In other words, the creative self establishes,

maintains, and pursues the goals of the individual."

(Engler,op.cit:p121). The individual is aware of everything he

does and through self-examination can understand his behaviour. This is in distinct contrast to Freud who saw unconsciousness as beyond ordinary control, whereas Adler sees unconsciousness as a temporary state capable of control. Humanity is seen as having creative freedom, whereas Freud and Jung are deterministic in their outlook.

Where does this leave us in relation to the characteristics of high social ability? Adler would see such a person as having goals related to strivings for social harmony. He would argue that the socially able either have overcome their feelings of inferiority or have learned to handle them. The creative ability within them enables them to form a realistic self-concept which they pursue in order to achieve their social goals.

A rather subjective aspect, but interesting, to Adler's psychology is his concept of **birth order**. It is not the numerical order of birth per se that is significant but the perception of the situation by the child into which he is born. According to Adler, a firstborn has intense feelings of power and superiority and place anxiety when a younger sibling is

born. The second child may be better off as there is a possibility of developing co-operation between himself and his elder. However, if the firstborn is hostile then the second child may become over competitive or be discouraged and apathetic. It is the child's interpretation of the situation that counts. The youngest child may be pampered and feel inferior, or on the other hand, be over-competitive. The only child may turn to compete against the mother and father to provide an inflated self-concept. Adler believed that personality is "moulded not by reality, but by subjective factions. The guiding fiction is the goal of superiority or success." (Feist,op.cit:p69).

Socialization for Adler begins before birth when the child experiences oneness with the mother. The mother continues to create social interest after birth. To provide a balanced relationship, the mother must divide her attention between child, her husband and society. The father's influence is secondary but still important. He must treat his wife well and take his place in society. Thus, knowledge of society and its value come by way of the parents and later as a result of the

child's interaction with the environment.

For Adler, an individual's life style is important as it is a means of passing on culture and developing another's personality as well as part of the development of one's own personality. What he is proposing is that the degree of activity each individual puts into social interest, or their solutions for internal and external problems, will determine their personality.

		DEGREE OF ACTIVITY	
		Low	HIGH
LEVEL OF SOCIAL INTEREST	HIGH	[None]	Socially Useful Type
	Low	Getting Type Avoiding Type	Ruling Type

Feist (1985)

The diagram above, adapted from Feist (op.cit:p75), shows Adler's two-dimensional scheme for the classification of life style attitudes. It is the **socially useful type** which is of

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most interest in this research. They have a high level of

activity and social interest. According to Adler, these people

have socially useful attitudes and struggle to solve life's

problems. The question of what are socially useful attitudes

and life's problems are value ladened and culturally

determined. What is important is that they are group- and

society- centred rather than self-centred. It is clear from the

findings set out on pages 53 - 54 that this is in line with

those findings.

The importance of Adler for this research is the way

he perceives society as influencing human personality and human

motivation. Socialization is seen as a two-way thing with

humans being motivated by goal achievement relating to social

interaction and harmony and society determining the human value

system. The human desire to overcome inferiority steers them to

goals related to improving their position, with the creative

self initiating this. The knowledge on which the creative

ability reacts is gained from parents initially and then the

environment and culture which surrounds the individual. Life

style is a means of passing on that culture and those values it

contains. Striving for social confidence within a secure family

and culture would seem to provide for an adjusted and

psychologically healthy person. If we are to accept Adler's

view of social development them parents and family will play

the major part in socialization. We would expect the socially

able to have life goals and be seen to be achieving them.

Harry Stack Sullivan (1892 - 1949)

In many ways Sullivan is an outsider in the

psychoanalytic tradition set down by Freud, partly because of

his isolation from the European tradition of psychology.

However, his thinking in many areas concurs with that

tradition. What is interesting in Sullivan's work, and a major

reason why he has been included in this chapter, is his

insistence on interpersonal communication as the basis for

satisfactory personality development. We have seen in the

research on social ability that the ability to communicate and valued personal relationships are important characteristics. It is important, therefore, to see what Sullivan has to say about each.

Harry was a lonely child and it is rather ironic that such a loner should be formulating a theory of personality which stresses the importance of interpersonal relations. Born into a poor farming family in New York State, he was the only survivor of three sons. Initially he was brought up by his grandmother, as his mother was absent for a period due to mental illness; he later was reared by a maiden aunt. His father did not have a close relationship with him until after the death of his wife and after Harry had become a prominent physician.

At school Harry was a loner as his Irish accent and sharp mind made him unpopular. Aged eight, he formed a close friendship with a thirteen year old neighbour which lasted most of his life. Both were to become psychiatrists and both never

married. The relationship was beneficial for Harry as his personal relationships improved.

From High School, Harry went on to Cornell University where he intended to become a physicist. However, he only remained there for a year, leaving in mysterious circumstances. In 1911 he enrolled in the Chicago College of Medicine and Surgery and with difficulty he obtained his degree. He claimed that mostly he was self-educated as the teaching he received at university was poor. This is born out in his writings which are awkward in expression and quaint in vocabulary and style.

The period from 1915 - 1921 is not clear and seemed to be an unsettling time for him. We do know that for a period he was under psychotherapy. During the First World War he served in the armed forces as a medical officer and later he served with the Federal Board for Vocational Education and for the Public Health Service.

In 1921 he went to St. Elizabeth's Hospital in Washington D.C. to work in the field of psychiatry, in spite of having no formal training. During this period he conducted intensive studies in schizophrenia which initiated his thoughts

on interpersonal relations. He also had links with the
University of Maryland. In 1930 he moved to New York where he
opened a private practice. New York brought him in touch with
Karen Horney, Erick Fromm and others in psychiatric and
sociological circles. They formed the Zodiac Group which met
socially and discussed old and new ideas in psychiatry. It was
in this New York period that Sullivan came into contact with
several social scientists such a George Herbert Mead and Robert
Ezra Park. Sullivan and others were instrumental in 1933 of
founding the William Alanson White Psychiatric Foundation in
Washington D.C. White had much influenced Sullivan's thinking
and the Foundation's objective was to join psychiatry to other
social sciences. From 1933 - 1943 Sullivan served as its
president. His untimely death in a Paris hotel in January 1949,
after attending the World Federation for Mental Health in
Amsterdam, was much mourned.

Sullivan's personal life was a lonely one. He never
married and 'adopted' a fifteen year old boy who looked after
him. The boy changed his name to Sullivan and ultimately
inherited Sullivan's possessions. In spite of his frugal

personal relationships, he provided great insights into the importance of personal relations and communication in normal behaviour.

Sullivan was not influenced by Freud, Jung or Adler, although similarities exist. Feist (op.cit:p130) notes that "To Sullivan, knowledge of human personality can be gained only through the scientific study of interpersonal relations" and his theory is based on observation of patients over very many years. He believed, like Adler, that personality is developed within a social context and it is interpersonal experience that makes us what we are. His **interpersonal theory** of personality is much removed from Freudian concepts and yet remains within the psychoanalytic tradition.

Central to Sullivan's motivation theory is the idea of **tensions**. He defined tensions as "the potential for action" which may or may not have a felt aspect. In accepting tensions in this way he recognized the existence of the **unconscious** but rather skirts around the concept. Tensions can vary along a scale from **euphoria** - the absence of tension - to **terror**, which is the absolute tension. Those tensions that produce actions

are seen as **needs** and those which bring about disintegrative behaviour he terms **anxiety.**

Needs tensions are produced by biological inbalance; they are the result of physiochemical imbalance. They are episodic and once satisfied lose their power on a temporary basis. Many needs, however, stem from the interpersonal situation, the most basic being **tenderness.** The mother gains tension from the need to give tenderness and the child gains tension from the need for food, but also an evoked need for tenderness. Tenderness is seen as a complex of needs associated with energy transformation. Sullivan associated tenderness with general needs like food and water, but also with zonal needs of mouth, hands, genitals, anus etc.

Linked with this need for tenderness is the process of **empathy** which he sees as the outcome of transferred anxiety from mother to child. Since all mothers tend to be anxious for their children, then all infants become anxious to some degree. The characteristics outlined on page 54 includes empathy and points to highly social individuals either being free from or able to handle anxiety. Sullivan also sees anxiety result from

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and be disguised by the presence of others within the social

situation. "The college freshman may hesitate to ask for a

dancing partner at his first college mixer because of the

imagined threat of refusal. He may never have been refused

before and may be an accomplished social dancer, but the

imagined threat of refusal is stultifying enough to keep him on

the sidelines, wistfully eyeing the proceedings and possible

dance partners for the entire evening. He gives all the

manifestations of being anxious to guard his ego from blunt

refusal." (Bischof,op.cit:pp274-275).

For Sullivan, anxiety may be productive or

destructive. Slight anxiety provides movement but total anxiety

leads to confusion and reduces intelligent action. Whilst we

are all subject to tension, our individuality is manifest and

unique because of the way we deal with tension. This is very

important for the socially able as the ability to handle

tension must be an important feature of their makeup. Their

self-system deals with the tension. If this self-system is

merely conforming to rules to relieve anxiety then the 'good

boy' may evolve but if this is not further developed by the

real-self then a schizoid system emerges or individuals remain rule-bound and tension-avoiding. One would expect the socially able to have a realistic self-concept and not to be rule bound but able to organize their own values. This links with what Jung (see page 134) has to say about the self-actualized person.

Like Freud and Jung, Sullivan presents a stage theory of human development. He identifies seven stages, each important in the formation of the personality and social values. Sullivan sees personality developing all through life, as do social values, but it is the early childhood where the basis of personality develops. The first or **infancy stage** begins a few minutes after birth and continues until articulated speech is developed. Sullivan suggests that the neonate is animal until tenderness is experienced. The mother-infant relationship is two-sided, as has already been noted in the tensions of an empathic relationship, and this interaction sets a basis for personality in terms of the anxiety-euphoria dimension and in terms of experience which will be the basis of further development. It is here that the basis of interpersonal

relation begins to be set and important for social interaction in the future.

The second stage is **childhood** which begins with syntactic language and continues to where there is a need for a playmate. The child begins to distinguish between mother and father in terms of their role. In this stage Sullivan notes that the child develops an imaginary playmate which is used to explore the real-self. It is here that language concepts of 'me' and 'you' develop and there is a rapid acquisition of culture. Thus, the **self-concept** and early **socialization** are developing.

The **juvenile stage** begins at the age of five or six with the need for a playmate relationship. Three characteristics of this stage are competition, compromise, and co-operation. This stage may be seen as highly significant in terms of high social ability as identified by the characteristics in the research. There is a fine balance between the three elements and undue anxiety may upset the balance. Too much emphasis, for example,on competition by parents and teachers, may lead to an abnormal view of personal

relationships and cause aggressive competitive behaviour in later life.

Adolescence is divided into three periods, as Sullivan regards this developmental period of prime importance. It is here where both individual and group relationships mature. "The earliest phase of adolescence is a period of personality development," suggests Sullivan (op.cit:p263), "is defined as extending from the eruption of 'true genital interest, felt as lust, to the patterning of sexual behavior which is the beginning of the last phase of adolescence." The first division, preadolescence, appears as the need for intimacy with the same sex. The capacity to love another, and not just the self, develops with peers and stunting at this age may have serious behavioural results. Such interference is not uncommon in our culture. Normal development at this stage, if allowed, Sullivan argues, may diminish loneliness and self-centredness which may have developed at an earlier stage. For the socially able this would be a crucial stage both in terms of sexual orientation and building lasting relationships.

Early adolescence begins with puberty and ends with

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the need for love with one person of the opposite sex. Lust,

freedom from anxiety, and intimacy are all present at this

stage and may interact to form stress and conflict. "Sullivan

believed that early adolescence is a turning point in

personality development. The person either emerges from this

stage in command of the intimacy and lust dimension, or faces

serious interpersonal difficulties in future

stages."(Feist,op.cit:p151).

Late adolescence begins about age fifteen and ends

with the establishment of the potential for a lasting love

relationship. It is here that fusion of intimacy and lust

happens and a stable pattern of sexual activity is formed. The

stage is not biologically determined but through interpersonal

relationships. It is here that there is swapping of ideas and

opinions so that not only interpersonal relationships mature

but the ability to handle group relationships. The socially

able will have developed well in this stage and will be capable

of mature and healthy personal and group relationships.

The last stage is **adulthood** where the potential for a

lasting relationship is practised. Sullivan sees maturity as

being perceptive in seeing problems in others and sensitive to

their needs. This is what one might describe as empathy and a

sign of the socially able according to present findings in the

research. The psychologically healthy adult has few anxieties,

operates mainly on the syntactic level and has no problems of

presenting the real-self to others and is capable of empathic

relationships.

Sullivan perceived human beings as different to

animals in their ability to form fruitful interpersonal

relationships. His emphasis on love and tenderness provides a

quality to the human condition that is not found in Freud and

Jung. Interpersonal ability and love, together with the

expression of the real-self provides a mature and empathic

personality. For Sullivan, the ideal human condition is social

man who freely swaps ideas and opinions with individuals or the

group. In my view, Sullivan is important for students of the

socially able because he presents his mature man with those

qualities which this research is attempting to identify. If we

look back at page 54 where the major characteristics of high

social ability are set out one might admit that the list is

very near to what Sullivan presents as the psychologically

healthy person.

Erik H. Erikson   (1902 -   )

Erikson freely admits that his own life experience

has probably influenced his theories in various ways. Born in

Germany of Danish parents who separated before his birth, he

was brought up by his mother and German stepfather

paediatrician. At school he was not fully accepted by his

Jewish peers because of his Nordic looks, in spite of a Jewish

stepfather.

On leaving school he did not really know what he

wanted to do in life and so he wandered through Europe studying

art at Munich and later settling for a while in Florence. At

the age of twenty-five he was offered a job in Vienna by an old

friend who had opened a school to develop newer and more

creative teaching methods. Here Erik worked happily. Many of

the children were patients of Anna Freud and eventually Erikson

and Freud and his family met. This sparked off an interest in

psychotherapy and he enrolled at the Vienna Psychoanalytic

Institute where he graduated in 1933.

In 1929 he married a Canadian girl he met at a fancy

dress ball. With the growing threat of Fascism and with Hitler

becoming Chancellor of Germany in 1933, Erikson moved with his

wife and two children to the United States. They settled in

Boston where his third child was born. He opened a private

practice and became the city's first child psychologist.

He was given an appointment at the Harvard Medical

School and at the Massachusetts General Hospital. There he met

Margaret Mead, Ruth Benedict, Kurt Lewin and others who were to

influence his thinking. From Harvard, he moved to the

University of California at Berkeley where he wrote his first

book. Later he resigned his post over a political issue

concerning an anti-communist purge.

After California he moved to the Austen Riggs Centre

in Massachusetts which is a clinic specializing in

psychoanalytic training and research. Here he continued to

explore the social problems of youth. In 1960 he returned to

Harvard as a professor of psychology and remained there until

retirement in 1970. He still acts as a consultant and continues

to expand his psychological theories.

Erikson is important to this research as he is

concerned with the ways in which **culture** can influence

personality and how social organizations support and promote

personal effectiveness. To what extent is high social ability

developed through cultural and organizational means? Erikson

(1950:p67) observes that "... there seems to be an intrinsic

wisdom, or at any rate an unconscious planfulness, in the

seemingly arbitrary varieties of cultural conditioning: in

fact, homogeneous cultures provide certain balances in later

life for the very desires, fears, and rages which they provoked

in childhood. What then is 'good for the child', what may

happen to him, depends on what he is supposed to become, and

where."

Erikson sees himself as a disciple of Freudian

psychology and yet he reduces the impact of sexual desires on

personality, attributing it more to social organization and

interdependence. Coles (1970:pp267-268) notes that "Erikson can

be called a strict Freudian because he is loyal to the essential principles that Freud declared to be the core of psychoanalytic work, and because he is very much like Freud - a writer, a man at home in history and philosophy, a clinician who won't let go of the world outside the office." He has extended the boundaries of academic disciplines in order to make sense of ourselves and others.

"The streamlined smile," wrote Erikson (1950:p280), "within the perfectly tuned countenance and within the standardized ways of exhibiting self-control does not always harbour that true spontaneity which alone would keep the personality intact and flexible enough to make it a going concern." What then is behind the 'persona'? Fundamental to Erikson's thinking is the epigenesis of human development. He continues Freud's stage theory but disagrees with the 'originology' of psychoanalytic theories and its attempt to explain personality in terms of only childhood experience. He has an eight-stage theory with lifelong development; a series of crises where until a crisis is resolved one does not pass on to the next stage.

In terms of **socialization** and the **self-concept** the

eight crises or stages outline his views of development. The

crises are universal, in all cultures, and found throughout

history. However, the problems identified within each stage are

culturally determined, that is, dependent on the values and

institutions within each society. At the end of each stage, he

argues that basic human qualities, which he calls 'virtues',

are developed as a result of the experience. Whilst the

development stages span the whole of life, Erikson (1974:p73)

notes that "... twenty years is about the span of human

development needed for the individual to acquire a sense of

identity firm and informed enough to act: which requires enough

experience to acknowledge the power of facts and the facts of

power; enough practical idealism to attach infantile ideals to

live persons and issues; and enough rebellious commitments to

the future to leave behind some of the internalized debt of

infantile guilt." The 19 - 22 age range used within this

research is partly based on Erikson's argument of maturity.

In the first stage, the **trust versus mistrust** stage,

which spans the first year of life, there develops a deep sense

of trust. It develops through maternal care and Erikson's basis

is not on bodily need, as Freud would suggest, but rather in

line with Sullivan, on a sense of familiarity, constancy,

continuity and sameness of experience. It is not Sullivan's

tenderness but a routine and regularity which the child may

rely on.

From the age of between one and three, which is the

second and **autonomy versus shame and doubt** stage, the child

strives to achieve a sense of autonomy and self-control. It is

here where parental control and guidance help to develop

personality. Firmness to protect the child from himself is

required, and yet the child also needs freedom in order to

develop his self-concepts. It is a fine balance. Erikson

(1950:p76) accepts Freud's concept of holding and letting go in

his anal stage. "As to new social modalities developed at this

time, the emphasis is on simple antithesis of letting go and

holding on, the ration and sequence of decisive importance both

for the development of the individual personality and for that

of collective attitudes." Hogan (op.cit:p169) argues that

within this stage and associated with control of bodily

functions there is a development of rule acceptance, of law and order, and this sets the foundation for later concepts of justice. If we accept this analysis, then the self-control and self-worth which the highly social have must be laid down in this early relationship with the parent.

Initiative versus guilt is the third crisis stage. This happens around the age of three and is the time when the child begins to walk and to explore sexuality. In this way, the self-concept begins to develop. "A child who has just found himself able to walk seems not only driven to repeat and to perfect the act of walking by libidinal pleasure in the sense of Freud's locomotor eroticism;.... he also becomes aware of the new status of stature of 'he who can walk', with whatever connotation this happens to have in the co-ordination of his culture's life plan..." (Erikson,1959/80:pp21-22). The way parents deal with exploratory curiosity is crucial for the child as this is a time when parental dictats are internalized and the child may feel guilty about what is natural inquisitiveness. The ability to become involved with others, putting oneself in other's shoes, involves creativity as well

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as security of person. Empathy seems to play a large part in

the makeup of the highly social individual and it as at this

stage that some of the qualities of empathy are laid down.

In the fourth stage, that of **industry versus**

inferiority which encompasses the school years, the child is

concerned with doing things alone and with others. The child

seeks praise and recognition for his skills and a sense of

personal industry. Erikson, in his study of American Indians,

sees that this is where the skills for adulthood are taught,

whereas in our culture the education process is not geared to

provide at this point such a place in society. Without this

industry concept, the child lacks a sense of worth and "he may

become the conformist and thoughtless slave of his technology

and of those who are in a position to exploit it."

(Erikson,1950:p261). The concept of self-worth is an important

one for the socially able as some of the characteristics on

page 54 are indicative of this.

For Erikson, the establishment of a personal identity

is central to his thinking. **Identity versus identity diffusion,**

the fifth stage which occurs around the age of seventeen or

eighteen, he sees as the culmination of all other stages. "The

conscious feeling of having a **personal identity** is based on two

simultaneous observations: the immediate perception of one's

self-samedness and continuity in time; and the simultaneous

perception of the fact that others recognize one's

samedness and continuity." (Erikson,1959:p23). It is argued

that identity is a function of biological drives, personal

abilities and social opportunities. Thus, identity is developed

through interaction with society. A sense of identity only

comes into consciousness from time to time, particularly in

moments of crisis when one asks where one is going. The young

person takes what Erikson calls a "psychosocial moratorium" at

this stage in his life. Further research via the case study

will indicate whether the socially able have established a

personal identity. It might be argued that a strong personal

identity with a strong perception of self-worth is necessary

for successful interaction, particularly with other than their

peers.

The sixth stage is the **intimacy versus isolation**

crisis which is where the adult leaves childhood but which for

some never stabilizes. Sullivan sees this crisis as important

within the healthy individual. Erikson sees this crisis as the

willingness to fuse one's identity with that of another and to

accept all the social obligations that it might bring. As Hogan

(op.cit:p176) points out: "People who fail to develop a

capacity for intimacy come to avoid intimate contacts; they

withdraw into themselves, feel isolated, and become self-

absorbed. This can lead to severe "character disorders"; ie. to

people who lack any ethical sense. Only when people have a

capacity for intimacy can they face the next stage in

development." We may safely assume that by the very nature of

high social ability, as defined, that this stage is of prime

importance and will have been successfully fulfilled. I would

argue that the single, unmarried person has the potential for

and may be as intimate in relationships as the married. Sexual

intimacy may not be only that intimacy to which Erikson refers.

The penultimate crisis is that of **generativity versus
stagnation**. By this Erikson means caring for the next

generation, not only by caring for one's own children and their

value and attitudinal systems but also for other young people

in the community. "Every mature adult knows the satisfaction of explaining what is dear to him and of being understood by a groping mind." (Erikson,1964:p131) Many people never reach this stage because of inadequacies in the other stages and may regress so that they become obsessive and indulge themselves in each other.

Integrity versus despair is the ultimate crisis stage. Hogan (op.cit:pp176-177) explains this stage as "Integrity is possible only for those who have been productive in work, in parenthood, or both and who have some idea of the success and failures inherent in adulthood. Integrity is characterized by the feeling that subsequent crises in living can be managed, a feeling that life is somehow worthwhile in spite of the sufferings it contains, and a sense that one's life was as it had to be." Erikson sees the parent, through their integrity, developing trust in their children. "Healthy children will not fear life if their elders have integrity enough not to fear death." (Erikson,1950:p269) From this it is clear that Erikson considers maturity and the psychologically healthy person to be the one whose social interactions are

valued and fruitful. Those persons with high social ability

will have his 'integrity' and be psychologically healthy.

Erikson is very much concerned with the role that

social interaction plays on the developing personality. He

argues that personality is a lifelong development and is

largely unconscious. (Erikson,1959:p113) Unlike Freud and Jung,

he provides hope over their deterministic view. He is important

for the purposes of this research with his view of culturally

determined values and behaviours. His developmental structure,

however, which is common throughout all cultural systems, is

value free in terms of the behavioural crises which determine

personality. From his point of view, high social ability is the

end product of successfully passing through crises producing a

certain kind of behaviour pattern based on universal values,

and not the acquisition of certain narrow cultural norms

peculiar to that culture. In other words, this research should

be able to identify a group of common universal behaviours

which the socially able would have whatever the culture they

happen to have been born into.

A review of the literature related to the

psychodynamic school of psychology raises a number of points

which are of importance in the research on high social ability.

Firstly, all five theorists recognize the importance of a

balanced and happy childhood development. This is seen as

fundamental to psychological health. Freud, Jung, Sullivan and

Erikson specify that early satisfactory development puts down

the roots of empathy, altruism and sound interpersonal

relations. From the list of characteristics found on pages 53

and 54 it is apparent that the socially able are

psychologically healthy. It may be safely assumed that

childhood development was satisfactory, and where there were

unsatisfactory aspects which cause anxiety or tension, then the

socially able individual has developed strategies to handle any

problems.

The ability to handle tension is evident in some of

the characteristics found on page 53 and this is in line with a

further emergent point from the literature. Freud, Jung, Adler,

and Sullivan all make the point that satisfactory socialization

only comes if the individual is able to manage tension and

anxiety. The use of a standardized personality test will further develop this point.

A third most important point that all the psychoanalytic theorists make is the importance of understanding self. Adler coins the concept of the **inferiority complex** and feels that to overcome this and have a realistic view of self is essential for psychological health. Erikson goes further and develops the concept of **self-worth**. From the list found on pages 53-54 it would seem that the socially able have a realistic view of self and self-worth.

Sullivan identifies 'love' as an important aspect of social development and Erikson sees 'intimacy' as being important. Adler, Erikson, Jung and Sullivan regard empathy as fundamental to social effectiveness. Empathy is a complex concept but it may be argued that it is comprised of love, certain kinds of intimacy, creative intelligence, and a mature understanding of important values in both self and others. Self-worth is seen by psychodynamic psychologists, through the concept of ego mediation, as being fundamental to a stable personality.

Both Jung and Sullivan infer that those who achieve healthy social relationships to some extent have self-actualized. It is not clear, as I have argued on page 134, whether his concept of self-actualization is as precise as that of Maslow or Rogers. It may also be said that Adler with his concept of life goals and socially useful attitudes, and Erikson with his concept of personal identity are going some way to suggest that the socially able have bridged the 'great gap' and are commencing to self-actualize.

Whilst the psychoanalytic approach tends to be rather fanciful, literary rather than scientific, it is based on observation and experience and plays a part in this attempt to present a total picture of what social ability might be.

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C H A P T E R 3.

Validation Exercise

The purpose of this next stage in the research is to introduce the identified characteristics of high social ability to a wider and more diverse audience to confirm or validate those characteristics before using them for identification purposes.

"Validity", remarks Mehrens (1978:p109), "is sometimes defined as truthfulness." Having established, through a creative process, and using 'experts', over twenty statements relating to the perceptions of high social ability, there was a need to establish their 'truthfulness' through a larger and more diverse group of respondents. There were two fundamental questions to be asked. Are the criteria of high social ability which have been identified acceptable to a wider audience and in what order of importance do they place these criteria?

The Delphi Technique had served to identify some

characteristics of high social ability. A search of some of the

literature, as seen in chapter 2, has indicated pointers

towards some of the identified characteristics. A further

literature search will confirm, or otherwise, the list found on

pages 53 and 54. The validation exercise will confirm public

perception of those characteristics and some comparison may be

made between public perception and theoretical perspectives.

What was now required was a 'tool' to validate those

criteria. Inspection of lists A and B (found on page 53)

resulting from the Delphi indicated that there were twenty-

seven different criteria or characteristics. The five -point

weighting system had worked reasonably well both operationally

and as a selective technique and thus I decided to use that

format for validation. Respondents would be asked to rank order

the twenty-seven statements and the consensus would be compared

with the rank order resulting from the Delphi. In this way,

those criteria ranked highly by both groups would be deemed as

criteria of high social ability and used in a further phase as

a 'tool' for selecting individuals for case study purposes.

Once the 'tool' had been decided on then thought was given to the size and composition of the respondents to be involved. Ideally, a completely random sample of the population should be used in order to draw general conclusions. As Cohen and Holliday (1982:p112) point out, there are problems not only of accessibility of population lists but of logistics, particularly when one is a lone researcher with limited resources. However, stratified sampling provides a way of prediction and still maintains a sense of validity.

One of the problems I found in piloting the Delphi was that of vocabulary. A number of nineteen year old students had problems in interpreting some of the statements they were presented with. To get over this problem I decided to use individuals across age groups, sexual divisions and educational backgrounds as well as cultural backgrounds. Table 1 on page 181 shows the groups decided upon. Groups were chosen in institutions where I had a contact who would assist in terms of understanding, or where I could physically assist myself. It is essential that judgments are made on a clear understanding of the terminology.

Table 1.

<u>Organisation of Validation Groupings</u>

A + B	Results of pilot research		not to be
			included
C	School Upper VIth. Form	15+	Grammar School boys
		15+	Grammar School girls
D	Further Education	30+	F.E. College Students
E	Higher Education	15+	Surrey University
		15+	H.E. College
F	Young Employed	30+	Day Release students-
			Construction Dept.
G	Teachers	10+	University
		10+	H.E. College
		10+	Devon Careers Service
H	Hotel and Catering		
	Management	30+	countrywide
I	General Public	30+	random sample
			(see figure 1.)
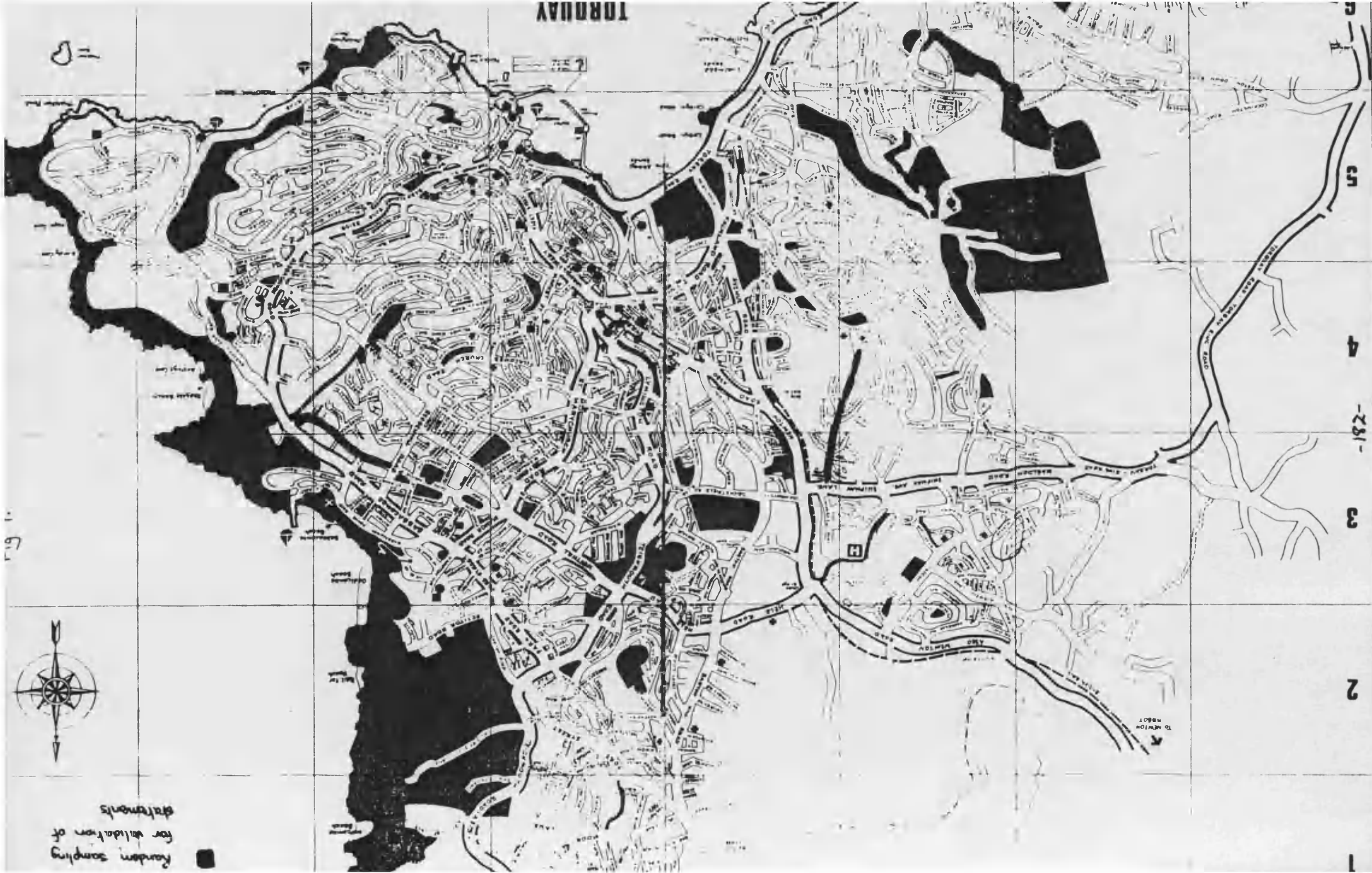
Group C was composed of equal numbers of young people aged nineteen at two South Devon Grammar Schools. Whilst one might assume that a middle class background predominated, not all were in fact middle class. However, after six years of selective schooling, one might assume that there would be a commonality of value, as a result of what Erikson (1964:p93) calls searching for 'true identity'.

The students in group D were drawn from various courses within the Hotel and Catering Department at a South Devon College. They were aged eighteen to twenty and had a varied attainment level as well as cultural background. Group F was also drawn from the same college and was composed of individuals from a Basic Craft course on day release from the Construction Department. They were aged between nineteen and twenty-two.

Surrey University and post-graduate students from a South Devon College constituted group E. Over groups C to F 120 young people were to be used. There were rather more males than females in the sample. However, as the female population is slightly larger than the male (1981 Census) the sample is not

typical. This may be offset by the random sample which was visited in the daytime and thus one might assume that more females would respond than males. There was a wide range of intellectual ability as there was for social class.

The remaining three groups of ninety adults came from three areas. Group G consisted of teachers from the University of Surrey, the South Devon College and Careers Teachers in South Devon. In group H there were hotel and catering managers drawn from all over Britain, and group I was composed of the general public. A random sample was attempted. Two roads were chosen in two different parts of Torquay. (See fig.1. on page 182.) One was in an upper middle class housing area and the other was in a lower middle class area. Each third household was approached and, after an explanation, were asked to fill in the standard reply form.(See Appendix A and B.) A stamped and addressed envelope was provided so that the respondent was not influenced by the researcher but did have the opportunity to ask questions, if required.

The group of Careers Teachers had a special letter of explanation (Appendix C.) to show how they had been selected to

take part. All respondents were supplied with stamped and addressed envelopes. There was a 100% return as the contacts I had in each organisation encourages each respondent to return their form. I also, from time-to-time, made appeals to certain individuals in order to get forms returned. (In some groups it was thought wise to have more respondents than the planned thirty. This was just in case a respondent fell ill or moved residence without giving notice. In fact, where N > 30 the greater has been used. Thus for the sample N=218.) (See tables 2 - 8 in Appendix D.)

Table 9 (Appendix E) shows a summation of the weightings for each statement according to group. A final rank order has been calculated for the whole of the sample. In table 10 (Appendix F) rank orders have been calculated for each group. This enables a comparison to be made between the final rank order and how each group rank ordered. It can be seen that some statements have a common preference from all groups whilst there are five statements where the weighting varies quite considerably.

The final rank order of statements from the

validation exercise are as follows. The statements marked with an asterisk are the ones found in the list of twelve most important by managers in a previous stage of the research. (See page 54.)

* 1. Able to communicate with all social groups and ages.

* 2. Displays qualities of honesty, integrity and loyalty.

*   Has the ability to listen.

* 4. Displays a happy, friendly and open disposition.

* 5. Able to adapt to different situations.

  6. Shows consideration rather than being self-centred.

* 7. Has the ability to establish rapport.

* 8. Has a sense of humour.

* 9. Criticises constructively rather than destructively.

  10. Free from obnoxious odours and habits.

  11. Has acceptable behaviour and manners.

* 12. Is self-confident.

* 13. Has empathy.

  14. Popular and friendly.

  15. Able to accept fun being made at his/her expense.

* 16. Able to emanate energy and enthusiasm.

17. Courteous and well spoken.

18. Has no dirty habits.

19. An optimist as against a pessimist.

20. Able to act judiciously.

* 21. Well informed and educated.

22. Has an outgoing personality.

23. Able to forsee and circumvent problems.

24. Has charisma.

25. Has a reasoned but not necessarily compliant attitude to

social norms.

26. Aware of current affairs locally, nationally and

internationally.

27. Of above average intelligence.

The wider sampling process places the manager's list of statements towards the top of the list. This may indicate the insightfulness of the managers into high social ability. In view of the implications of Bandura's work found in Chapter 4, it is quite surprising that intelligence comes so low down on the list as seen in statements 21, 26 and 27. I would suggest that this is due to the low esteem at present in which

education is held where our present society undervalues the educated. However, managers place intelligence much higher in their list and one can understand this when they are in the business of selection and see the fruits of the British education system as a contributor to Gross National Product. Peters (1972:p85) has pointed out that "The other danger, which is encouraged more perhaps by the way in which economists rather than sociologists speak of 'education', lies in the widespread tendency to assimilate it to some sort of instrumental process." The dream of education changing society fundamentally has not been attained and perhaps society has turned on its brightest hope.

Scarr and Carter-Saltzman (1982:p800) claim that "People who are intelligent by the individual definition are likely to have a greater social competence, because breadth of role options is related to intelligence, as is goodness of role performance. Intelligence is, however, only one component in social competence, although perhaps a major one." One can now see why managers place education and intelligence so highly. One may assume that from their experience bright, intelligent

individuals have the social competence for which we are looking.

The statement relating to empathy, whilst appearing at number 14 on the A questionnaire, does not appear termed as 'empathy' on questionnaire B. It is put at number 13 by the wider group in this stage of the research. We have seen in the literature on personality that empathy is an important factor in social ability. Higher education teachers placed this statement much higher in rank order than the other groups. It could be argued that understanding of the term 'empathy' is poor within the other groups. Johnson, Cheek and Smither (1983:p1299) define empathy as "Meaningful interaction among people requires that they be willing to construe each other's point of view. Empathy - this tendency to apprehend another person's condition or state of mind - is therefore a central concept in many theories of social behavior." Later in the article they go on to say that "... the structure of empathy, as measured by the (Hogan) Empathy Scale, can be defined by four psychologically distinct components: social self-confidence, even temperedness, sensitivity, and nonconformity."

- 189 -

(Cheek and Smither,1983:p1306). It is evident, by scanning the list of statements that (2b,4,6,7,9,and 12) some are part of the structure of empathy. It may be that the term 'empathy' is not fully understood by the public at large. Perhaps the teachers placed it higher because they did understand the concept. It was clear the students found the word difficult to understand.

"Displays a happy,friendly and open personality" was placed by teachers and the general public quite low, and yet, hotel and catering managers placed it first on their list. It can be argued that such a 'sunny' disposition is important in a job where human interactions are so critical in making the job effective and that they are more sensitive to the situation than perhaps the majority of people. The possession of a 'sunny' disposition is not sufficient in itself for high social ability and other qualities have to be taken into consideration.

"Free from obnoxious odours and habits" is the statement which appears quite high in the list of characteristics. It is a culturally loaded term. Placed as

number 24 in the ranking on the A list in the first stage of the research, it must have some significance in the perceptions of the respondents. In his large and comprehensive work on the history of smells, Corbin (1985:p141) traces the development of sesnsitivity to smell within French society. "The delicacy of an individual's atmosphere and the sensitiveness of his sense of smell were evidence of his refinement and proved his ignorance of the sweat of hard labour... All these beliefs laid the foundation for what I shall improperly call the bourgeois control of the sense of smell and the construction of schema of perception based on the preeminence of sweetness." What the statement seems to be stating, in my view, is that there are still social prejudices in terms of job perceptions and this represents one of them. Perhaps a state of 'neutrality' is required so as not to arouse such prejudices.

Statement number 11, "Has acceptable behaviour and manners", may be linked to the previous one discussed. What is 'acceptable' behaviour and manners? In my view, this is a reflection of social class which still dominates our society. What it infers is that the highly social individual takes a

neutral stance and is "Able to adapt to different situations" as mentioned in statement 5. Linking this with empathy, Hogan (1969:pp307-316) using Block's (1961) California Q-set test found that highly empathic persons (a) showed awareness of the impression they made on others, (b) had skill in imaginative play, pretending and humour, (c) had insight into their own motives and behaviour, and (d) were socially perceptive. Freud (1921:p110) went so far as to say that empathy "... is the means by which we are enabled to take up any attitude at all towards another mental life."

The validation process has served to indicate to what extent the statements generated on high social ability are accepted by a wider audience. Generally, the wider audience agrees with the rank ordering provided by the expert managers. It is interesting to see that matters of etiquette, represented by 'free from obnoxious odours' and 'has acceptable behaviour and manners', are put higher up the list by the public.

This chapter also serves to form a link between those points raised by the psychodynamic theorists relating to social ability and those characteristics generated in the

research. By scanning the lists on pages 186 and 187 it is clear that the socially able display empathy, altruism and sound interpersonal relations. It would seem that they are free from, or able to handle, tension and anxiety. There are indications that they have self-worth. The next chapter looks at the behavioural school of psychology and their views on social ability.

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Cambridge University Press

University of Bath

School of Education,   Oakwood,
Claverton Down,   Lower Warberry Road,
Bath. BA2 7AY   Torquay,
    Tel: 61244   S. Devon.
                                          Tel: 212392

Date as postmark.

Dear Respondent,

Thank you for agreeing to participate in my research into the identification of the characteristics of high social ability.

After one year of pilot research you are taking part with 240 others in the main project. The previous research identified a group of statements that relate to the characteristics of high social ability. You are being asked to validate those statements by weighting them in a particular way.

In most cases a supervisor will be appointed to collect your forms and return them to me. In other cases a stamped and addressed envelope will be supplied.

In order to help you with the weighting a definition developed by DeHaan (1958) and Jarecky (1975) is supplied:

High social ability is "the exceptional capacity to form mature, productive relationships and develop effective social interactions amongst peers and others."

Keeping this in mind, now look at the list of statements on the other form and weight each one as directed. Your help is very much appreciated.

Yours sincerely,

David Smith
B.Phil.Ed., M.Ed., A.K.C., Cert.Ed., Dip.R.E., ?.J.I.M., F.R.S.A.

Code:

Research into the Characteristics of High Social Ability

Now that you have read the covering letter please read the following directions carefully.

The statements below have emerged as a result of previous research and refer to the characteristics of high social ability. You are asked to consider each statement carefully and weight it on the following five point scale:

          5   most important
          4   important
          3   undecided
          2   not very important
          1   unimportant

It is your personal opinion that counts. If you are undecided in your response please do not leave a blank. Make a decision or register an 'undecided' vote.

Able to communicate with all social groups and ages.	
Displays qualities of honesty, integrity and loyalty.	
Well informed and educated.	
Has a sense of humour.	
Has empathy.	
Able to adapt to different situations.	
Has the ability to listen.	
Displays a happy, friendly and open personality.	
Free from obnoxious odours and habits.	
Is self-confident.	
Has acceptable behaviour and manners.	
Shows consideration rather than being self-centred.	
Has the ability to establish rapport.	
Able to emanate energy and enthusiasm.	
Has an outgoing personality.	
Aware of current affairs locally, nationally and internationally.	
Able to forsee and circumvent problems.	
Able to act judiciously.	
Has no dirty habits.	
Able to accept fun being made at his/her expense.	
Popular and friendly.	
An optimist as against a pessimist.	
Of above average intelligence.	
Criticises constructively rather than destructively.	
Has charisma.	
Has a reasoned but not necessarily compliant attitude to social norms.	
Courteous and well spoken.	

Thank you for your response.

Please return as soon as possible.

University of Bath

School of Education,   Oakwood,

Claverton Down,   Lower Warberry Road,

Bath. BA2 7AY   Torquay,

    Tel: 61244   S. Devon.

                                     Tel: 212392

                              Date as postmark

Dear

        I am undertaking research for a Ph.D. and need a
group of Careers Teachers to validate part of that research. The Devon
Careers Service have kindly given me your name and I hope you will
help me by filling in the enclosed questionnaire.

        The previous part of the research identified a
group of statements that relate to the characteristics of high social
ability. You are being asked to validate those statements by weighting
them in a particular way.

        In order to help you with the weighting a definition
developed by DeHaan (1958) and Jarecky (1975) is supplied:

    High social ability is "the exceptional capacity to form
    mature, productive relationships and develop effective social
    interactions amongst peers and others."

        You are asked to look at the list of statements
on the attached form and weight them as requested. Please weight all the
statements. Your replies should be returned in the enclosed stamped and
addressed envelope.

        Your help is very much appreciated.

            Yours sincerely,

                David Smith
    B.Phil.Ed., M.Ed., A.K.C., Cert.Ed., Dip.R.E.,
            M.B.I.M., F.R.S.A.

Tape 2   Validation of Statements   Task 2

Code: C

5   most important
4   important
3   undecided
2   not very important
1   unimportant

Statement
Able to communicate with all social groups and ages.
Displays qualities of honesty, integrity and loyalty.
Well informed and educated.
Has a sense of humour.
Has empathy.
Able to adapt to different situations.
Has the ability to listen.
Displays a happy, friendly and open personality.
Free from obnoxious odours and habits.
Is self-confident.
Has acceptable behaviour and manners.
Shows consideration rather than being self-centred.
Has the ability to establish rapport.
Able to emanate energy and enthusiasm.
Has an outgoing personality.
Aware of current affairs locally, nationally and internationally.
Able to forsee and circumvent problems.
Able to act judiciously.
Has no dirty habits.
Able to accept fun being made at his/her expense. -
Popular and friendly.
An optimist as against a pessimist.
Of above average intelligence.
Criticises constructively rather than destructively.
Has charisma.
Has a reasoned but not necessarily compliant attitude to social norms.
Courteous and well spoken.

N= 33

5 most important
4 important
3 undecided
2 not very important
1 unimportant

Stage 2 Validation of Statements Table 3

Code: D

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Total	[illegible]
Able to communicate with all social groups and ages.	5	5	5	4	4	4	3	4	5	5	1	5	2	5	5	4	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5		5	5	149	1
Displays qualities of honesty, integrity and loyalty.	4	4	4	4	5	4	5	4	4	4	5	4	5	4	4	5	4	4	4	4	4	4	4	4	3	4	5	5	5	4	4		4	5	140	3
Well informed and educated.	4	4	4	2	2	2	2	3	2	2	3	4	4	1	3	2	5	2	4	1	2	5	1	4	4	4	4	4	4	2	2		4	5	99	24
Has a sense of humour.	4	3	4	4	4	2	4	4	4	4	5	5	5	4	4	4	5	2	4	4	5	5	4	3	4	4	4	3	2	4	4		4	4	129	8
Has empathy.	3	4	4	4	4	2	4	2	5	5	4	5	4	1	4	4	3	1	3	1	4	4	4	4	4	2	3	4	4	5	5		3	4	117	13=
Able to adapt to different situations.	4	4	4	4	4	4	4	4	4	5	3	4	4	4	5	5	5	4	4	4	5	5	4	5	4	4	4	4	4	4	5		3	5	134	4
Has the ability to listen.	5	4	4	5	5	4	5	4	4	5	4	4	4	4	4	4	5	5	4	2	5	4	5	5	5	2	4	4	5	5	5		4	5	143	2
Displays a happy, friendly and open personality.	5	5	5	5	4	3	4	5	4	4	4	2	4	5	5	4	5	4	2	5	5	3	4	4	2	5	5	4	5	5	4		4	4	133	5
Free from obnoxious odours and habits.	3	4	4	2	2	3	4	4	2	5	4	5	2	5	5	4	5	3	2	4	5	5	1	3	5	4	3	5	2	2	1		4	3	115	16=
Is self-confident.	5	3	3	2	2	2	1	2	2	4	4	4	4	4	1	4	5	4	3	5	4	5	2	4	3	4	2	5	4	4	4		4	4	118	14
Has acceptable behaviour and manners.	4	2	1	4	4	4	4	3	3	4	4	5	2	5	4	4	4	5	3	2	4	4	1	4	3	4	4	4	2	2	4		4	4	116	15
Shows consideration rather than being self-centred.	4	5	5	4	4	4	5	4	4	5	4	4	4	4	5	5	4	4	4	3	4	5	5	5	4	3	4	5	5	5	4		3	5	132	6=
Has the ability to establish rapport.	4	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	5	5	3	2	3	5	3	4	4	5	5	4	4	4	5		3	5	132	6=
Able to emanate energy and enthusiasm.	3	4	4	4	4	2	2	4	4	4	5	4	2	2	4	3	4	4	4	4	4	4	4	5	3	2	4	3	2	4	4		4	4	117	13=
Has an outgoing personality.	4	4	4	2	2	3	2	4	4	5	4	4	2	3	4	2	4	1	2	5	4	4	5	4	4	4	4	4	2	4	4		3	4	115	16=
Aware of current affairs locally, nationally and internationally.	2	3	3	2	1	2	1	1	2	3	1	2	2	1	1	4	4	2	2	1	3	3	2	4	4	2	2	2	2	5	4		4	4	90	26
Able to forsee and circumvent problems.	3	4	4	2	2	3	3	3	3	4	1	4	4	3	3	4	4	5	4	2	4	2	2	5	4	3	2	3	2	5	3		4	3	108	19
Able to act judiciously.	3	3	1	4	4	3	2	1	4	4	2	2	4	4	2	4	5	5	3	4	4	3	1	3	3	3	4	4	4	4	4		3	4	107	20
Has no dirty habits.	2	4	4	2	2	2	4	3	1	1	4	4	2	5	3	5	3	3	2	2	5	4	1	3	5	5	4	4	2	2	2		4	3	102	22
Able to accept fun being made at his/her expense.	3	4	4	4	1	4	4	4	4	4	4	5	4	5	4	4	4	3	5	4	4	3	5	3	2	5	4	4	4	2	5		4	5	128	9
Popular and friendly.	4	3	3	4	2	3	3	3	4	4	4	5	2	5	5	4	5	4	4	4	4	4	1	4	4	5	4	4	4	4	5		2	5	125	9
An optimist as against a pessimist.	3	4	4	2	2	2	4	4	5	5	3	5	4	3	2	4	4	5	2	5	4	2	4	4	3	1	4	4	5	2	5		4	4	119	12
Of above average intelligence.	2	3	3	2	1	2	1	2	2	2	2	4	2	1	1	2	3	2	3	1	2	2	1	3	4	4	1	2	2	2	3		2	2	71	27
Criticises constructively rather than destructively.	3	4	4	4	4	3	4	4	5	5	3	2	4	4	3	4	4	4	4	4	4	4	5	4	4	3	4	4	4	4	4		3	4	127	10
Has charisma.	4	2	2	4	4	2	1	1	2	1	1	4	2	3	4	2	4	4	3	4	4	4	4	4	4	4	4	4	2	2	4		3	3	100	23
Has a reasoned but not necessarily compliant attitude to social norms.	3	3	3	2	2	4	1	4	1	2	2	1	2	3	3	4	4	3	4	2	3	3	3	4	4	3	4	3	2	1	4		4	3	96	25
Courteous and well spoken.	1	2	2	2	2	4	4	3	3	3	4	4	4	4	4	2	4	3	4	1	3	4	1	4	2	5	4	4	2	1	4		4	5	103	21

Stage 2   Validation of Statements   Task. A

Code: E $\frac{S}{T}$

5   most important
4   important
3   undecided
2   not very important
1   unimportant

	Total
Able to communicate with all social groups and ages.	152
Displays qualities of honesty, integrity and loyalty.	140
Well informed and educated.	
Has a sense of humour.	
Has empathy.	
Able to adapt to different situations.	
Has the ability to listen.	
Displays a happy, friendly and open personality.	
Free from obnoxious odours and habits.	
Is self-confident.	
Has acceptable behaviour and manners.	
Shows consideration rather than being self-centred.	
Has the ability to establish rapport.	
Able to emanate energy and enthusiasm.	
Has an outgoing personality.	
Aware of current affairs locally, nationally and internationally.	
Able to forsee and circumvent problems.	
Able to act judiciously.	
Has no dirty habits.	
Able to accept fun being made at his/her expense.	
Popular and friendly.	
An optimist as against a pessimist.	
Of above average intelligence.	
Criticises constructively rather than destructively.	
Has charisma.	
Has a reasoned but not necessarily compliant attitude to social norms.	
Courteous and well spoken.	

Stage 2   Validation of Statements   Table 5

5   most important
4   important
3   undecided
2   not very important
1   unimportant

Code: F

202

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Total	x/y
Able to communicate with all social groups and ages.	5	4	5	5	5	5	4	5	5	5	5	4	4	4	4	4	5	4	5	5	5	4	4	4	5	5	5	5	4						136	1
Displays qualities of honesty, integrity and loyalty.	5	5	5	5	4	5	4	4	5	5	5	5	4	4	4	5	4	5	7	5	2	1	3	5	4	5	4	5	5						131	4
Well informed and educated.	4	3	4	2	5	2	4	4	4	4	4	4	1	4	2	1	4	4	4	4	5	3	4	3	4	4	3								97	18
Has a sense of humour.	3	5	5	4	4	4	4	4	4	4	3	2	4	5	5	5	4	4	5	4	4	4	4	5	3	4	4	4							117	9
Has empathy.	3	4	3	3	3	4	3	3	3	3	3	3	4	3	4	3	3	2	3	2	3	1	3	3	3	4	5	3							96	20
Able to adapt to different situations.	5	4	4	5	2	4	3	4	4	4	4	3	4	4	2	5	4	3	4	2	4	3	4	3	4	5	3								104	12
Has the ability to listen.	4	4	5	4	3	5	4	4	4	4	5	4	4	4	1	5	5	4	5	3	2	1	5	4	5	5	4	5							111	7
Displays a happy, friendly and open personality.	4	4	4	5	4	4	5	4	4	4	5	4	5	4	4	5	5	5	4	3	5	4	2	4	4	5	4	4	5						127	3
Free from obnoxious odours and habits.	4	5	4	5	5	4	5	4	3	4	4	4	1	4	5	4	4	4	2	5	5	1	4	4	3	4	5	4							111	7
Is self-confident.	5	5	4	5	5	5	5	3	5	4	4	2	2	1	3	5	4	4	5	4	5	4	3	3	4	4	5	5							119	5
Has acceptable behaviour and manners.	4	4	4	4	5	4	4	4	4	4	5	4	5	1	1	5	4	3	5	5	4	4	4	5	4	4	4	5							121	4
Shows consideration rather than being self-centred.	5	4	4	2	4	4	4	5	4	4	4	4	2	4	4	4	4	1	4	3	2	4	4	4	4	4	3	4							109	11
Has the ability to establish rapport.	3	3	4	3	2	4	4	4	3	4	4	2	3	4	5	4	1	2	4	4	3	3	3	4	5	3	4								104	12
Able to emanate energy and enthusiasm.	4	3	4	3	4	4	4	4	3	4	4	3	4	4	1	4	5	3	4	4	3	4	3	3	3	4	5	4	4						103	14
Has an outgoing personality.	3	4	4	3	4	3	5	4	3	3	4	3	3	3	4	4	3	3	1	3	4	4	3	3	4	4	5	3							94	19
Aware of current affairs locally, nationally and internationally.	3	4	3	2	3	1	3	3	2	3	3	3	4	3	4	1	4	2	4	1	3	4	3	4	3	2	4	4	3						98	24
Able to foresee and circumvent problems.	3	3	3	3	1	3	3	3	4	4	5	4	2	1	4	4	2	4	2	3	3	3	3	2	1	3	3								96	26
Able to act judiciously.	4	3	3	3	4	3	2	3	3	4	3	4	3	3	5	4	3	4	5	3	3	3	4	3	3	2	3	4							96	21
Has no dirty habits.	1	5	3	5	1	3	4	3	5	5	4	4	5	4	1	1	3	5	4	3	4	5	3	4	3	4	5	5	5	2					101	16
Able to accept fun being made at his/her expense.	3	4	5	4	4	1	4	5	5	5	4	1	4	2	1	3	4	4	4	3	3	4	2	3	3	5	2	2	4						101	16
Popular and friendly.	4	4	4	5	4	4	3	4	4	5	4	4	2	3	5	4	4	1	4	4	4	3	2	4	3	5									114	6
An optimist as against a pessimist.	3	2	4	4	1	3	4	3	3	2	5	3	3	1	5	4	2	3	5	2	2	4	3	3	2	4	4	1	4						90	23
Of above average intelligence.	2	2	3	3	2	1	4	3	2	3	3	4	2	2	1	4	4	2	1	3	4	4	4	3	2	3	4	4	3						90	25
Criticises constructively rather than destructively.	3	4	4	4	5	1	4	4	4	4	3	4	4	1	2	4	4	3	4	5	3	4	3	4	4	4	4	2							104	13
Has charisma.	3	3	3	3	4	3	4	3	3	4	4	4	1	3	5	4	2	3	4	2	4	2	5	4	1	1	3								95	22
Has a reasoned but not necessarily compliant attitude to social norms.	3	3	2	4	3	3	3	4	5	4	2	5	4	2	1	3	3	2	4	3	2	3	3	3	3	3	3	2							90	26
Courteous and well spoken.	4	5	4	5	5	4	4	4	3	4	4	5	4	4	1	3	5	4	2	4	5	4	3	4	3	3	4	4	4	4					113	10

Stage 2   Validation of Statements   Table 6

5   most important
4   important
3   undecided
2   not very important
1   unimportant

Code: $G\frac{S}{1}$
         D

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Total	$\bar{x}$ / j
Able to communicate with all social groups and ages.	5	5	5	6	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	4	4	5	5		5	5	5		5	5	4	5	3	134	1
Displays qualities of honesty, integrity and loyalty.	3	4	2	2	5	4	2	2	5	3	5	3	5	5	4	5	5	4	1	4	4	4	6		4	4		4		4	5	5	5	5	113	15
Well informed and educated.	4	5	2	2	4	4	2	2	4	5	4	4	4	3	4	4	5	4	4	4	4		4		4	3		4		4	4	4	4	2	111	17
Has a sense of humour.	5	4	4	4	4	4	5	5	4	4	4	4	3	4	4	4	4	2	2	4		4		5		5	4	4	5	4	128	5
Has empathy.	5	4	4	4	3	5	4	5	4	5	4	5	5	3	4	3	3	4	2	4	4	4	5	5	4	4	5	122	6
Able to adapt to different situations.	4	4	4	5	4	4	5	5	4	4	5	4	5	4	5	4	5	2	4	4	3	5	4	4	4	5	124	4
Has the ability to listen.	5	4	5	3	5	4	5	4	4	5	5	3	4	4	5	5	4	4	4	5	5	5	5	4	4	4	131	2
Displays a happy, friendly and open personality.	4	4	3	3	4	4	5	4	4	4	3	3	4	2	4	2	3	2	3	5	5	6	5	4	4	4	9	120	9
Free from obnoxious odours and habits.	5	3	4	5	4	4	4	5	5	4	5	4	5	5	5	4	2	4	4	4	4	4	4	3	4	4	122	5
Is self-confident.	3	3	4	4	3	4	5	5	4	4	4	4	4	2	3	4	4	5	4	5	4	5	4	4	4	121	7
Has acceptable behaviour and manners.	3	4	5	3	2	5	4	5	4	4	4	3	5	4	4	4	4	4	4	4	4	4	4	4	5	5	121	7
Shows consideration rather than being self-centred.	4	4	5	2	5	2	5	3	4	4	2	4	5	3	4	4	4	1	4	4	5	4	4	4	5	5	4	4	115	12
Has the ability to establish rapport.	4	4	5	5	5	4	5	3	4	4	5	4	5	3	4	5	4	5	4	5	4	5	4	4	4	4	5	120	8
Able to emanate energy and enthusiasm.	4	4	4	4	3	2	4	3	2	4	5	5	4	5	3	4	4	3	4	4	4	4	4	1	99	14
Has an outgoing personality.	3	3	2	5	4	4	5	4	4	4	2	5	4	4	5	4	3	3	5	4	4	5	4	3	4	5	4	117	11
Aware of current affairs locally, nationally and internationally.	2	3	2	3	3	3	4	1	2	5	4	4	3	2	3	2	3	4	4	3	4	2	3	4	2	1	90	26
Able to forsee and circumvent problems.	2	4	2	3	5	3	1	3	3	4	4	5	4	5	4	4	3	5	1	4	2	2	4	3	2	4	3	4	2	2	95	25
Able to act judiciously.	4	3	2	2	5	3	4	4	2	4	4	4	3	4	2	5	5	4	2	2	3	4	1	2	4	4	4	3	2	95	23
Has no dirty habits.	5	3	4	5	4	3	4	4	4	4	4	3	4	2	5	5	4	2	3	2	5	4	4	5	4	2	4	2	118	10
Able to accept fun being made at his/her expense.	4	4	4	3	4	2	4	4	4	4	3	4	4	4	2	4	4	2	4	3	3	2	4	4	5	4	2	3	4	105	20
Popular and friendly.	5	4	4	4	2	5	4	5	4	4	4	2	5	3	2	4	4	4	3	4	5	4	4	4	4	4	116	13
An optimist as against a pessimist.	4	3	4	5	4	4	2	4	5	4	3	4	5	5	3	4	4	3	4	4	2	6	3	4	4	2	115	13
Of above average intelligence.	1	3	3	2	2	2	3	1	4	3	5	3	2	2	4	2	4	2	1	4	2	3	2	4	3	2	2	90	27
Criticises constructively rather than destructively.	5	4	4	2	5	3	4	3	4	5	4	3	3	5	5	4	3	4	4	4	4	5	4	4	4	4	119	9
Has charisma.	5	3	5	3	3	4	2	3	5	4	3	4	2	5	5	2	4	3	4	2	5	3	4	4	4	3	2	101	21
Has a reasoned but not necessarily compliant attitude to social norms.	4	4	4	4	4	4	4	3	3	3	4	4	5	3	3	3	4	3	4	4	5	4	3	3	4	101	21
Courteous and well spoken.	4	3	2	2	3	4	2	6	2	5	4	3	2	4	5	3	2	4	4	2	4	4	4	2	4	3	97	24

Stage 2   Validation of Statements   Table 7

5   most important
4   important
3   undecided
2   not very important
1   unimportant

Code: H

Statement	Total	x̄ rank
Able to communicate with all social groups and ages.	140	2
Displays qualities of honesty, integrity and loyalty.	134	5
Well informed and educated.	119	16
Has a sense of humour.	95	24
Has empathy.	125	12
Able to adapt to different situations.	131	6
Has the ability to listen.	134	3
Displays a happy, friendly and open personality.	156	1
Free from obnoxious odours and habits.	135	4
Is self-confident.	126	11
Has acceptable behaviour and manners.	120	13
Shows consideration rather than being self-centred.	126	10
Has the ability to establish rapport.	125	7
Able to emanate energy and enthusiasm.	118	15
Has an outgoing personality.	114	16
Aware of current affairs locally, nationally and internationally.	106	19
Able to forsee and circumvent problems.	114	16
Able to act judiciously.	124	8
Has no dirty habits.	119	14
Able to accept fun being made at his/her expense.	107	21
Popular and friendly.	107	22
An optimist as against a pessimist.	112	21
Of above average intelligence.	91	23
Criticises constructively rather than destructively.	127	9
Has charisma.	104	25
Has a reasoned but not necessarily compliant attitude to social norms.	106	24
Courteous and well spoken.	117	17

Stage 2   Validation of Statements   Table 8

5   most important
4   important
3   undecided
2   not very important
1   unimportant

Code: I

Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	Total	
Able to communicate with all social groups and ages.																																				
Displays qualities of honesty, integrity and loyalty.																																				
Well informed and educated.																																				
Has a sense of humour.																																				
Has empathy.																																				
Able to adapt to different situations.																																				
Has the ability to listen.																																				
Displays a happy, friendly and open personality.																																				
Free from obnoxious odours and habits.																																				
Is self-confident.																																				
Has acceptable behaviour and manners.																																				
Shows consideration rather than being self-centred.																																				
Has the ability to establish rapport.																																				
Able to emanate energy and enthusiasm.																																				
Has an outgoing personality.																																				
Aware of current affairs locally, nationally and internationally.																																				
Able to forsee and circumvent problems.																																				
Able to act judiciously.																																				
Has no dirty habits.																																				
Able to accept fun being made at his/her expense.																																				
Popular and friendly.																																				
An optimist as against a pessimist.																																				
Of above average intelligence.																																				
Criticises constructively rather than destructively.																																				
Has charisma.																																				
Has a reasoned but not necessarily compliant attitude to social norms.																																				
Courteous and well spoken.																																				

Table 9.

VALIDATION OF STATEMENTS

No. 218

SCORES FROM TABLES 2-9

	Group		C	D	E	F	G	H	I	TOTAL	RANK ORDER
Able to communicate with all social groups and ages.			149	149	.152	136	134	120	131	991	1
Displays qualities of honesty, integrity and loyalty.			142	140	140	131	118	134	139	989	2.
Well informed and educated.			101	99	118	97	111	118	118	762	21
Has a sense of humour.			118	129	127	117	120	128	122	863	8
Has empathy.			117	117	133	94	122	125	113	821	13
Able to adapt to different situations.			127	189	138	106	126	131	122	931	3
Has the ability to listen.			140	148	142	118	131	114	129	989	2.
Displays a happy, friendly and open personality.			134	128	136	127	110	156	116	911	4
Free from obnoxious odours and habits.			122	115	132	118	122	135	115	859	10
Is self-confident.			123	113	128	119	121	126	120	842	12
Has acceptable behaviour and manners.			127	116	124	121	121	120	115	844	11
Shows consideration rather than being self-centred.			136	132	130	109	115	126	128	876	6
Has the ability to establish rapport.			116	132	136	103	128	128	122	867	7
Able to emanate energy and enthusiasm.			106	117	122	103	109	118	106	781	16
Has an outgoing personality.			103	115	112	96	117	114	100	757	22
Aware of current affairs locally, nationally and internationally.			99	80	102	60	90	104	116	661	26
Able to forsee and circumvent problems.			95	108	99	56	75	114	120	717	23
Able to act judiciously.			117	107	111	94	98	114	122	763	20
Has no dirty habits.			109	102	123	101	113	119	104	771	18
Able to accept fun, being made at his/her expense.			123	128	117	101	105	107	104	785	15
Popular and friendly.			121	125	128	119	116	107	104	820	14
An optimist as against a pessimist.			113	118	112	90	115	112	106	766	19
Of above average intelligence.			76	71	97	80	84	92	101	611	27
Criticises constructively rather than destructively.			128	127	139	108	119	127	128	861	9
Has charisma.			96	100	124	93	101	104	82	700	24
Has a reasoned but not necessarily compliant attitude to social norms.			101	96	110	80	101	106	97	651	25
Courteous and well spoken.			127	103	108	113	97	117	113	778	17

Table 10.   M - 218

VALIDATION - RANG-ORDERING ACROSS GROUPS

APPENDIX F.

	Grammar Schools	College of F.E.	Higher Education	Employed Young People – construction industry	Teachers	Hotel and Catering Managers	General Public	FINAL RANK ORDER
	C	D	E	F	G	H	I	
Able to communicate with all social groups and ages.	1	1	1	1	1	2	2	1
Displays qualities of honesty, integrity and loyalty.	2	3	3	2	15=	5	1	2=
Well informed and educated.	22=	24	18	18	17	15=	12	21
Has a sense of humour.	14	8	10=	9	9	7=	8=	8
Has empathy.	15=	13=	6	20=	5=	12	16=	11
Able to adapt to different situations.	7=	4	4	12	4	6	6=	5
Has the ability to listen.	3	2	2	7=	2	3	3	2=
Displays a happy, friendly and open personality.	5	5	8=	3	18	1	13	4
Free from obnoxious odours and habits.	12	16=	7	7=	5=	4	14=	10
Is self-confident.	10=	18	17	5=	7=	10=	10=	12
Has acceptable behaviour and manners.	7=	15	13=	4	7=	13	14=	1
Shows consideration rather than being self-centred.	4	6=	6=	11	13=	10=	4=	6
Has the ability to establish rapport.	17	6=	5	13=	3	7=	6=	7
Able to emanate energy and enthusiasm.	20	13=	16	18=	19	15=	18=	10
Has an outgoing personality.	21	16=	20=	19	11	18=	25	22
Aware of current affairs locally, nationally and internationally.	24	26	25	25=	26	25=	18=	26
Able to forsee and circumvent problems.	26	19	26	24	25	18=	10=	23
Able to act judiciously.	15=	20	22	20=	23	18=	5=	20
Has no dirty habits.	19	22	15	16=	15=	14	21=	13
Able to accept fun being made at his/her expense.	10=	9	19	16=	20	22=	21=	15
Popular and friendly.	13	11	12	5=	12	22=	21=	14
An optimist as against a pessimist.	18	12	20=	23	13=	21	18=	19
Of above average intelligence.	27	27	27	25=	27	27	24	27
Criticises constructively rather than destructively.	6	10	10=	13=	10	9	4=	9
Has charisma.	25	23	13=	22	21=	25=	27	24
Has a reasoned but not necessarily compliant attitude to social norms.	22=	25	23	25=	21=	24	26	25
Courteous and well spoken.	7=	21	24	10	24	17	16=	17

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CHAPTER 4.

In chapter two the contribution to understanding personality, and in particular high social ability, has been looked at through the literature on the psychodynamic theories of personality. This chapter deals with the contribution made by the behaviourist school of psychology. The behaviourists tend to ignore or not accept the existence of 'personalitat' and to be concerned with 'personlichkeit'. In general, this school of thought takes a deterministic view of man and argues that his behaviour is environmentally reactive. The basis of this view is elemental and generally limited to laboratory experiments, frequently on rats, rather than on the observation of healthy human beings.

Freud's concept of intrapsychic motives is not universally accepted. A contemporary of Freud, the American psychologist, John B. Watson, argued that a phobia could be induced solely through external forces. Watson based his thinking on the work of the Russian psychologist, Ivan Pavlov,

who first demonstrated the simple form of learning known as **classical conditioning.** Pavlov got dogs placed in a soundproofed room to salivate when food was presented after the use of a neutral sound stimulus like a bell. After a number of repetitions of this procedure, the dogs would salivate when the bell was sounded. The unconditioned stimulus (food) paired with an unconditioned response (the sound of a bell) produced a conditioned response as a result of it (the bell) becoming a conditioned stimulus.

Watson developed his ideas using an eleven-month-old child called Albert. He produced a conditioned response of fear by Albert to a white rate when previously Albert had not at all been afraid of the rat. From work developed by these two and from others like Hull and Thorndike, behaviourism swept through the American psychological community. The three theories to be presented in this chapter represent with B.F. Skinner, the extreme behaviourist view, an attempt to combine behaviourism with psychodynamic thought through that of John Dollard and Neil Miller, and an attempt to combine behaviourism and cognitive aspects of psychology with the Social Learning Theory

of Albert Bandura.

Burrhus Frederic Skinner (1904 -   )

He was born and raised in Pennsylvania, United States of America, where his father practised law. From very early days, he was highly inventive, developing things like see-saws, sleds, a raft, and a steam cannon. Such inventiveness was a preparation and an indicator for later productions which would form part of his research.

After graduation in 1926 from Hamilton College, where he read English, he did some short-story writing and worked as a journalist. But his interest in human behaviour led him to enter Harvard University in 1928 where he read psychology. He received his Ph.D. in 1931 and spent five years working in experimental biology. On his marriage in 1936, he moved to the department of psychology at the University of Minnesota where he spent nine years. In 1945 he moved to the chair of

psychology at the University of Indiana.

When in 1943 he prepared a 'baby box' for his second

daughter, Deborah, in order to study her development, he came

in for much criticism for bringing up his daughter in a 'cage'.

Such criticisms have followed Skinner throughout his life and

he is perfectly able to deal with his critics. Of such

criticisms he says, "Some trouble no doubt arises from the fact

that human behavior is a sensitive field. Much is at stake in

the way in which we look at ourselves, and a behavioristic

formulation certainly calls for some disturbing changes.

Moreover, terms originating in early formulations are deeply

embedded in our language, and they have had a place in both

technical and non-technical literature for centuries.

Nevertheless, it would be unfair to argue that the critic has

not been able to free himself from these historical

prejudices.... I believe the explanation is this: the science

itself is misunderstood." (Skinner,1974:p7).

In 1948 Skinner returned to Harvard's department of

psychology where he remains. During World War II he trained

pigeons to pilot missiles into enemy targets, but the project

ended in failure. He has been accorded many honours by fellow

psychologists and has published a huge number of works. In many

ways he has dominated experimental psychology. Using rats and

pigeons for the most part, he has on occasions used adult

psychotics to study the principles of operant conditioning.He

has analysed language and designed teaching machines to help

learning in primary schools.

A controversial figure, he has as much influenced

the psychology of these times as did Freud in his time. Of

Skinner, Feist (1985:p200) remarks: "Skinner can rightfully be

regarded as a determinist and an environmentalist. As a

determinist he rejects the notion of volition or free will.

Human behavior, like any observable phenomenon, is lawfully

determined and can be studied scientifically. The notion that

people can make choices independent of external variables is

foreign to the concept of a science of human behavior. Science

rests on the prediction and/or control of observable phenomena

and to postulate free will precludes either prediction or

control.... As an environmentalist, Skinner holds that

psychology must not explain behavior on the basis of the

psychological or constitutional components of the organism....The history of the individual, rather than the anatomy, provides the most useful data for predicting and controlling behavior." Given this approach, the use of case studies in this research would provide further evidence to identify the characteristics of high social ability.

Skinner sees behaviour itself as being personality. He rejects hypothetic-deductive methods - the construction of hypotheses from fixed theories based on intuition and the testing of these hypotheses through statistics and other mathematical methods - which present personality as something hidden within the organism. For him, personality is the sum of observable behaviour placed during an historic time scale. Behaviour is subject to the laws of science and human behaviour cannot be motivated by internal drives. He does not accept the cosmological view of psychology. Skinner interprets behaviour but does not offer an explanation. For him, causality in human behaviour is not a function of science.

In Skinner's view, human responses are the result of

two kinds of conditioning, **respondent** and **operant.** In

respondent conditioning a response is produced by a specific,

identifiable stimulus. Reflex behaviour is the most obvious

example. Not all respondent conditioning is reflexive however.

Fears and phobias may be the result of respondent conditioning.

In respondent or classical conditioning a neutral stimulus is

paired with an unconditional stimulus. After repetition of a

paired stimulus, the unconditioned stimulus provides a

conditioned response. A hot pie (conditioned stimulus) is

paired with the pain from a burn (unconditioned stimulus) and

the resulting conditioned response is to pull the hand away

from the hot pie.

A more common behavioural condition for Skinner is

operant conditioning. This is the **reinforcement** of a response

where the organism does something and the response is

reinforced by the environment. The reinforcement increases the

probability that the same behaviour will happen again. "Operant

behaviour (produced by instrumental or operant conditioning) is

determined by the events that follow the response. That is, a

behavior is followed by a consequence and the nature of the consequence modifies the organism's tendency to repeat the behavior in the future." (Hjelle and Ziegler,1981:p198). A good example of this is when a parent wishes to see a child smile. The parent knows that the child smiles when given a sweet. Whenever the child smiles a sweet is given.

There are three essentials involved in operant conditioning: the situation, the behaviour, and the consequences. The situation refers to the environment or setting in which the behaviour takes place; the response behaviour must be within the organ's repertoire of behaviour; and the consequence is necessary if the behaviour is to be learned and repeated. If there is a consequence, and under normal circumstances there is, then there is a possibility of an increase or decrease in behaviour. Skinner found that by shaping, which involves the rewarding or reinforcing of gross approximations of behaviour, then closer approximations, and then the required behaviour itself, training could take place.

"Reinforcement is anything in the environment that strengthens a behavior." (Feist,1985:p209). There are two kinds

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of reinforcement, positive and negative. Positive reinforcers

are food, water, money, sex, social approval and physical

comfort, to mention but a few. They have the capacity to

increase behaviour. (Skinner,1974:p39). A negative reinforcer

is an aversive stimulus which on removal increases the

probability of a given behaviour; a negative reinforcer

requires removal from reinforcement to take place whilst

positive reinforcers require application. Guilt and anxiety

are seen by Skinner as aversive reinforcers and behaviour tends

to reduce or avoid them. (Skinner,1974:p63). If we accept

Skinner's position, then we might assume that the environment,

and only the environment, in which the socially able person has

been brought up, has shaped those interactions which this

research has defined as highly social. Erikson would go some

way in accepting the influence of social norms, but would

reject it as being the only influence. The psychodynamic

theorists would attribute some or all of behaviour to 'inner'

functions of the human condition.

There is little merit for this research in developing

further the details of Skinnerian operant conditioning. What we

are interested in is how it affects behaviour, and in

particular, social interactions. What Skinner argues is that

the principles of operant conditioning which he has observed

with animals in the laboratory may be generalized to human

beings in a life situation. He believes in the scientific

principle of going from the simple to the more complex. He

subscribes Darwinian natural selection and argues that the

contingencies for survival through operant conditioning have

made us what we are today. (Skinner,1978:pp168-170). He sees

the **self** not as inside the organism but in terms of acquired

patterns of behaviour contingent on the external environment.

The self is unique in the way it reacts with the environment

and is capable of novel behaviour. And yet, it is not

autonomous in that it is not responsible for new behaviours,

but subject to contingent patterns of reinforcement.

Skinner accepts that humans have **self-awareness.**

Humans are aware of their environment and of themselves

reacting to that environment. Behaviour is stimulus initiated

and the existence of drives is not accepted. Drives are inner

factors which cannot be detected scientifically and thus are
unacceptable. However, he does not deny the existence of
emotions but sees them as descriptions of acquired
characteristics. "For Skinner, trait descriptions are
ultimately reducible to groups of specific responses that tend
to be associated in certain kinds of situations. Thus when we
say a person is domineering, we mean that when we observe him
in interaction with other people, we note that he is
argumentative, interrupts others, talks more and louder than
others, insists on his own views, and so on. It is the
aggregate of these particular responses that tells us that this
person is domineering." (Hall and Linzey et al.,1985:p479).

Human behaviour is highly complex and Skinner accepts
cognition, reason and recall as well as creativity, the
unconscious behaviours and dreams. However, he does argue that
these complex behaviours are 'within the skin' or the result of
previous reinforced behaviour and not inside the mind.
"Thinking is behaving. The mistake is in allocating the
behavior to the mind." (Skinner,1971:p102). Even creative
behaviour has its explanation. He uses natural selection and

mutation which is reinforced to provide for creativity. To explain why some people are more creative than others, he explains that genetic endowment and experiences shape each one's creative behaviour.

Social behaviour is seen in terms of the individual being reinforced, never the group. Individuals react with each other in a dydactic relationship, but the individual is stimulated by the environment, and that individual stimulates another and so one stimulates the other until there is whole group behaviour. Groups are formed for self-protection and even if some in the group are abused as individuals, others will be reinforcing that individual. Individual social behaviour is controlled by environmental contingencies which can be erected by society, another individual, or oneself. The environment is responsible for behaviour, not free will.

What then can Skinner add to personality theory and to the present research into high social ability? He suggests that behaviour, as a result of environmental influences, defines a person. By inference, the socially able are those individuals whose environment has enabled socially acceptable

behaviour. Without opportunities, it would seem, social ability cannot develop. His view that the history of a person's observed behaviour is important for understanding and predicting that behaviour leads towards the use of case studies in conjunction with other evidence.Further, he sees the environment in which we find ourselves as being contingent, to some extent, on our social development. He sees individuals within society as shaping personality. A number of personality traits are explained by Skinner as the result of operant conditioning. The place of trait theories of personality and the interpretation of personality tests will be considered in chapter 5. A further point Skinner makes is that we are what we are as a result of our environment, both from the historical/genetic/Darwinian point of view, and from present responses to the environment in which we find ourselves. It is, therefore, our genetic makeup highlighted through parental and grandparental characteristics, as well as the influence of peers, siblings, teachers, parents, that make us what we are. In such case, relationships with other individuals as described in the case studies should be fruitful means of predicting in

the highly social field.

John Dollard (1900 - 1980) and Neil Miller (1909 -)

John Dollard

Menaska, Wisconsin, is where Dollard was born. He was

the eldest son of a railroad engineer and a former

schoolteacher. As John approached college age, his father was

killed in a train crash and his mother moved the family to

Madison so that the children could attend the University of

Wisconsin. John did enrol at the university after first

spending a short period in the army. In 1922 he graduated with

a B.A. degree in English and commerce. He remained at the

university as a fund raiser but later went to the University of

Chicago where he embarked on a M.A. course in sociology and in

1931 he was awarded a Ph.D. in the same subject.

From 1931-32 he went to Germany as a research fellow

to study psychoanalysis. On returning to the States he took an

assistant professorship in anthropology at Yale University and

later he went to the Institute of Human Relations at Yale. The

Institute integrated sociology, psychology, psychiatry, and anthropology. It is here that he formed the close friendship with Neil Miller.

Neil E. Miller

Neil is a Wisconsin native, being born in Milwaukee. In 1931 he received a B.Sc. from the University of Washington and in 1932 an M.Sc. from Stanford University. From there he went on to Yale for his doctoral degree which he gained in 1935. He studied psychoanalysis in Vienna at the Institute of Psychoanalysis and came into contact with Freudian analysis. In 1936 he returned to Yale as a lecturer and worked to integrate economics, sociology, anthropology, psychiatry, psychology, and law. During World War II, he served in the Army Air Force as an officer in charge of research. From 1944 - 46 he was director of a psychological research project for the Air Force. On returning to Yale he became Professor of Psychology where he conducted research into the psychology of motivation.

Dollard and Miller attempt to reconcile psychoanalytic approaches to behaviour and the behaviourist philosophy. They argue that for the most part, human behaviour is learned. All learning is based on **drive, cue, response,** and **reinforcement.** Basically, they imply that habit is fundamental to personality and that "today's habits may change as a result of tomorrow's experience." (Hall and Lindzey et al.1985:p496).

By drives, Dollard and Miller, like Freud, believe that basic **motivation** is reduced to drives. Primary or innate drives are such things as money, sex, thirst, pain avoidance amongst many others. Secondary drives are learned and include guilt, anger, sexual preferences, the need for money and power, conformity, nonconformity, and many others. The most important drives are learned fears or anxiety. "A drive is a strong stimulus which impels action. Any stimulus can become a drive if it is made strong enough. The stronger the stimulus, the more drive function it possesses." (Dollard and Miller,1941:p18).

The cue is similar to a drive in that it is a stimulus but not strong enough to impel action. In fact, the

same stimuli could serve as a drive or cue depending on its intensity and distinctiveness. The school bell is a cue for the teacher and pupils to complete a teaching period, but for the child next to the bell in the classroom, its intensity may cause the child to take action by covering his/her ears. Internal stimuli, like hunger, may be a cue or a drive. "The drive impels a person to respond. Cues determine when he will respond, where he will respond, and which response he will make.... Completely self-satisfied people are poor learners." (Dollard and Miller,1950:p32).

They make the point (Dollard and Miller,1950:p35) that a **response** must be within the repertoire of an individual before it can be learned. Trial and error, unlike Skinner, is not acceptable as learning, except that a particular error is an error. Responses need not be overt actions. Higher mental processes, such as thinking, are not overt and yet they are learned under the same principle as observable behaviour.

Any stimulus which reduces a drive is deemed a **reinforcer.** "A sudden reduction in a strong drive acts as a reinforcer; we do not need to make the more controversial

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assumption that all reinforcement is produced in this way."

(Dollard and Miller,1950:p42). The basis of learning is the

strengthening of connections between particular stimuli or cues

and certain responses, which they elicit, through

reinforcement. If a response is not reinforced, then it will

drop out and leave some room for other responses to have a

chance of reinforcement. Some responses will be reinforced and

will tend to recur and if continued to be reinforced, then the

response will become a habit.

By the process of **discrimination** a person learns to

distinguish between cue patterns. Discrimination enables the

person to associate a particular cue with a particular drive.

Dollard and Miller (1950:p53-54) point out that differences in

personality are partly due to varying abilities to make

discriminations and to differing experiences which reinforce,

or otherwise, similar responses. We need, therefore, to be able

to generalize in order not to have to relearn every time we are

presented with a similar situation, but also to discriminate in

order to separate out different cues. Thus they argue the case

for basic intelligence or cognitive processes within the

stimulus-response paradigm.

Higher mental processes are ego functions and include
abstract reasoning, planning, language acquisition, foresight,
shame, guilt, identification, and self-concepts. It is clear
that higher mental processes are initially covert and only
eventually will they result in overt activity. To explain this,
Dollard and Miller (1950:pp98-101) use the concept of cue-
producing responses where some responses generate cues which,
in turn, elicit other responses. Higher processes may be the
resultant of verbal responses, particularly thoughts and words,
and these responses are reinforced through contemplated reward.
Foresight is thus a reinforcer which enables behaviour to be
maintained over a long period.

What is important in Dollard and Miller's theory, and
within the behaviourist field, is their belief in the role of
cognition in forming behaviour. Feist (1985:p177) expresses
this belief: "One of humanity's great advantages over other
animals is the capacity to use higher mental processes to
preserve culture. Great trial and error or insightful
discoveries of the past are handed down from one generation to

the next obviating their continual rediscovery. Without social

training each generation would be forced to begin culture

anew." However, Dollard and Miller do argue that not all social

training is due to higher mental processes. By **imitation** they

see individuals as having innate ability to respond in the same

way to a given cue (same behaviour); through **copying,** which is

an intended response to form the same behaviour; and **matched-**

dependence where another's response is used as a cue for the

same behaviour. What is important is the role played by

intellect and the cues provided by family, friends and

teachers. Case data, as suggested by Skinner, is also important

given Dollard and Miller's arguments. Identification of those

conditions under which the socially able develop should be

revealed in the case data.

Fear and **anxiety** can serve as drives, cues, and

responses and their reduction is a reinforcement. Fear is a

learnable drive but its potential is innate and part of our

neurological structure. Some fears, once learned, are almost

impossible to extinguish. **Conflict** prevents responses that

would normally reduce high drives. They argue that the nearer

one gets to achieving a goal, the greater the conflict and the more likelihood there is of motivation being reduced. They have developed quite a complex theory of conflict arousal and its means of reduction. "An intense emotional conflict is the necessary basis for neurotic behavior. The conflict must further be unconscious. As a usual thing, such conflicts are created only in childhood...... neurotic conflicts are taught by parents and learned by children." (Dollard and Miller,1950:p127).

Neuroses are seen as the result of unconscious conflict. Repression of anxiety or guilt is learned and enables the individual to escape from their feelings. Early childhood development linked with genetic makeup are fundamental to personality. It is here where unhealthy symptoms are laid down. The management of anxiety and guilt is crucial to the adjusted person. In their view, the socially able person would have the right physiology, satisfactory childhood interactions, and cognitive ability which enable any anxiety or conflict in later life to be resolved rather than repressed. The use of a personality test to provide a profile of intelligence and

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neurotic level used alongside case evidence would provide an enhanced picture of each individual.

What is important in the theory of Dollard and Miller and which links that of Skinner and the work of Bandura, which is to be next considered, is threefold. Firstly, they make a link between the concept of drives as seen in psychodynamic theories with behaviourist thought. That link admits the existence of genetic/physiological elements in behaviour and goes beyond Skinner's narrow deterministic approach. Secondly, they accept the existence of the unconscious.The last and perhaps most important point, is that they provide a cognitive element. Whilst they argue that not all social ability is due to higher mental processes, they do accept a basic intelligence as fundamental to social ability.

In terms of this research and the identification of the characteristics of high social ability, Dollard and Miller point towards the use of case studies to determine the influences which have developed that ability, and to the possible influence of intelligence in this development. Such an attitude to cognitive ability is implied in some of the

characteristics found on pages 53 - 54.

Albert Bandura (1925 -)

Whilst Dollard and Miller have developed a social
learning theory which recognizes some degree of cognition,
their fundamental approach is through learned behaviour as a
result of responding to external stimuli. Bandura, however,
presents what might be termed a 'cognitive social learning
theory' where cognition plays a much more fundamental role
within the theory. Bandura, unlike most behavioural
psychologists, has built his theory largely on human studies
and suggests that much of behaviour is acquired through
imitation. "Indeed, social behaviour patterns are most rapidly
acquired through the combined influences of models and
differential reinforcement." (Bandura and Walters, 1963:p5).

Born in Canada in a small town in Alberta, he
attended a small primary/secondary school which was
understaffed but highly effective. Before university, he spent
a summer in Alaska working on the Alaskan highway. At the

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University of British Columbia in Vancouver he read psychology

and graduated in 1949. He then entered the University of Iowa

with its strong emphasis on learning theory in the tradition of

Clark Hull and so his early thinking was formed. Most certainly

he was influenced by the work of Dollard and Miller. Whilst he

was at the university he married a nursing instructor and they

have two daughters. The masters degree was completed in 1951

and he was awarded a Ph.D. in clinical psychology the following

year.

    After Iowa, he spent a year at Wichita Guidance

Clinic, completing his post-doctoral internship and in 1953 he

joined the staff of Stanford University where he remains.

Bandura's writings were initially on clinical aspects of

psychology, but in 1958 he collaborated with his first doctoral

student, the late Richard H. Walters, to publish a paper on

aggressive delinquents. The following year their book was

published. He tends to work on four or five projects at a time

and continues to publish widely on a multitude of subjects.

The term used by Bandura to describe his theory of personality is **reciprocal determinism**. "People are not simply reactors to external influences. They select, organize, and transform the stimuli that impinge upon them. Through self-generated inducements and consequences they can exercise some influence over their own behavior. An act therefore includes among its determinants self-produced influences." (Bandura,1977b:p7). He argues that there is cognition involved in the process and sees it as the capacity to remember and to anticipate so that behaviour and environment are influenced. "People do not respond to each momentary item of feedback as an isolated experience. Rather they process and synthesize feedback information from sequences of events over long periods of time regarding the conditions necessary for reinforcement, and the pattern and rate with which actions produce outcomes." (Bandura,1977b:pp96-97). This goes beyond the cognitive aspect of behaviour presented by Dollard and Miller and is less deterministic than Skinner and Freud, for that matter.

What is important in Bandura's work is his concept of the **self-system** as we have already seen from the identified

characteristics of high social ability on page 54 that a

realistic view of the self is of fundamental importance.

Bandura sees the self-system as "not a psychic agent that

controls behavior. Rather, it refers to cognitive structures

that provide reference mechanisms, and to a set of subfunctions

for the perception, evaluation, and regulation of behavior."

(Bandura,1978:p348). He cannot accept a self-concept that is

innate, but that the self arises from the ability to use

cognitive processes. "Through the medium of symbols people can

solve problems without having to enact all the various

alternative solutions; and they can foresee the probable

consequences of different actions and alter the behavior

accordingly." (Bandura,1977a:p13). I would thus argue that the

socially able see the probable consequences of their actions

and alter their behaviour in order to provide suitable

consequences as they see them.

Bandura (1977b:p12) argues that "In the social

learning view, people are neither driven by inner forces nor

buffeted by environmental stimuli. Rather, psychological

functioning is explained in terms of continuous reciprocal

interactions of personal and environmental determinants. Within

this approach, symbolic, vicarious, and self-regulatory

processes assume a prominent role.." In his self-concept

individuals, thus, have the capacity for self-regulation by

using reflective thought. Feedback into the reciprocal

deterministic paradigm enables the individual to regulate their

own behaviour. This is done through the process of self-

observation, judgmental processes and self-responses. Thus the

socially able are capable of reflective thought, self-

regulation and a sensitive feedback system, particularly in

terms of others.

In Bandura's concept of **self-efficacy** he argues that

individuals believe and expect that they are capable of

performing behaviour to achieve desired goals. It is "the

conviction that one can successfully execute the behavior

required to produce outcomes." (Bandura,1977a:p193). Here

Bandura is suggesting that behaviour is capable of shaping the

environment. Efficacy is merely judgment, sound or not sound,

which an individual exercises over behaviour.If we accept

Bandura's argument, then one of the characteristics of high

social ability may be the ability to shape satisfactorily the

environment in which that person finds himself.

Bandura substantially departs from Skinner and

Dollard and Miller over his assumption that learning takes

place through observation. "Most human behavior is learned

observationally through modelling: from observing others one

forms an idea of how new behaviors are performed, and on later

occasions this coded information serves as a guide to

action...." (Bandura,1977b:p23). Modelling is more efficient

than learning through direct experience. It is less 'trial-and-

error' and time-consuming. "According to social learning

theory, behavior is learned symbolically through central

processing of response information before it is performed. By

observing a model of the desired behavior, an individual forms

an idea of how response components must be combined and

sequenced to produce new behavior. In other words, people guide

their actions by prior notions rather than by relying on

outcomes to tell them what they must do." (Bandura,1977b:p35).

It is not, therefore, just matching observed behaviour. As

Feist (op.cit:p282) puts it: "Learning through modelling

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involves adding and subtracting from the observed behavior and generalizing from one observation to another." And further, "Modelling takes into account the psychological effects of being exposed to a model."

If we accept Bandura's theory then the socially able will have used models for learning their valued behaviour, but also will have been aware of and intelligent enough to reject that behaviour of an unsatisfactory nature. With Bandura's concept of **antecedent determinants**, which activate and guide behaviour and anticipate that a particular response will be followed by a pleasing consequence, and **consequent determinants**, which maintain behaviour once it has been activated so that an individual is aware of what maintaining that behaviour will bring, the possibility of highly social individuals being of above average intelligence is high. However, the list of characteristics on page 53 of the research does not mention intelligence but many of those characteristics have the need for above average intelligence implicit in them.

Cognition gives us the capacity to eliminate adverse behaviour and to determine who we are. However, Bandura sees

genetic factors as limiting personal development. "Although

intellectual development is highly modifiable through

environmental manipulation.... there can be little doubt that

genetic factors set some limits on the development of an

individual's intellectual capacities and thus influence the

relative proportion of experiences of success and failure which

he receives, especially within societies that emphasize formal

education." (Bandura and Walters,1963:p28).

What then has the behaviourist school of psychology

to add to our understanding of high social ability and its

identification? Firstly, the environment in which an individual

is placed will be contingent on his behaviour. Whislt Skinner

takes an extreme determinist view, Dollard and Miller and

Bandura accept that the individual has some control over their

behaviour. However, they all stress the importance of

historical data in order to interpret behaviour. Case data will

be of importance when understanding social behaviour.

Dollard and Miller, and Bandura to a greater extent,

subscribe to place of cognition in influencing behaviour.

Mankind is not just a bundle of stimulus-response but subject

to cognitive activity. Skinner accepts self-awareness and creativity, Dollard and Miller argue for a basic intelligence, whilst Bandura goes further in his concept of reciprocal determinism and sees individuals as exercising control over their behaviour. Cognitive ability is the second important factor and the socially able will be sufficiently intelligent to anticipate relevant behaviour.

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C H A P T E R 5.

Case Identification

In chapter 3, through the process of validation,
twenty-seven characteristics of high social ability were
confirmed and rank ordered by a wide audience of the general
public. This chapter is concerned with using those
characteristics as a means of selecting individuals for the
case study and possible personality test.

The assumption made in this research is that, in
general and given the definition of high social ability used in
this research, those characteristics are constant and define
the highly social group of individuals.

The weighting system already adopted and found to be
reasonably satisfactory for rank ordering purposes, was
considered also to be satisfactory for selecting individuals
who score highly and are perceived to be highly social.
Likewise, those who score low and are perceived as having a
lesser social ability.

Those making the selection and using the twenty-seven characteristics should know individuals well and thus, arguably, should be their peers. The most satisfactory group of young people would be still in full-time education as they were likely to have been together for some time. Those in the work situation, it could be argued, were likely not to have been together for a long period and thus would not know their colleagues so well.

There was a further consideration also, that of access. In social science research one is very much in the hands of others. Access and co-operation can be quite a problem. As the Local Education Authority had suggested co-operation (See Appendix A.) and as I had personal contacts in schools, colleges and university, it seemed sensible to use educational establishments rather than those of business and commerce. Therefore, three educational establishments were selected on the basis of (a) respondent suitability, (b) willingness to co-operate, and (c) easy access by myself.

Identification of individuals with high and lower social ability could only take place within peer groups. Until

some form of standardized test could be used, cross-group

comparisons could not be undertaken. This was because (a)

groups would be likely to have differing value systems

(Cartwright,1953), (b) they would have been together for

differing periods of time and depth of perception would vary,

and (c) the weighting used would be peculiar to each respondent

and to the particular personality constructs displayed within

the group.

The size of the sample was about one hundred as that

would seem to be providing a reasonable choice. The three

institutions to be used were:-

A Devon College of Further   - Students were on the B.Tec.

Education   Higher National Diploma in

Hotel and Catering Management

- Craft students on a City and

Guilds Carpentry and Joinery

course

A South Devon Comprehensive   - Sixth formers on a combined

        School   'O' and 'A' level course

A University in the South   - Second year B.Ed (Hons) P.E.

        West   degree students

The advantages of having this cross-section of the student population were that the age range was as required, there was a spread of ability from craft, through sporting talent to the more academic. Students were drawn from many differing social backgrounds.

After an initial contact in each institution,I made a personal visit and discussed the research and what was required with my contact. It was agreed that I explain what was required to the student group and answer any questions about the research project. This would assist in getting their co-operation and enthusiasm. Each student was to have a letter of explanation (Appendix B.) and a list of the twenty-seven identified statements. An explanation of the weighting system

and how to operate it would also be given. (See Appendix

C.).Respondents would be asked to assess as many of their peers

as they felt they could accurately assess. The Case

Identification Forms were to be left with the student to fill

in at leisure and then would be posted back to me by the

contact when all were complete.

Most teachers are constantly making personal

assessments of their students and thus I decided to ask the

teachers for their assessment to see if there were any major

variations between them and the students. A letter and form for

assessment together with a list of identified characteristics

was left for each teacher. (See Appendix D i-iii). They were

not asked to rank order through weighting like the students,

but just to identify those students who they perceived to rate

highly on the given criteria. As it was summer and examination

time, I did not wish to provide them with too much work.

The time spent in each institution was most

interesting and also profitable. The students were very

interested and asked many questions. At a time of year when

'exam fever' was in the air, getting their co-operation could

i.   .   Case Identification (Individual Results)

Name: **CAROL I.**

	CODE	10	11	12	13	14								TOTAL	
Able to communicate with all social groups and ages.		3	5	5	5	5								23	4
Displays qualities of honesty, integrity and loyalty.		4	4	5	5	5								23	4
Has the ability to listen.		4	4	5	5	3								21	4
Displays a happy, friendly and open disposition.		5	5	5	5	4								24	4
Able to adapt to different situations.		3	4	4	4	4								19	3
Shows consideration rather than being self-centred.		5	4	5	5	4								23	4
Has the ability to establish rapport.		3	4	4	5	4								20	4
Has a sense of humour.		4	4	4	4	4								20	4
Criticises constructively rather than destructively.		4	4	5	4	4								21	4
Free from obnoxious odours and habits.		5	5	5	5	5								25	5
Has acceptable behaviour and manners.		5	5	5	5	5								25	5
Is self-confident.		3	5	4	3	5								20	4
Has empathy.		4	4	5	5	4								22	4
Popular and friendly.		4	4	4	5	5								22	4
Able to accept fun being made at his/her expense.		4	4	4	5	4								21	4
Able to emanate energy and enthusiasm.		4	4	5	4	3								20	4
Courteous and well spoken.		5	5	5	5	4								24	4
Has no dirty habits.		5	5	5	5	5								25	5
An optimist as against a pessimist.		3	4	3	3	2								15	3
Able to act judiciously.		4	4	5	5	4								22	4
Well informed and educated.		5	4	5	5	5								24	4
Has an outgoing personality.		4	4	4	5	4								21	4
Able to forsee and circumvent problems.		4	4	5	5	4								22	4
Has charisma.		4	4	4	4	3								19	3
Has a reasoned but not necessarily compliant attitude to social norms.		4	4	5	4	4								21	4
Aware of current affairs locally, nationally and internationally.		4	4	3	4	3								18	3
Of above average intelligence.		5	5	4	5	x								19	4

Mean 4.32

TABLE 1

have been a problem.

Collation of the data from each respondent was a
lengthy business. The data from the respondent was transferred
to an Individual Result Sheet. (Appendix E.). In this way a
profile of weightings was built up for each individual. Table 1
(page 246) is an example of how the individual results were
computed. The Code refers to the peer who responded to Carol.
Five knew her well enough to make a judgment. The group had
been asked only to make a response to someone they felt they
knew well. In this way, a fair degree of accuracy may be
assumed. The total at the end of each statement gives some
indication of the impact of each characteristic.

From Table 1 (page 246) and using the highest scores,
Carol was seen as having socially acceptable habits
(characteristic 10,11,18); happy, friendly and open (4); well
informed and educated (21); a good communicator (1); honest,
loyal and having integrity (2); not self-centred (6). There is
also evidence of having empathy.The mean for each weighting was
calculated as a further indicator of the strength of assessment
within each characteristic. The X indicates that an assessor

has no idea how to respond to that particular characteristic

because it had not been observed or he/she did not wish to make

a judgment. Thus, counting the X as zero, the total would not

be representative and a mean (with X excluded) becomes a

better indicator.

A profile was built up for each individual as a

result of peer responses. This data was then collated as seen

in Tables 2 - 7 and the teacher rankings were also included.

Teachers were asked just to select names of the highly social.

The N/A indicates that no response was given by the teacher.

Table 2 (page 249) is that of the physical education students

at University. There were twenty-two students in the group,

some doing main P.E., others doing P.E. and science, and others

P.E. and maths. They had been together for one year and knew

each other quite well. However, they were asked to choose

individuals with care who they knew well. In the event, they

averaged 3.8 choices and one would expect their assessment to

be insightful. They were asked to take each characteristic one

by one and to related it to one individual. In this way, one

facet of an individual is being considered against a perceived

Institution: EXETER UNIVERSITY : ST. LUKE'S COLLEGE.

TEACHER TRAINING: PHYSICAL EDUCATION

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
*Carol I.	PE/Sc	N/A	1	4.322	Teresa C.	PE/Sc	N/A	17	3.423
*Jo M.	PE/Sc	N/A	2	4.263	Neil B.	PE/1	1=	18	3.307
*Jill H.	PE/M	5=	3	4.244	Andy C.	PE/1	1=	19	3.129
*Rachel W.	PE/M	5=	4	4.204	*Rob J.	PE/Sc	N/A	20	2.985
Theresa H	PE/M	N/A	5	4.107	David C.	PE/1	5=	21	2.941
Bridie P.	PE/M	5=	6	4.030	*Iain D	PE/1	5=	22	2.907
Madi M.	PE/Sc	N/A	7	3.959					
*Tim C.	PE/1	1=	8	3.926					
Tracey B.	PE/M	N/A	9	3.896					
Adam McI	PE/M	N/A	10	3.785					
Dorcas G.	PE/Sc	N/A	11	3.744					
Karen W.	PE/Sc	5=	12	3.648					
*Paul D.	PE/1	1=	13	3.633					
Brian C.	PE/1	5=	14	3.607					
Tim B.	PE/Sc	5=	15	3.585					
*Richard B.	PE/M	N/A	16	3.430					

Table 2.

N= 16

Institution: SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY

B. TEC H.N.D in HOTEL AND CATERING MANAGEMENT

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
* Alyson C	HND 2/1	4=	1	4·196					
Tony A		2=	2	4·170					
Richard M		4=	3	4·081					
Jackie B		4=	4	4·000					
Angela P		2=	5	3·996					
Emma H		N/A	6	3·948					
Phillippa S		4=	7	3·925					
Guy De S		9·	8	3·788					
Nicky E		4=	9	3·726					
Peter C		N/A	10	3·696					
Mala G		1	11	3·688					
Belinda O		N/A	12	3·548					
David R		N/A	13	3·522					
Simon G		N/A	14	3·518					
Paul S		9·	15	3·488					
× John B		N/A	16	2·726					

TABLE 3.

personal standard. If, on the other hand, each individual was considered at a time on the twenty-seven characteristics then the judgment was more likely to be intuitive and the weighting arbitrary.

In the case of the teacher assessment for the university students, not much credence should be given to it. What happened was that subject teachers only assessed their small groups rather than the group as a whole and thus what is presented in the table is misleading. However, it is surprising that in the main P.E. group (PE/1) two individuals who were weighted highly by their tutors were weighted so low by their peers. There would be some merit in looking further at Tim C as he was rated highly by peers and tutors. It would also be an advantage to look further at the bottom of the group and thus Iain D would be the obvious one. Thus, the asterisk indicates those individuals selected for further and more detailed investigation.

Table 3 (page 250) is that of second year students on the Business and Technician Council Higher National Diploma in Hotel and Catering Management. These were 'A' level entry

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students who had known each other for nearly two years. This group of sixteen students was a very cohesive group. I have taught this group for two years and find the staff ratings rather interesting but cannot agree with them. Mala G is Malaysian and the daughter of a diplomat. She is able and secure with distinct leadership qualities but lacking in empathy. The same can be said for Angela P. I suspect that the catering teachers see high social ability in terms of leadership rather than the supportive interaction that the definition used in the research attempts to identify. In the case of Alyson C and Tony A, I would agree with the peer identification. Where there is a disagreement between peers and teachers I have taken the peer ranking. This is because peers see an individual in many differing interactions and teachers only see them in the artificial interaction of the classroom.

Of the two other groups from hotel and catering, one is a third year 'A' level entry group and the other is a third year Ordinary National Diploma entry group. The O.N.D. students enter with 'O' levels or C.S.E. qualifications and spend two years in college before undertaking the second year of the

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Institution: SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY

B/TEC. H.N.D. in HOTEL AND CATERING MANAGEMENT

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
*Sophie B	HND 3/1	1	1	4.048	Simon B	HND 3/1	N/A	17	2.666
*Alastair B		3=	2	3.903					
Paul B.		N/A	3	3.559					
Susan M		N/A	4	3.559					
Angus B		5=	5	3.537					
Hazel M		2	6	3.522					
Alison A		N/A	7	3.429					
Richard H.		7	8	3.422					
Rebecca W.		3=	9	3.411					
Michelle H.		N/A	10	3.366					
Susan B.		N/A	11	3.359					
Karen T.		5=	12	3.311					
Kara B.		N/A	13	3.266					
Simon R.		N/A	14	3.207					
Caroline G		N/A	15	3.103					
Jo K.		N/A	16	2.577					

TABLE 4

Institution: SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY

B. TEC H.N.D. IN HOTEL AND CATERING MANAGEMENT

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
Graeme O	HND 3/4	1	1	4.037					
Robert C.		4=	2	3.548					
Gerard P.		3	3	3.507					
Simon C.		N/A	4	3.388					
Miles S		4=	5	3.370					
Rhian M.		2	6	3.346					
Sarah W.		4=	7	3.329					
Darren R.		N/A	8	3.325					
John H.		4=	9	3.300					
Berrick W		N/A	10	3.237					
Louise G		4=	11	3.166					
Melanie V		N/A	12	3.011					
Louise B.		4=	13	2.948					
Stephen J.		N/A	14	2.622					

TABLE 5

H.N.D. course. This group would, therefore, have known each other for four years and the 'A' level group (HND 3/1) for nearly three years. Tables 4 and 5 (pages 253 - 254) show the results for these two groups. Teacher ranking tends to be more in agreement with the peer group. Sophie B and Alistair B are high scorers and suitable candidates for further study. Hazel M is rated by her teachers but not by her peers. Graeme O is an obvious choice and an outstanding student.

The meeting with the students of the Devon Comprehensive School achieved its objective but I gained a very distinct impression that they were not really interested in school, although in the sixth form. In discussions with them, a number had returned to the sixth to resit failed 'O' levels and because there were no jobs in the area. They were expected to tackle an 'A' level course but their motivation was low. When the Case Identification Sheets were returned (see Table 6, page 256) some students had only made one response. The average response, however, was 5.25 with some individuals assessing eight or nine of their peers. The staff were uncooperative. (See Appendix F). Could it be that the organizational climate

Institution: TOTNES KING EDWARD VI COMPREHENSIVE SCHOOL

SIXTH FORM, FIRST YEAR

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
Hannah L.	6th	3 =	1	4.11					
Sara M.	"	1 =	2	4.01					
Susan M.	"	N/A	3 †	3.926					
Penny D.	"	1 =	4	3.87					
Matthew F.	"	N/A	5	3.78					
William C.	6th	N/A	6 = †	3.77					
Ruth R.	"	3 =	6 = †	3.77					
Toby B.	"	3 =	8	3.64					
Richard B.	"	N/A	9	3.46					
Emma D.	"	3 =	10	3.42					
Jimmy S.	'	N/A	11	3.37					
Richard H	6th	N/A	12	3.1					
† only one response made									

TABLE 6

of the institution was not conducive to research? (Lawler and

Porter,1967). Hannah L and Sara N were co-operative and rated

five or six of their peers and emerged as worthy of further

investigation.

The final group shown in Table 7 (page 258) were

trainee carpenters on a sandwich course at the Further

Education College. They all had had experience in work outside

the college and were interested and co-operative. The Head of

Department and his staff gave me all the help asked for. It was

interesting how parsimonious the students were with their

rating. The full range of rating was used sparingly. It would

appear that their self-concept (Hogan,1976:p14;

Erikson,1959:p118) had been affected by their experiences in

ten plus years of schooling.

In this stage of the research fourteen individuals

were perceived by their peers as being socially able according

to the twenty-seven characteristics identified. Eight

individuals were identified as being rather inadequate

socially. Cross-comparisons between individuals were difficult

as there was no standard common to each group other than the

N = 12.

Institution: SOUTH DEVON COLLEGE OF ARTS AND TECHNOLOGY

CITY AND GUILDS IN CARPENTRY

Name	Group	Teacher Ranking	Peer Ranking	Mean Score	Name	Group	Teacher Ranking	Peer Ranking	Mean Score
* Mark L	Cara I ─iii	1=	1	3·226					
* Jeremy B.		1=	2	3·192					
Gary T.		5=	3	3·163					
Peter G.		N/A	4	3·037					
Mark B		N/A	5	3·018					
Paul O.		N/A	6	3·000					
Chris B.		N/A	7	2·877					
James E		1=	8	2·811					
Paul L.		5=	9	2·711					
Nigel S		1=	10	2·611					
Gerard H		N/A	11	2·374					
* Adrian C.		N/A	12	2·222					

TABLE 7

list of characteristics, and their interpretation was rather

idiosyncratic from peer group to peer group.

The research thus far had identified twenty-seven

perceived characteristics of high social ability. Those

characteristics had been largely confirmed through a validation

exercise. They had then been used to select out a number of

individuals who were perceived by their peers, using those

characteristics, as having all or most of those

characteristics, or conversely, rather fewer than the rest of

the group. However, it may be that perceptions of some

characteristics within a particular group were low and so the

person selected as being socially able by the group was not

particularly able. Conversely, a person selected by a

particular group as having low social ability may be selected

as very able within a different group.

In the previous chapter, which dealt with

behaviourist theories of personality, there was a strong belief

from the theorists quoted in the value of case data in

understanding personality. Social ability, I would argue, is

part of personality and cannot be separated from it. If

Some Trait Dimensions and their Components

Trait Dimensions	Descriptive Components	
1 Extroversion or Surgency	Talkative	Silent
	Frank, open	Secretive
	Adventurous	Cautious
	Sociable	Recluse
2 Agreeableness	Good-natured	Irritable
	Not jealous	Jealous
	Mild, gentle	Headstrong
	Co-operative	Negative
3 Conscientiousness	Fussy, tidy	Careless
	Responsible	Undependable
	Scrupulous	Unscrupulous
	Persevering	Quitting

4	Emotional Stability	Poised	Nervous
		Calm	Anxious
		Composed	Excitable
		Not Hypochondriac	Hypochond- riacal
5	Culture	Artistic	Not artistic
		Intellectual	Unreflective
		Refined	Crude
		Imaginative	Simple

Adapted from:

Norman, W.T. (1963) and found in Mischel, W.
(1986) "Introduction to Personality"
C.B.S. Publishing, Japan Ltd.

understanding the environment in which an individual is placed

is part of understanding their personality and hence their

social ability, then case data should be an integral part of

this research.

In chapter 1 an attempt was made to group the

identified characteristics so as to produce a shorter list of

character 'traits' rather than general statements. For example,

a number of characteristics might be indicative of 'empathy'.

Norman (1963), Gough (1975), and Eysenck (1981) have all argued

that personality may be subsumed under a small group of

'traits' which range from three to seven or eight depending on

which point of view is taken. Some thought was given and

careful analysis undertaken to see how the characteristics of

high social ability might fit in with the trait argument. Table

8 (page 260-261) shows one approach and appendix G another. It

can be seen that empathy, extroversion/introversion, creative

ability, verbal ability, and moral reasoning could all be

facets of the social expertise of the identified individuals.

As the intention was to build a comprehensive picture of high

social ability from as many points of view as possible - a sort

of triangulation - in order to exemplify the identified

characteristics, then trait considerations as well as historic

ones needed to be included. In the next chapter some trait

theories of personality will be considered and their relevance

to this research.

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C.B.S. Publishing, Japan Ltd.

DEVON

CHIEF EDUCATION OFFICER
J G Owen CBE

D. Smith, Esq.,
"Oakwood",
Lower Warberry Road,
TORQUAY.

D A E Gilbert
AREA EDUCATION OFFICER
SOUTH DEVON AREA
OLDWAY
PAIGNTON   TO3 2TE

Your ref:

My ref: S/DG/SS

Date: 19th November, 1984.

Please ask for: _Mr. Gilbert

Torquay 217877

Telephone: ~~TORQUAY 550751~~   (STD Code 0803)

Extension: -

Dear David,

Thank you for your letter of the 10th November. I was pleased to hear
that your Ph.D. research is going well. I would certainly have no objection
to your contacting the Heads of our 11-18 Schools and the Principal of the
College. If I get the chance I will encourage them to offer you help.

Yours sincerely,

David Gilbert

Area Education Officer

University of Bath

School of Education,
Claverton Down,
Bath. BA2 7AY
Tel: 61244

Oakwood,
Lower Warberry Road,
Torquay,
S. Devon.
Tel: 212392

Dear Respondent,

You are being asked to take part in the final stage
of research for a Ph.D. into high social ability. The following
definition of high social ability is being used:

"That exceptional capacity to form mature, productive
relationships and enter into effective social interactions
amongst peers and others."
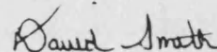
As you have worked with your peers for quite some time,
it may be assumed that you know them very well. You are thus being asked
to rate them on a five point scale against twenty-seven characteristics
that have emerged from previous stages in the research. On the form
provided you are asked to undertake the following:

1. Select from the peers in your group those that you know most
    well and write their names in the spaces provided. (max. 14)
2. Taking each criterion one-by-one, consider what weighting you
    would give to each of the named individuals. (The five-point
    scale is provided at the top of the form. Now complete the
    form.
3. Do the same for each characteristic.

Perhaps you will feel that some of the characteristics
are slightly amusing. They may be but do try to be serious about each
one and provide a considered opinion.

I very much appreciate your co-operation in this research.

Yours sincerely,

David Smith
B.Phil.Ed., M.Ed., A.L.C., Cert.Ed., Dip.R.T.,
L.T.I., F.R.S.A

Please weight each individual on a
five point scale:

> 5 - extremely obvious
> 4 - quite obvious
> 3 - obvious
> 2 - some indication
> 1 - infrequently recognizable

If you are in doubt or the item is not present
then please mark 'X'.

1. Able to communicate with all social groups and ages.
2. Displays qualities of honesty, integrity and loyalty.
3. Has the ability to listen.

4. Displays a happy, friendly and open disposition.
5. Able to adapt to different situations.
6. Shows consideration rather than being self-centred.

7. Has the ability to establish rapport.
8. Has a sense of humour.
9. Criticises constructively rather than destructively.

10. Free from obnoxious odours and habits.
11. Has acceptable behaviour and manners.
12. Is self-confident.

13. Has empathy.
14. Popular and friendly.
15. Able to accept fun being made at his/her expense.

16. Able to emanate energy and enthusiasm.
17. Courteous and well spoken.
18. Has no dirty habits.

19. An optimist as against a pessimist.
20. Able to act judiciously.
21. Well informed and educated.

22. Has an outgoing personality.
23. Able to forsee and circumvent problems.
24. Has charisma.

25. Has a reasoned but not necessarily compliant attitude to social norms.
26. Aware of current affairs locally, nationally and internationally.
27. Of above average intelligence.

APPENDIX C.

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University of Bath

School of Education,   Oakwood,
Claverton Down,   Lower Warberry Road,
Bath. BA2 7AY   Torquay,
    Tel: 61244   S. Devon.
                                                        Tel: 212392

Dear Colleague,

            I am now in the final stages of my research into the
characteristics of high social ability. The writing-up and submission
is planned for 1987,however, there is still much to do before then.

            What I am asking you to do is to select from your
teaching group the four or five individuals who, in your opinion,
are the most able socially given the following definition:

    "That exceptional capacity to form mature, productive
     relationships and enter into effective social
     interactions amongst peers and others."

            To help further with the selections is enclosed a
list of characteristics which I have identified as being predictors
of high social ability. As you will see, they are given in rank
order according to importance. An individual may not display all the
characteristics but will have a significant number, particularly of
those higher up in rank order.

            I very much appreciate your help and a prompt return
of the data requested.

                            Yours sincerely,

                            David Smith

Please return to Mr. D. Smith, room C 103, Department of Hotel and Catering, South Devon College, Newton Road, Torquay, Devon.

Group: ....

Name of Respondent.......................

        The following individuals would seem to be the most able socially:

                     ....

                     ....

                     ....

                     ....

                     ....

                     ....

Rank Order of Validated Characteristics

1. Able to communicate with all social groups and ages.
2. Displays qualities of honesty, integrity and loyalty.
   Has the ability to listen.
4. Displays a happy, friendly and open disposition.
5. Able to adapt to different situations.
6. Shows consideration rather than being self-centred.
7. Has the ability to establish rapport.
8. Has a sense of humour.
9. Criticises constructively rather than destructively.
10. Free from obnoxious odours and habits.
11. Has acceptable behaviour and manners.
12. Is self-confident.
13. Has empathy.
14. Popular and friendly.
15. Able to accept fun being made at his/ her expense.
16. Able to emanate energy and enthusiasm.
17. Courteous and well spoken.
18. Has no dirty habits.
19. An optimist as against a pessimist.
20. Able to act judiciously.
21. Well informed and educated.
22. Has an outgoing personality.
23. Able to forsee and circumvent problems.
24. Has charisma.
25. Has a reasoned but not necessarily compliant attitude to social norms.
26. Aware of current affairs locally, nationally and internationally.
27. Of above average intelligence.

NAME: NAME:

	CODE										TOTAL
Able to communicate with all social groups and ages.											
Displays qualities of honesty, integrity and loyalty.											
Has the ability to listen.											
Displays a happy, friendly and open disposition.											
Able to adapt to different situations.											
Shows consideration rather than being self-centred.											
Has the ability to establish rapport.											
Has a sense of humour.											
Criticises constructively rather than destructively.											
Free from obnoxious odours and habits.											
Has acceptable behaviour and manners.											
Is self-confident.											
Has empathy.											
Popular and friendly.											
Able to accept fun being made at his/her expense.											
Able to emanate energy and enthusiasm.											
Courteous and well spoken.											
Has no dirty habits.											
An optimist as against a pessimist.											
Able to act judiciously.											
Well informed and educated.											
Has an outgoing personality.											
Able to forsee and circumvent problems.											
Has charisma.											
Has a reasoned but not necessarily compliant attitude to social norms.											
Aware of current affairs locally, nationally and internationally.											
Of above average intelligence.											

APPENDIX E.

Mean

DEVON

CHIEF EDUCATION OFFICER
J G Owen CBE MA FRSA FCP

DEVON TQ9 5JX

Your ref:
My ref:

Date: 28/2/'86

Telephone:

STD: 0803

Dear Mr. Smith,

I am afraid that the Sixth Form Tutors were mostly unwilling to co-operate in the exercise. Indeed, some of them said they found the concept of rank ordering students according to the criteria to be offensive to them. In the event, only three have completed the forms. I have added my own judgement on the back of this sheet, so that will give you a fourth. I hope that will be of some use.

I am sorry for the delay and the lack of response, but I have done my best.

Best wishes for success with your research.

Yours sincerely,

John

GROUPING OF CHARACTERISTICS

1.	Able to communicate with all social groups and ages.	X					X	Verbal Ability
2.	Displays qualities of honesty, integrity and loyalty.	X					X	Moral Ability
3.	Has the ability to listen.						X	Empathy
4.	Displays a happy, friendly and open disposition.	X					**X**	**Creative Ability**
5.	Able to adapt to different situations.	X **X**					X	Introvert — Extrovert
6.	Shows consideration rather than being self-centred.	X						
7.	Has the ability to establish rapport.	X						
8.	Has a sense of humour.							
9.	Criticises constructively rather than destructively.	X X **X**						
10.	Free from obnoxious odours and habits.							
11.	Has acceptable behaviour and manners.							
12.	Is self-confident.							
13.	Has empathy.	X						
14.	Popular and friendly.	X						
15.	Able to accept fun being made at his/her expense.							
16.	Able to emanate energy and enthusiasm.	X						
17.	Courteous and well spoken.							
18.	Has no dirty habits.							
19.	An optimist as against a pessimist.							
20.	Able to act judiciously.	X **X**						
21.	Well informed and educated.	**X**						
22.	Has an outgoing personality.	X						
23.	Able to forsee and circumvent problems.	X **X**						
24.	Has charisma.	X						
25.	Has a reasoned but not necessarily compliant attitude to social norms.	X						
26.	Aware of current affairs locally, nationally and internationally.	X **X**						
27.	Of above average intelligence.	X **X**						

POSSIBLE TESTS

Verbal Ability — Verbal Reasoning

Moral Ability — Kohlberg's Moral Reasoning

Empathy — Hogan's Empathy Scale ?

Creative Ability — ?

Introversion — Extroversion — Eysenck Personality Inventory

APPENDIX G.

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THE IDENTIFICATION OF SOCIAL GIFTEDNESS IN YOUNG

ADOLESCENTS

Submitted by D. Smith.

for the degree of Ph.D.

of the School of Education

University of Bath, 1988.

C H A P T E R 6.

We have looked at the contribution that psychodynamic and behavourist theories of personality may contribute to the work on high social ability. In this chapter the contribution made by **trait theorists** will be considered. In everyday life trait descriptions are being used. We speak of people as being strong, fragile, energetic, assertive, sociable, fearful, introverted etc. These are all descriptive terms attempting to identify common likenesses or individual differences.

In the story of Moses (Exodus,3vv13-14) when he sees the burning bush, he recognizes its godlike quality and asks for the name of the god in the bush. The reply is, "I am what I am." God does not give his name. The reason why His name was not given was that in Old Testament times to know a person's name was to have power over that person. To be able to describe a person is to have power over that person, in that to describe is to identify. To describe and identify in precise terms is to

mark individuality or to distribute to a particular group.
Mischel (1986:p116) says that "Traditionally, the essence of
the trait approach has been the assumption that behavior is
primarily determined by generalized traits - basic qualities of
the person that express themselves in many contexts." But
whilst we may generalize, we also seek to identify one person
as against another in order to make comparisons or to
anticipate behaviour. The trait approach is thus as old as
language itself.

The Swiss psychologist Carl Jung was one of the first
to group all people in terms of a type, and that type was
introversion-extroversion. Generally, traits in psychology are
measured on a continuous dimension with few people at the
extremes and the majority in the middle. A trait has been
defined by Guilford (1959:p6) as "any distinguishable,
relatively enduring way in which one individual varies from
another." Common-sense observation of individual differences
over large numbers of individuals is the way the trait approach
begins. A more systematic approach is through **factor analysis**
which is a mathematical technique and will be described when

the work of Cattell is being considered.

Gordon W. Allport   (1897 - 1967)

The youngest of four sons, Gordon was born in

Montezuma, Indiana. His father was a country doctor, and mother

a former school teacher. Schooling was at Cleveland, Ohio,

where they moved when he was quite young. As a child, he

developed an interest in philosophy and religion rather than

boyish pursuits. In 1915 he entered Harvard University where

four years later he received his degree in philosophy and

economics. Having taken undergraduate courses in psychology and

social ethics, he wondered about taking up these disciplines.

However, when the chance came to teach in Turkey, he readily

accepted in the hope that he would profit from the experience.

Returning to America, and to Harvard, in 1920 with a

fellowship, he decided to write to Sigmund Freud announcing a

visit to Vienna and asking for a meeting. The meeting took

place, however, Allport seemed to be impressed with Freud's

intellect but not with his psychology. On his return to Harvard in 1921, he completed his Ph.D. which he received the following year. Then he was off again to Europe where he studied Gestalt psychology. He also came to England and studied for a short while at Cambridge as part of his visit to Europe.

In 1924 he once again returned to Harvard where he taught and developed a new course in the psychology of personality. With only one period of four years away from Harvard, when he was at Dartmouth, he remained at Harvard all his life. Married in 1925 to a fellow psychology student, they had one son who is a pediatrician. During World War II, he served his country by researching into the problems of civilian morale and rumour. A prolific writer and a renowned teacher, he has had a profound effect on psychology. Allport was the champion of the ideographic approach to psychology, believing that the individual should be seen in the context of his own individuality.

Functional autonomy is perhaps Allport's most

controversial and yet best known contribution to psychology. It

"refers to any acquired system of motivation in which the

tensions involved are the same kind as the antecedent tensions

from which the acquired system developed." (Allport,1961:p229).

What he means is that many adult interests commence as a

response to some external stimulus and then later become

motives in themselves. A good example is when a student is

forced to do a cross-country run as part of his physical

education programme. Initially not wanting to participate, he

finds himself stimulated by it so much that he joins the

athletic club so that he may run on a regular basis. Not all

motives become functionally autonomous like this, and why some

do not, Allport does not satisfactorily explain.

A second contribution Allport makes to motivation is

with his theory of **traits.** He sees them as motivators and

defines them as "A neuropsychic structure having the capacity

to render many stimuli functionally equivalent, and to initiate

and guide equivalent (meaningfully consistent) forms of

adaptive and expressive behavior." (Allport,1961:p347). He

argues that traits exist within the nervous system and that

eventually when more of the physiology of the human condition

is known, this will be established. A distinction is made

between common traits which everybody shares, and personal

traits which are peculiar to each individual. However, he does

acknowledge that things are not quite so simple, as no single

behaviour is the result of one single trait. Thus, Allport

attributes personal behaviour to a combination of common and

personal traits. Whilst common traits are biologically founded,

personal traits or dispositions are non-biological and are

described as "... ambitions, compulsions, phobias, general

attitudes, inclinations, hobbies, values, tastes, predilections

- all are personal dispositions and are at the same time

motives." (Allport,1961:p373).

Allport (1961:Ch4) argues that heredity contributes

the raw material to personality structure. Physique,

intelligence, and temperament are the primary genetic units,

largely inherited but also influenced by environment. He also

saw that human goals were determinants of personality. Rather

than developing an ego concept of the self, he used the word

proprium. It is from **propriate** meaning those matters most personally important to the individual. He distinguishes eight properties of the self or proprium.

1. **The sense of bodily self.** This is composed of sensations that arise within the body. He regarded the first year of life as the least important, but after that the child becomes aware of its own body. This would be acceptable to the psychodynamic theorists.

2. **The sense of self-identity.** The development of language is allied to self as being a continuing entity unique in a number of aspects. Here, name becomes most important. The concept of 'I' and 'me' becomes important in social contexts and will be significant when forming interpersonal relations.

3. **The sense of self-esteem and pride.** This develops from year two to years five or six where the child sees success and failure in his own ability and later develops a sense of peer group competition. For the highly social person one would expect a fine balance here between being over proud and low self-esteem.

4. **The sense of self-extension.** This begins to develop about

after the age of four. The concept of 'mine' is developed, not

just in terms of possessions but in love relationship. Later in

life, moral and religious values are developed from this basis.

It would be from this base that empathy would grow.

5. **The self-image.**   Here the child develops a notion of

status in relation to others; he develops a view of what others

expect of him; and the child begins to formulate goals of his

own. "In childhood the capacity to think of oneself as one is,

as one wants to be, and as one ought to be is merely germinal."

(Allport,1961:p123). From the identified characteristics of

high social ability found on pages 186 - 187 it would seem that

a realistic self-image is a major factor in the personality.

6. **The self as rational coper.**   Between the ages of six and

twelve the child develops the ability to cope with biological

impulses. Allport saw this as similar to Freud's ego

definition. "For whether the ego reasons or merely

rationalizes, it has the property of synthesizing inner needs

and outer reality." (Allport,1955:p46).

7. **Propriate strivings.**   This begins to appear sometime after

adolescence. It is the forming of long-term goals and purposes

in life, and through this process tensions are increased or maintained. Allport argued that we all have some particular striving which maintains tension and typifies our personality. "Propriate striving distinguishes itself from other forms of motivation in that, however beset by conflicts, it makes the unification of personality." (Allport,1955:p50). The ability to set realistic goals and to contain tensions is something that individuals with high social ability seem to possess.

8. **Self as knower.** "Do we have in addition a cognizing self - a knower, that transcends all other functions of the proprium and holds them in view?" (Allport,1955:p51). This aspect of the self is never experienced directly but Allport firmly believed that we become aware of our propriate self.

Socialization for Allport was fundamental to personality development and develops within the rapport that the child has between parental love-security relationships and the social environment. If a child's needs are not met then it becomes hostile and aggressive. Love and affection, as well as security, are necessary for normal development. In later life, tensions have to be dealt with which are caused by needs of

affiliation and autonomy. We have to deal with contradictory

needs, and he sees conscience as undergoing profound

qualitative changes over time. "Broadly speaking, we may

consider the evolving conscience in childhood a 'must'

conscience, and the mature, adult form as 'ought' conscience."

(Allpoert,1961:p134). The highly social person, according to

Allport, will have had love and security in childhood and will

feel secure in adulthood. In terms of relations with others,

the conscience will find it necessary to develop and assist in

securing affiliative love.

Allport was very much against behaviourism, although

he did accept that the environment played some part in

developing personality. His theory presents a blend of humanism

and personalistic approaches without developing the excess of

factor analysis. Common traits, those which all humans have,

are the result of genetic factors and their identification

enables general grouping. Personal traits are peculiar to the

individual and the result of environmental factors. As Hjelle

and Ziegler (1976:pp315-316) point out: "In short, traits

account for a person's behavioural consistency over time and

across situations." However, Allport (1961:p316) sees factor

analysis as a useful but not absolute indicator of behaviour as

he feels that people lose their identity in the 'statistical

grinder'. Interestingly enough, Jung (1958:p9) takes much the

same view.

Where does all this leave us in terms of the traits

relating to high social ability? Allport would have us accept

a group of common traits which put humanity in general

groupings, and personal traits which mark us out as

individuals. For the socially able, he suggests that the person

has a fine balance between high and low self-esteem, has

empathy, a realistic self image, sets realistic goals, has the

ability to control tension, and is secure in affiliative

relations. Any approach to the identification of high social

ability should seek to identify its common traits and those

that are person specific.

Jay Paul Guilford (1897 -)

Paul was the middle of three children, with an elder brother and a younger sister, and born on a farm in Nebraska, United States of America. Both parents came from farming families and had little education. He grew up in a largely uneducated family but he was a quick learner. After finishing secondary school, at the age of seventeen, he looked for a teaching position but was considered too young. However, he did secure a position in a small rural school where he remained for two terms. In 1917 he took up studies at the University of Nebraska but after one year volunteered for the armed services. The Armistice was not long coming and he was discharged but rather than return to university, he went back to teaching.

In 1919 he entered university to read chemistry but switched to psychology where for the last two years of his degree course he taught laboratory method. After graduation he taught psychology at Peru State Normal School but after a year returned to the graduate school at Nebraska. He later transferred to Cornell University where he was influenced by Gestalt psychology. Whilst at the university he minored in

mathematics and education. He completed his Ph.D. at the

University of Illinois and then moved to the University of

Kansas. From Kansas he went back to Nebraska to help build the

psychology department and in 1940 moved to the University of

California. During World War II he served in the Army Air Force

doing psychological research and in 1977 retired from the

University of Southern California and became Professor

Emeritus.

Married in 1927 he has one daughter, Joan, who is

also a psychologist. His best known writings are on human

intelligence, psychometric testing and personality. His

mathematical, factor analytical approach, to the study of

personality was shaped by L.L. Thurstone, with whom he worked

at the North Western University, and also Charles Spearman, a

pioneer in the field.

Guilford sees only two sources of information about

the prediction of human behaviour, the situation, and the

organism. By the **situation**, he means all the external elements

acting on the individual at that moment. The stimulus,

environment, setting, all interact to shape behaviour. **Organic**

conditions may be temporary or permanent. Temporary conditions

include motivators such as hunger, fear, fatigue, pain.

Permanent conditions are those traits which are a

characteristic of a particular person. "A trait is any

distinguishable, relatively enduring way which one individual

varies from another." (Guilford,1959:p6). Like Allport he

distinguishes between traits that are genetically and

environmentally induced but does not, unlike Allport, argue for

individual or group specific traits.

He does believe that we are all different, but argues

for a commonality of traits within the human condition. In

order to determine what is common and what is individualistic,

some point of reference is required. This point of reference is

the personality trait. As Guilford (1959:p5) defines

personality in terms of traits, identification is thus central

to his theory. Traits may be manifest in seven **modes**: morphology, physiology, needs, interests, attitudes, temperament, aptitude. He sees these modes not as seven separate constituent parts but as integrated to produce the whole personality. The person may be looked at from seven different angles. However, this does not really overcome the fact that trait theories are elementalist as one trait cannot really be isolated from another at any one time, as Allport has pointed out.

Physiological traits refer to physical functions such as brain wave pattern, heart rate, hormone levels and so forth. There is a multiplicity of views here that the way a body functions is a determinant of personality. "Within the normal range, research on the regulation between individual differences in neurological, glandular, metabolic, and other specific physical factors on the one hand and behavioral traits on the other has so far yielded meagre evidence of significant association." (Anastasi,1966:p145). Bunge (1980) takes a different view and the work of Sheldon (1942) has its critics. Guildford's claim is questionable and Bandura and Walter's

explanation (1963:p27) that "physical characteristics, like
ability in boys and the slender, petite female, get positive
reinforcement from peers. Adverse characteristics like obesity
get little positive reinforcement.... In this way an
individual's personal development will be affected" is a more
likely explanation.

Needs, interests, and attitudes are what Guilford
calls **hormetic traits**. They are concerned with motivation but
are three separate dimensions. **Needs** are relatively permanent
states, while **interests** are general and positive pertaining to
activity. **Attitudes** instigate behaviour and involve both
beliefs and feelings, being cognitive and affective.

Aptitude refers to how well a person performs a given
activity. They are to do with ability, though more specific.
Guildford refers to three primary aptitudes: perceptual,
psychomotor, and intellectual. Perception is to do with the
senses, whilst psychomotor is concerned with physical
characteristics. The third aptitude, intelligence, has been
researched widely by Guilford and his colleagues. He argues 120
abilities which make up intelligence. **Temperament** refers to

the manner in which behaviour is performed. In terms of our

present findings into high social ability, the question arises

as to what place and to what extent do the hormetic traits,

aptitude, and in particular intelligence, and temperament play?

Guildford sets out his structure of temperament as is

indicated below. The structure is the result of factor analysis

which means large numbers of observations have been made on

many individuals, and quantification and correlations

undertaken to produce groups of variables which are revealed as

traits.

Fig.1. Guil ford's temperament
traits. From Feist (1985)
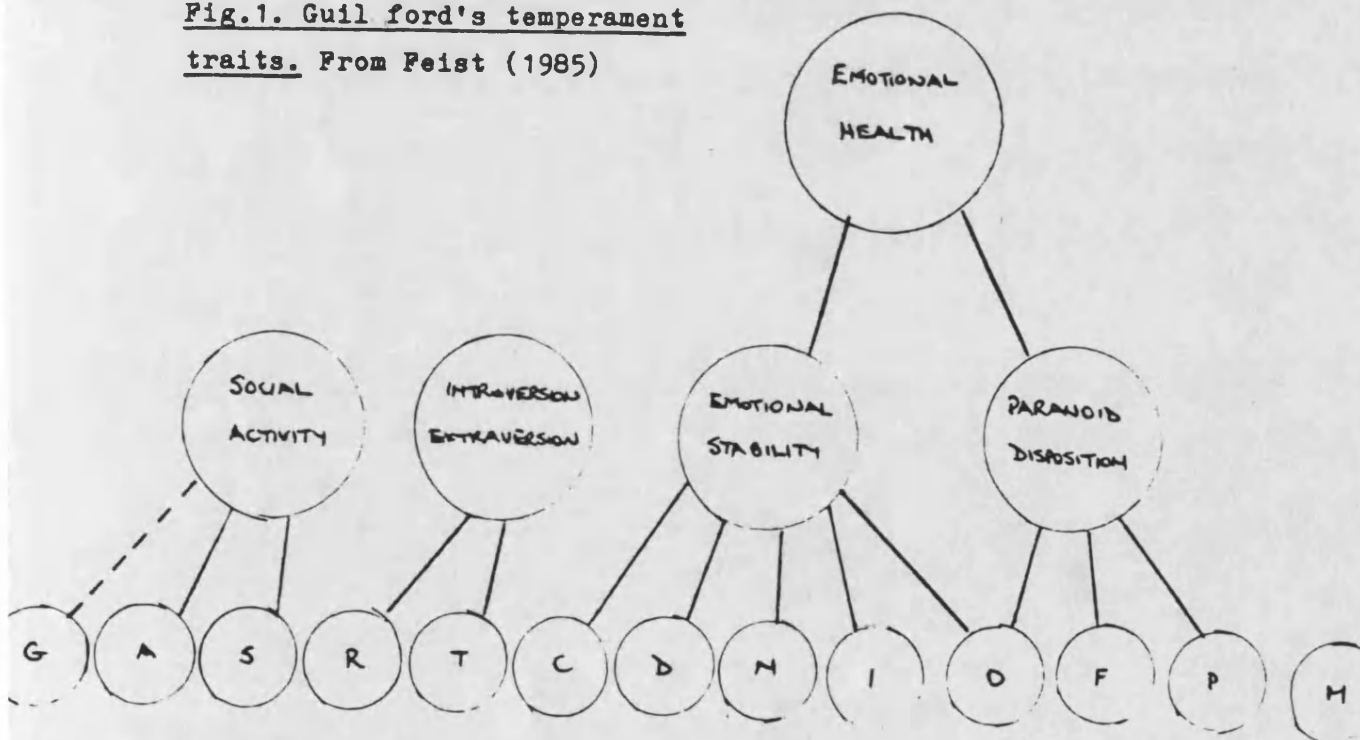
G- general activity v inactivity; A- ascendence v submissiveness
S- sociability v shyness; R- restraint v impulsiveness
T- thoughtfulness v unreflectiveness; C- cycloid disposition - frequent
changes of mood; D- depression; N- nervousness; I- inferiority feelings;
O- objectivity v subjectivity; F- friendliness v hostility; P- personal
relations v criticalness; M- masculinity v femininity.

Guilford has four levels within his system of traits. At the lowest level are specific behaviours which are characteristic of a particular person. He calls the next level the **hexis** trait level and these are dispositions which characterize behaviour in a consistent way over a limited number of situations. The level above that consists of **primary traits** and cover a wide range of specific actions. **Types** are the highest level within the hierarchy but he does recognize that some workers in the field would have 'super types'.

It would be difficult to make judgments about the traits relating to high social ability using the lowest level but these traits would be indicators of general hexis and primary traits. The importance of Guilford's approach is that he infers a commonality of personality through the interpretation of lower level traits and the identification of specific traits at a higher level. It should, therefore, be possible to identify specific traits relating to high social ability through either the interpretation of a general personality test, or through the use of specific higher level trait assessments.

Raymond B. Cattell (1905 -)

Born in Staffordshire, England, of middle-class parents, he is the second of three sons. Raymond was given much freedom as a child as his domineering father was more concerned with his elder brother. The family moved to Devon when he was aged six and there he loved sailing and exploring the beach. Intellectually, he was very bright. The events of World War I disturbed the tranquility of childhood and Raymond saw some of the less pleasurable side of life.

Entering Kings College, London University, at the young age of sixteen to read chemistry and physics, he graduated at nineteen with the highest honours. As an undergraduate, he developed an interest in social problems. In 1929 he received a Ph.D. in psychology from the University of London. He worked there with Charles Spearman, the father of factor analysis, and was greatly influenced by him. Unable to get a job in academic psychology, he took up an education appointment at the University of Exeter where he stayed until 1932 when he moved to Leicester as Director of the Psychological Clinic.

By 1937 Cattell saw that professorships in psychology in the United Kingdom were few-and-far-between. He accepted an offer from E.L. Thorndike to become a research assistant at Columbia University. After Columbia, he accepted a professorship at Clark University, Massachusetts, but soon moved to lecture at Harvard. During World War II he worked developing personality tests for officer selection, and after the war he went to the University of Illinois where he remained for thirty years working on his ideas and approaches in the way he wanted.

Now retired, he is Resident in the Department of Psychology at the University of Hawaii and Professor Emeritus at Illinois. Married in 1930, he was divorced and remarried in 1946. He has one son by his first marriage, and three daughters and a son from the second. His life has been dedicated to his work, which affected his first marriage, but has made a significant impact on statistical psychology. He is a prolific writer with some three dozen books to his name and over four hundred articles.

Before discussing the work of Cattell and later

Eysenck, it is useful to say something about **factor analysis.**

Accepting the existence of vocabulary relating to traits of

personality, whether common or personal terms, they may be

observed either directly or indirectly. The descriptive terms

used to designate traits may be observed in large groups of

people and quantified in some way through a score. The scores

are then compared using the mathematical technique of

correlation. It is possible to achieve large numbers of trait

correlations. Inspection of these correlations may show

relationships between some of those correlation coefficients.

For example, vocabulary, spelling, and verbal analogues may

correlate well with each other; on the other hand, subtraction,

addition, and multiplication may correlate with each other. The

first group thus have a factor in common, just as the second

group has a factor in common, but a different factor. We could

argue that the first group had the common factor verbal ability

and the second group the factor numeracy. Where there are large

numbers of traits to inspect, visual inspection is too

difficult and inaccurate, and thus factor analysis is used to

identify group relationships.

Unlike Guilford and Eysenck, Cattell uses a particular variation of factor analysis called **oblique rotation**. It provides a means of generating third and even fourth order factors. Usually, psychological correlations are rotated through a right angle on the assumption that there will be positive and negative correlations. As scores on the x axis increase, scores on the y axis may have any value. However, with oblique rotation, where the x and y axes are 90 or 90 all scores positively correlate with one another and as scores on the x axis increase so scores on the y axis also increase. This produces a large number of factors. (For a more detailed discussion on oblique rotation see Child,1970 pp53-55.)

Cattell produces large amounts of data in as many ways as possible as he sets out to measure individuals. He uses observation (**L-data**), questionnaires (**Q-data**) and data resulting from specially designed tests (**T-data**). Hergenhahn (1980:p172) sums up Cattell's approach as:

1. The measurement of a large number of people in a variety of ways. (Perhaps in a similar fashion to this research.)

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2. Performance on each measure is correlated with performance

    on every other measure.

3. He determines how many factors (traits) need to be

    postulated in order to account for the various clusters

    or intercorrelations found in the correlation matrix.

    Motivation is considered by Cattell as central to the

study of personality. Human behaviour is seen as partly

genetically endowed and partly environmentally nurtured. In

this he agrees with Allport and Guilford. Hereditary motives

(**ergs**) are the human equivalent to animal instincts, whilst

environmentally inspired motives (**sentiments**) are learned

behaviour. **Attitudes** are more specific tendencies and actions

and all three form a complex matrix as seen in the diagram on

page 293.

    Cattell presents three main groups of traits. **Dynamic**

traits which determine why we do what we do; **temperamental**

traits which are to do with style of behaviour; and **ability**

traits which are to do with the success of our actions. He

argues that we are what we are as a result of a matrix of

factors and that the presence and relationships of these

factors are indicative of behaviour.
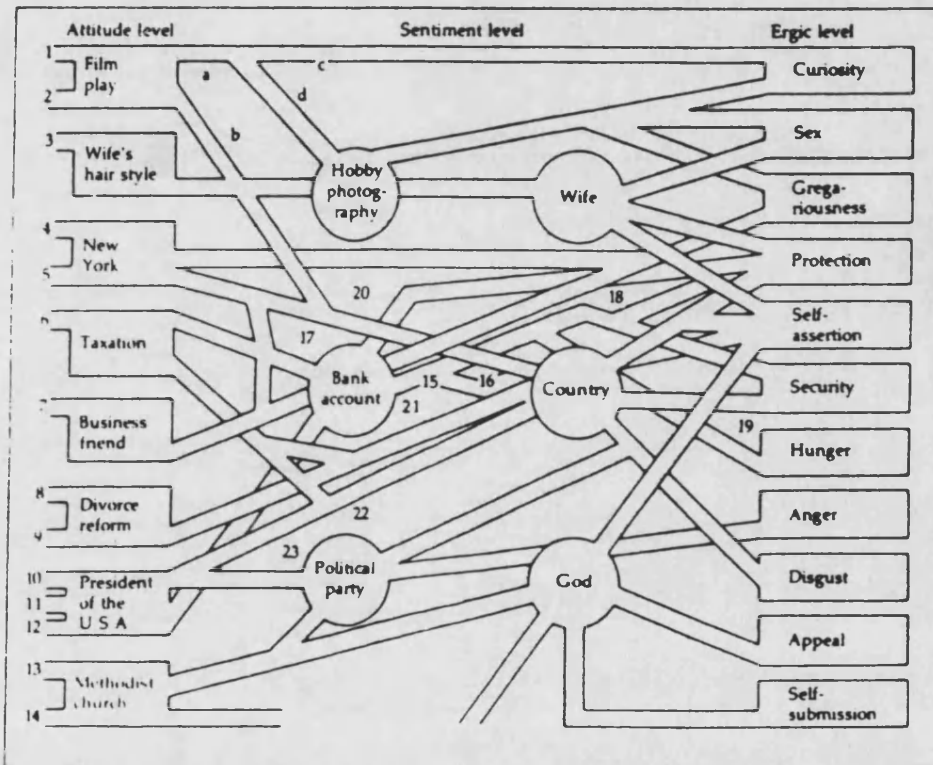
Cattell's matrix of attitudes,sentiments,
and ergs.   From: Ewen,1980.

It may be argued that Cattell's work is

psychometrically rather than clinically based. He does not,

however, consider personality with any preconceptions but

builds his theory from observed facts in true scientific style.

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Critics like Allport (1961:p329) and Anastasi (1976:p509) are careful in attributing value to the factor analytic approach. The Hogan Personality Inventory (see Chapter 7) used in this research has taken the approach by Cattell into account.

Hans J. Eysenck (1916 -   )

German by birth, he is the child of a comedian father and starlet mother. At the age of two his parents divorced and he was brought up by his maternal grandmother who was a retired opera singer. There were many deprivations in post World War I Germany and with the rise of Hitler it was hoped for better times. As a condition of study at the university during the Fascist period, Hans was told he would have to join the Nazi secret police. This was totally repugnant to him and at the age of eighteen he left Germany and finally settled in England.

Eysenck tried to enrol at London University to read

physics but first had to gain entrance qualifications by

attending a commercial college. Unfortunately, he took the

wrong subjects and the only course available for him was

psychology.

This chance 'mistake' provided psychology with one of

its great sons. In 1938 he received his B.A. degree and he also

married a graduate mathematician. His theoretical basis of

psychology was grounded in pro-Freudian concepts and

psychometrics, Charles Spearman just having left the university

and Cyril Burt still present there. He was awarded a Ph.D. in

1940 and during World War II, worked at the Mill Hill Emergency

Hospital treating patients suffering from anxiety, depression

and hysteria.

After the war, Eysenck became director of the

Psychological Department of Maudsley Hospital and later a

Reader in Psychology at the University of London. In 1949 he

travelled to America and Canada to view their clinical

psychology profession with the idea of setting one up in

Britain. He travelled widely, although ostensibly from 1949 -

50 as visiting professor at the University of Pennsylyvania. On

his return to England, he set up a clinical psychology

department at the University of London and in 1955 became

Professor of Psychology.

Divorced and now married to a quantitative

psychologist, they have three sons and a daughter, and Hans and

his wife have co-authored a number of books and he surpasses

Cattell in his volume of publications. Now retired, he still

continues to contribute to psychological discourse.

Eysenck uses a **hypothetico-deductive** approach to

personality theory in that he commences with hypotheses which

he justifies with carefully analysed evidence. Feist

(1985:p324) points out that Eysenck does not rely too much on

factor analysis and sees it as "a useful adjunct" and

"invaluable under certain circumstances" but "one which we must

leave behind as soon as possible". This is exactly the approach

that this research takes in terms of quantitative evidence. It

is to be take in conjunction with case and observational

evidence. Being influenced directly by Spearman and Burt, as

well as vicariously by Pavlov, Eysenck believes in a genetic

basis for personality.

Traits and types may be identified through factor

analysis, but this is meaningless without a biological

existence. He lists four criteria which must exist if a factor

is to be accepted. Firstly, there must be **psychometric evidence**

that the factor exists. By this, he means that other

researchers must also be able to find the factor. Secondly,

there must be **hereditability**, that is, it must fit an

established genetic model and eliminate learned

characteristics. The third criteria is that it must **make sense**

from a theoretical point of view, and lastly it must possess

social relevance.

Eysenck's (1947:p25) definition of personality throws

some light on his thinking: "The sum total of the actual or

potential behaviour-patterns of the organism, as determined by

heredity and environment; it originates and develops through

the functional interaction of the four main sectors into which

these behaviour-patterns are organized: the cognitive sector

(intelligence), the conative sector (character), the affective

sector (temperament), and the somatic sector (constitution)."

There is a basic assumption that heredity and experience are

fundamental to personality.

Personality consists of acts and dispositions
organized in an hierarchical fashion. It may be represented
thus:

TYPE	Extravert		
TRAIT	Sociability	Boldness	Liveliness
HABITUAL RESPONSE	Gives parties	Works as salesperson	Plans career in public relations
SPECIFIC RESPONSE	Buys food	Telephones friends	Moves furniture
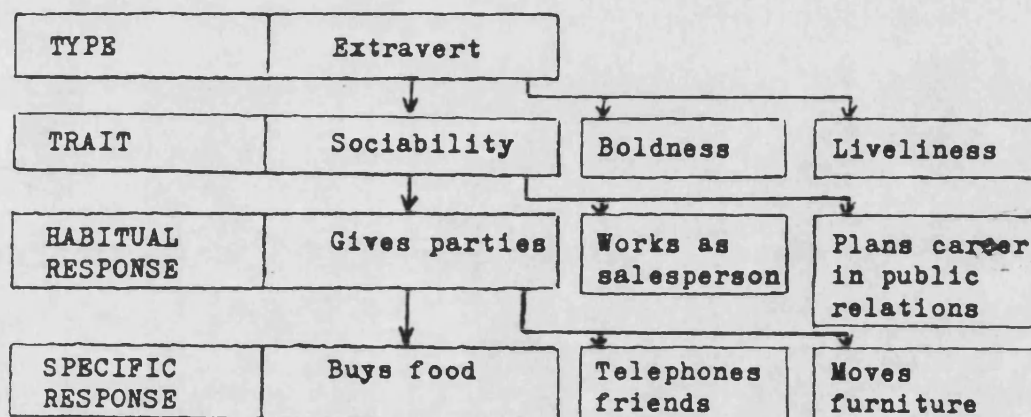
Based on Eysenck, 1947.

What is interesting for this research is in the way Eysenck
uses **type** which is a general level and " broad dimension of
personality, not a kind of person" (Hall and
Lindzey,1985:p440), and **trait** which is "an observed

constellation of individual action-tendencies" (Hall and

Lindzey op.cit.). Types and traits may be identified through

psychometrics and are general statements about groups of

people, but individuality is stated through **habitual response**

and **specific response** which may be identified by other than

mathematical means. What is refreshing in his work, and where

it links somewhat with Cattell, is that personality may only be

identified through multifarious kinds of evidence. He parts

company with Cattell in that he sees quantitative psychology as

only part of personality and not as the whole.

For Eysenck only three types may be extracted through

factor analysis: extroversion (E), neuroticism (N), and

psychoticism (P). All three are bipolar, but neuroticism and

psychoticism are not limited to disturbed individuals. He sees

people as going along polarities in a normal distribution.

Shown on page 300 is a two-dimensional classification of

introversion-extroversion and normality-neuroticism and the

accompanying traits.

Eysenck differs from Cattell in his mathematical

approach, which provides a small number of factors, and in the

scientific approach he adopts. "We start out with a popular
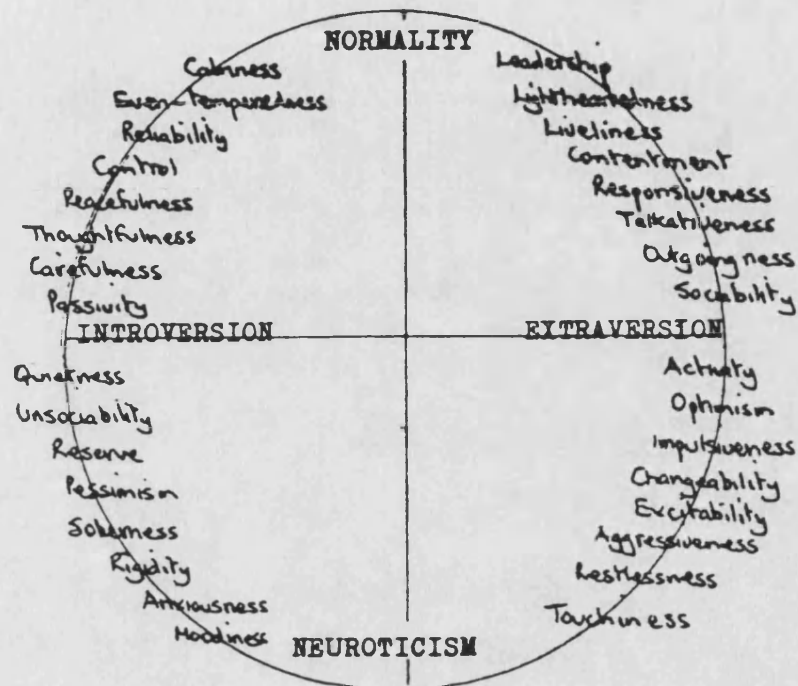
Two-dimensional classification
of personality.

Adapted from Eysenck, 1982.

notion of some kind of trait; we then go on to refine this

notion, express it in terms of objective tests, study its

implications statistically, and finally emerge with a much more

refined and accurate notion than the one we started out with."

(Eysenck,1957:p217). Eysenck, unlike Cattell is not just a

'number cruncher' and recognizes the place that descriptive

psychology plays in building a picture of personality.

The trait theories provide a means of supplementing

historical and observational evidence with evidence through a

statistical model. The four theorists described here agree on a

model of human personality which has a base in genetic

structures and subject to environmental influences. There is

general agreement that genetic structures provide general

characteristics whilst the environment provides those that are

personal and idiosyncratic. Where there is disagreement is over

the number of traits, the degree to which the network of trait

relationships contributes to human differences, and whether

somatic/morphological conditions influence behaviour.

Eysenck and Allport see the number of general traits

as small, whilst Guilford and Cattell provide a much greater

number. However, all agree on the existence of general traits

which may be used to group humans in broad categories, and

personal traits which signify individual differences. In this

research into the characteristics of high social ability, it

will be an advantage to identify those general traits

associated with our sphere of interest. This will involve use

of one or more psychometric tests to be used in conjunction

with other evidence. Chapter 7 deals with the search for a

suitable test or tests.

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C H A P T E R 7.

In the previous chapter we looked at the contribution

made by the trait theorists to understanding personality and

what it might add to the research on high social ability. There

is general agreement that individuals have a set of common

traits which group individuals, and a set of specific traits

that set each individual apart. The number of common traits

vary from three to seven or more. It was seen that the use of

trait identification, through some form of standardized test

would add to the overall picture of the characteristics of high

social ability. Cattell, in particular, makes much of using

observation, questionnaire, and tests to provide a picture of

personality. In terms of social ability, Allport identified the

importance of a balance between low and high self-esteem, the

possession of empathy, a realistic self-image, secure

affiliative love, and realistic personal goals. Guildford

places intelligence highly as a social requisite. On page 274

of the case identification data some attempt was made to divide

the twenty-seven identified characteristics of high social

ability into broad general areas of personality. These were

introversion-extroversion, creativity, verbal ability, empathy,

and moral judgment. The attempt was intuitive based on

inspection of the list of characteristics.

What was required now was to find a test or tests

which would provide a profile of individuals designated as

having high social ability.Would the test or tests confirm

those common traits of high social ability that (a) had been

identified earlier in the research, and (b) had emerged from

the literature search?

I made some attempt over a period of months to seek

out suitable standardized tests which would provide further

data in those areas. For example, the Eysenck Personality

Inventory could be used for introversion-

extroversion.Kohlberg's tests on Moral Reasoning might be

useful and there are a number of verbal reasoning and tests of

creativity around. The real problem was to identify a suitable

empathy test for the age group involved. Here I drew a blank.

In 1984 during a literature search, a paper on

sociopolitical ability by Professor Robert Hogan of the

University of Tulsa, U.S.A. caught my eye and I discovered that

what he was interested in lay close to what I was doing. I

wrote to him and the correspondence grew. From papers sent to

me by Professor Hogan,it was clear that he had been working on

an empathy test and an article (Grief and Hogan,1973) confirmed

this. Somewhat concerned in not being able to find a suitable

test of empathy, I wrote to Professor Hogan to ask about the

test. The result was not just an offer of the test but an offer

to use a new personality test of which empathy was a part. The

offer came without copyright difficulty and with the use of the

computer at the University of Tulsa. I accepted the offer with

a view to using part only of the test, but having looked at it

in depth, I decided to use only the Hogan Personality Inventory

and reject the other tests I had considered.

The Hogan Personality Inventory

The inventory took some five years to develop, partly

at John Hopkins University and partly at the University of

Tulsa where Robert Hogan is McFarlin Professor and Chair in

Psychology. Its development was influenced by the Californian

Psychology Inventory (Gough,1975). Hogan writes that his work

was shaped by Allport and Odbert (1936) which Cattell edited.

In discussing trait terms and the dimensions mentioned by

Eysenck (1981), Hogan regards the question of the number of

personality traits as "largely an academic wrangle" and follows

the "modern writers (who) agree that the universe of trait

terms can be described on the basis of three to six broad

factors". He uses, therefore, a core of six dimensions in his

inventory:

Intellectance	the well-recognized culture factor from previous research.
Adjustment	everyone's factor of neuroticism or negative affectivity.
Prudence	the standard impulsive factor.
Ambition	the surgency or ascendancy factor that either appears by itself or in conjunction with extroversion in most studies.

Sociability	the other part of the standard surgency/extroversion factor.
Likability	the factor that is described as agreeableness or as halo in earlier research. Whatever its description, this factor is a crucial element of effective social performance.

Hogan points out that, for him, factor analysis provides an objective basis for deciding what scales to be included in any personality inventory. He secondly argues that the best means of rating personality is not through "observers' impressions" but through self-assessment where the actor's self-image is used as an indicator of personality. Mischel (1986:p219) notes that "simple self-reports may be as valid as, and sometimes better predictors than more sophisticated, complex, and indirect tests designed to disclose underlying personality."

In defining personality, Hogan acknowledges that

there are two definitions, one of the actor and one of the observer. From the actor's perspective, he defines it as "the goals, plans, self-images, and inter-personal strategies that a person has developed in the process of negotiating and establishing his or her private and public identities." From the observer's point of view he describes it as "an actor's reputation: the cumulative, distinctive impact that the actor has on his or her peers, family and community." He points out that members of a group continuously make assessments of each other (Kelly,1955:p43) and that "these evaluations tend to be quite stable over time" (which is an assumption made in the present research on high social ability.) The actor and the observer encode behaviour within the group, and action and reaction influence self-image and social identity. In this way an actor creates an image of himself which he is happy for the observer to know. As Hogan puts it, "Self-esteem and social identity exist in a kind of dialectical relationship; social and occupational success and failure feed back into and influence feelings of self-regard that, in turn, influence occupational success."(Hogan,1986:p2). The Hogan scale

concentrates on aspects of personality involved in developing

and maintaining social identity.

The Hogan Personality Inventory contains 310 items

and is a true-false, self-report inventory. There are six

primary scales:

INTELLECTANCE   At the high end of the scale it reflects

those tendencies which cause people to be bright and cultured,

and at the low end of the scale it reflects tendencies that

cause people to seem literal-minded, narrow, and uninterested

in ideas or education. Having seen indicated in the twenty-

seven characteristics of high social ability that intelligence

is of importance, this aspect of the inventory would be useful.

ADJUSTMENT   Those who score high on this scale impress

others as being well-adjusted and self-confident. People with

low scores appear to be anxious, insecure, self-doubting, and

poorly adjusted. Being well-adjusted would be a characteristic

of the socially able as the literature search has indicated

and a measure of this is essential.

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PRUDENCE At the low end, persons appear reckless, careless, irresponsible, and undependable, whilst with a high score they appear careful, mannerly, trustworthy, and prudential. One would expect individuals with high social ability to score highly on this scale as characteristics 2, 5, 6, 9, and 20 indicate. (See pages 186 and 187).

AMBITION Initially intended to measure leadership, at the high end it reflects elements of initiative, surgency, and ambition, whereas at the low end it reflects passivity, complacency, nonassertiveness and blandness. The research is not concerned with leadership, however this does not mean that individuals with high social ability may not score highly on this scale.

SOCIABILITY Persons with high scores appear outgoing, exhibitionistic, and almost compulsively interactive. With low scores, persons seem shy, withdrawn and reserved. This scale is Jung's introversion-extroversion continuum and a primary consideration as far as Eysenck is concerned. One would expect

the socially able, as defined in this research, to lie

somewhere around the mid-point on the continuum as we are not

concerned with charismatic leadership, or leadership as such,

but in trusting relationships. However, this does not mean to

say that some of the socially able will not be leaders.

LIKABILITY   With a high score, persons seem friendly,

pleasant, tolerant, and likeable. Persons with a low score

appear irritable, moody, and unfriendly. This is an important

scale and one would expect the highly sociable to be towards

the high end of the scores.

Within the primary scales are shorter scales known as

HIC's or Homogenous Item Composites which reflect facets or

aspects of the primary scale. Mischel (op.cit:p173) observes

that "... while measures of traits may not be available to

predict such single acts they may do much better if one uses a

'multiple act criterion': a pooled combination of many

behaviours that are relevant to the trait." Hogan does exactly

this. The six primary traits are further sub-divided into more

detailed components of behaviour which may be said to make up

the particular general trait. He then uses these as the basis

of his true/false questions. Found below are examples of HIC's

and the questions used to identify that particular trait.

Adjustment: Constituent HICs and Sample Items

1.	Not anxious	166.	I worry a lot. (F)
2.	No social anxiety	111.	Many people would say I am shy.(F)
3.	No guilt	10.	I feel like a failure. (F)
4.	Not depressed	170.	I get depressed a lot. (F)
5.	No somatic complaints	63.	I'm always tired. (F)
6.	Calmness	44.	I get excited very easily. (F)
7.	Self-confident	210.	I have little self-confidence. (F)
8.	Identity	13.	I am confused about what I want to be. (F)
9.	Self-focus	263.	I often analyze my motives. (F)

Sociability: Constituent HICs and Sample Items

1.	Entertaining	171.	I am often the life of the party.(T)
2.	Exhibitionistic	176.	I like to be the centre of attention.(T)
3.	Likes crowds	70.	Being part of a large crowd is exciting. (T)
4.	Likes parties	289.	I enjoy giving parties. (T)
5.	Expressive	236.	I don't show my emotions to others. (F)

There is a seventh dimension or primary scale built
into the Hogan Personality Inventory which he calls the
Validity Scale. It was constructed to detect persons who
respond in a careless way. When the scale was constructed a
group of students were asked to complete it in a random manner.
He calculated that the Validity Scale score varied between 3
and 12, with a mean of 7.6 and by using a cutting score of 10,
it was found that 29 of the 30 scores used in a random profile
were detected.

Hogan(1986:p13) makes the point that Validity "is
more of a conceptual than a psychometric issue because
judgments of validity are always a matter of degree. Moreover,
the process of scale validation never ends, and validity is
something that is discovered rather than demonstrated." His
argument is based on the view that construct validity is
dependent on the psychological theory used and is a matter of
interpretation. (See Meherens and Lehmann,1978). The concept of
say 'adjustment' will be based on observed behaviour and those
whose behaviour is adjusted will perform in a different way to
those who are not adjusted. Test items then will be based on

the judgment of the test constructor and be open to revision as

understanding of those behaviours related to adjustment grows.

To test the **Reliability** of the six primary scales and

their constituent HIC's, a sample of 600 men and 200 women were

used. About 300 were U.S. Navy personnel and the rest were

adults from many differing occupations. The test re-test

reliabilities were based on a sample of 90 undergraduates, 43

men and 47 women, tested over a four week period. Hogan reports

that "Alpha reliabilities for the primary scale vary between

.76 and .89; for the HIC's these co-efficients vary between .39

and .83. Test-retest reliabilities for the primary scales vary

between .74 and .99. Test-retest reliabilities for the HIC's

range from .38 to .99."

Table 1 on page 323 shows correlations of 43 HIC's on

the Varimax rotated factor matrix. The Varimax method,

developed by Kaiser, provides reliable criteria between 20 and

50 variables. Loading tends to be significant for a large

sample between at least ± 0.11 and ± 0.15. Generally, we can see

Table 1/7.

Varimax Rotated Factor Matrix for 43 HICs

HIC	Adjustment Factor 1	Creativity Factor 2	Histrionics Factor 3	Congeniality Factor 4	Work Ethic Factor 5	School Success Factor 6
Good Memory	.06	.10	.27	.04	.15	.55
School Success	.10	.03	.16	.12	.06	.55
Math Ability	.18	.24	.10	-.02	.16	.32
Science	.14	.70	.04	-.06	-.05	.30
Reading	.03	.08	-.04	-.02	-.07	.56
Culture	.05	.20	.06	.10	-.05	.43
Curiosity	.03	.50	-.04	.00	.11	.27
Games	.09	.31	.10	.08	.07	.37
Ideas	.12	.35	.47	-.01	.04	.32
No Anxiety	.58	.09	-.09	-.05	-.02	.12
No Social Anxiety	.52	.13	.32	.05	.05	.17
No Guilt	.75	-.01	.00	.02	.16	.10
No Depression	.57	.11	.00	.33	.07	.03
No Somatic Complaint	.50	.19	.01	.13	-.06	.09
Calmness	.61	.24	-.18	.11	.02	.10
Self Confidence	.50	.20	.24	.10	.27	.00
Identity	.60	.13	.04	.13	.17	.00
Self Focus	-.56	.16	.05	.10	.13	.05
Attentive	.31	-.09	-.13	.07	.37	.03
Planful	-.24	-.19	-.06	-.08	.48	-.08
Not Spontaneous	.21	-.23	-.01	.10	.06	.05
Impulse Control	.31	-.41	-.29	.00	.34	.01
Avoids Trouble	.17	-.27	-.16	.32	.24	.22
Not Excitement Seeking	-.07	-.58	-.26	-.16	.14	-.20
Not Thrill Seeking	-.11	-.67	-.08	.16	.23	-.07
Perfect	.22	.02	-.16	.05	.58	.04
Leadership	.20	.42	.47	.02	-.00	.15
Mastery Motive	.22	.09	-.11	.17	.64	.08
Competitive	.33	.43	.17	.26	.14	.19
Status Seeking	-.15	.26	.32	.12	.25	.10
Impression Management	-.58	.16	.20	.03	.03	.02
Appearance	-.08	-.13	.13	.22	.42	.10
Autonomous	.29	.25	-.10	-.32	.12	-.10
Easy Going	.13	.05	.06	.56	.14	.07
Even Tempered	.49	-.03	-.15	.21	.12	.17
Caring	.00	-.05	.24	.48	.03	.07
Trusting	.34	-.19	.09	.27	-.27	.14
Likes People	.16	-.02	.37	.64	.06	.04
Entertaining	-.02	.07	.54	-.03	.00	.14
Enjoys Crowds	-.11	-.04	.43	.13	-.12	.13
Exhibitionistic	-.24	.22	.62	.00	-.14	.02
Likes Parties	-.07	.05	.55	.20	-.08	.03
Expressive	.06	-.22	.35	.22	-.15	-.06
Validity	-.16	-.07	.07	-.63	-.10	.01

Handwritten group labels: Intellectance (Good Memory–Ideas), Adjustment (No Anxiety–Self Focus), Prudence (Attentive–Perfect), Ambition (Leadership–Appearance), Likeability (Autonomous–Likes People), Sociability (Entertaining–Expressive).

that Intellectance and School Success, Adjustment, Sociability
and Congeniality, and Likability and Histrionics show
reasonable relationships.Correlations of .3 to .5 are
considered to be good in psychology. (Mischel,1986:p15). We can
conclude that the Hogan Inventory compares favourably to the
Varimax analysis which holds some regard in psychometrics.

Table 2/7.

Hogan Personality Scale Intercorrelations
(N = 615)

	INT	ADJ	PRU	AMB	SOC	LIK
Intellectance						
Adjustment	.26					
Prudence	-.17	.15				
Ambition	.47	.12	-.26			
Sociability	.15	-.03	-.25	.44		
Likeability	.13	.32	.22	.11	.26	
Validity	.06	.21	.17	.09	.03	.43

Table 2 shows the correlations among the six primary scales of
the Hogan Inventory. The correlations of .47 for Intellectance
and Ambition are reasonably high and is explained by the fact
that there are common HICs within each primary factor. This

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argument is also true for correlations of .44 for Ambition with

Sociability and .43 with Likeability and Validity. In general,

the scales are reasonably independent and indicate their

ability to stand on their own as indicators.

In Table 3 raw score means and standard deviations are

presented to indicate the gender balance. Hogan makes the point

that in American society, as indicated by gender literature

(Deaux,1976) the higher scores of men on Intellectance,

Adjustment, and Ambition is quite normal, whereas women usually

score higher on Prudence. In Britain there is some evidence to

support Hogan's claim that males

Table 3/7.

Raw Score Means and Standard Deviations for the Hogan Personality Inventory Primary Scales

	Men (N = 1156)		Women (N = 463)	
	Mean	S.D.	Mean	S.D.
Intellectance	19.7	5.83	18.2	6.57
Adjustment	33.4	7.56	29.6	8.51
Prudence	29.6	7.70	32.4	7.96
Ambition	19.5	4.32	17.1	5.14
Sociability	11.5	4.35	11.3	4.64
Likeability	21.4	4.10	21.7	3.62

score higher than females on certain aspects of personality. (Eysenck,1979: p43).

It is useful to know how the Hogan Inventory compares with other more established Inventories if it is to be used in this research. The Californian Psychological Inventory of Gough(op.cit.) is frequently mentioned in the literature. Table 4 shows that the Hogan test compares most favourably with the Gough. Published in 1975 and some years in preparation it is somewhat old and difficult to administer. The beauty of the Hogan Inventory is that it is easy to administer either in a group or individually and simple in interpretation once a computer analysis has been undertaken.

Table 4/7.

Correlations Between the California Psychological Inventory and the Hogan Personality Inventory

CPI Scales	INT	ADJ	PRU	AMB	SOC	LIK
Dominance	.39	.34	.02	.45	.17	.40
Capacity for Status	.41	.37	−.06	.08	.23	.38
Sociability	.39	.33	−.04	.39	.40	.50
Social Presence	.11	.22	−.20	.18	.46	.36
Self-acceptance	.30	.22	−.09	.49	.33	.32
Well-being	.22	.57	.17	−.02	−.09	.39
Responsibility	.37	.29	.31	.03	−.17	.30
Socialization	.26	.20	.46	.20	.00	.28
Self-control	.05	.42	.36	−.30	−.36	.11
Tolerance	.23	.47	−.03	−.08	.04	.39
Good Impression	.05	.52	.26	−.21	−.10	.31
Communality	.15	−.03	.19	.16	.02	.23
Achievement via Conformity	.31	.44	.32	.17	−.06	.34
Achievement via Independence	.23	.28	−.06	−.26	−.02	.22
Intellectual Efficiency	.44	.42	−.05	−.02	−.06	.19
Psychological Mindedness	.09	.20	−.14	−.11	−.03	.18
Flexibility	−.14	−.08	−.36	−.25	.08	.09
Femininity	.01	−.08	.40	−.17	−.14	.09
Empathy	.40	.33	−.28	.31	.48	.44
Managerial Potential	.33	.54	.05	.09	.06	.45
Work Orientation	.14	.53	.25	−.01	−.15	.29

N = 125
r = .17
p < .05
Sample: U.S. Navy Enlisted Personnel

Implications for the Research

I have already indicated the possibility of grouping the twenty-seven characteristics of high social ability into what might be termed 'trait' groupings. Hogan (1986) has argued convincingly from literature surveys that trait descriptions of personality may come under between three and six general headings. Further inspection of the twenty-seven statements relating to high social ability with a comparison to Hogan's general and specific descriptive traits indicate possible connections. However, a personality profile will serve to throw more light on those characteristics of high social ability that have already been identified.

Intellectance

HIC's - good memory, school success, maths ability, science ability, reading, cultural taste, curiosity, intellectual games, generates ideas.

Research Statements:

16. Able to emanate energy and enthusiasm.

21. Well informed and educated.

23. Able to foresee and circumvent problems.

26. Aware of current affairs locally, nationally and
    internationally.

Adjustment

HIC's - not anxious, no social anxiety, no guilt, not
depressed, no somatic complaint, calmness, self-confidence,
identity, self-focus.

Research Statements:

3. Has the ability to listen.

7. Has the ability to establish rapport.

12. Is self-confident.

15. Able to accept fun being made at his/her expense.

19. An optimist as against a pessimist.

Prudence

HIC's - attentive, planful, not spontaneous, impulse control,
avoids trouble, not excitement seeking, not thrill seeking,
perfect.

Research Statements:

5. Able to adapt to different situations.

9. Criticises constructively rather than destructively.

11. Has acceptable behaviour and manners.

17. Courteous and well-spoken.

20. Able to act judiciously.

25. Has a reasoned but not necessarily compliant attitude to social norms.

Ambition

HIC's - leadership, mastery motive, competitive, status seeking, impression management, appearance.

Research Statements:

10. Free from obnoxious odours and habits.

18. Has no dirty habits.

24. Has charisma.

Sociability

HIC's - autonomous, easy-going, even tempered, caring, trusting, likes people.

Research Statements

1. Able to communicate.

2. Displays qualities of honesty, integrity and loyalty.

4. Displays a happy, friendly and open disposition.

6. Shows consideration rather than being self-centred.

13. Has empathy.

Likability

HIC's - entertaining, enjoys crowds, exhibitionistic, likes parties, expressive.

Research Statements:

8.   Has a sense of humour.

14.   Popular and friendly.

22.   Has an outgoing personality.

As is shown above, it is possible to group the twenty-seven statements into the six Hogan primary trait groups. There are many similarities between the research statements and the trait terms used by Hogan. Great care has been taken during the process of inspection and comparison and the validity of the groupings may be easily adjusted. What is important is that all twenty-seven characteristics may be represented (a) in a general way by being grouped under six headings which have been "revealed by the tradition of research from Cattell to the present" (Hogan,1986:p1) and (b) they have been revealed through one or more of the HIC's.

The Hogan Inventory is easy to administer in that its 310 items are in booklet form (See Appendix A.) and answers are

written on a separate sheet true (T) or false (F).(Appendix

B.). Respondents may be administered the test as a group or as

individuals and as long as it is completed in one continuous

session its reliability is maintained. There is no time limit

to the test but respondents are requested to work quickly.

Analysis is by computer. Interpretation of the printout is

explained in the Manual supplied with the test and Table 5

shows the descriptive interpretation of the numerical data

presented in a printout.

Table 5/7.

A Guide for Interpreting the Primary Hogan Personality Inventory Scales

Scale	Persons with low scores are seen as	Persons with high scores are seen as
Intellectance	Practical, matter-of-fact, concrete-minded, conventional, cautious, deliberate, having few cultural or academic interests, unconcerned with academic achievement	Curious, imaginative, adventurous, interested in education for its own sake, good students, potentially creative, assertive, energetic
Adjustment	Nervous, anxious, brittle, moody, impulsive, guilt-prone, unhappy, irritable, dissatisfied, pessimistic, self-doubting	Calm, self-confident, well-organized, productive, friendly, outgoing, congenial, optimistic, consistent, dependable
Prudence	Spontaneous, impulsive, unconventional, nonconforming, adventurous, thrill-seeking, outgoing, assertive, self-dramatizing	Serious, conforming, dependable, conscientious, planful, hard-working, reserved, critical
Ambition	Unambitious, unassertive, quiet, withdrawn, cautious, conforming, conventional, contented, satisfied	Competitive, assertive, achievement-oriented, hard-working, unconventional, broad interests, leaderlike, sociable, friendly
Sociability	Quiet, unassuming, shy, reserved, conventional, mannerly, formal, inhibited, likes to be alone	Extraverted, uninhibited, spontaneous, colorful, informal, warm, friendly, good-natured
Likeability	Undependable, moody, suspicious, independent, aloof, irritable, hot-tempered, unfriendly, intolerant	Dependable, even-tempered, tolerant, friendly, helpful, warm, tactful, empathic, affiliative
Validity	Unconventional, unpredictable, careless	Predictable, dependable, careful

One major criticism of the Hogan Personality

Inventory is that interpretation of the data does rest somewhat

on the ability and experience of the test interpreter. A full

understanding of the major theories of personality and some of

the terminology helps a great deal with interpretation. What is

acceptable is that the Hogan Personality Inventory serves as a

tool to help highlight those characteristics of high social

ability identified in the research, and also to tease out those

characteristics identified within the literature search.

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HOGAN PERSONALITY INVENTORY

Robert Hogan, Ph.D.

(Form A)

PLEASE DO NOT WRITE ON THIS BOOKLET

This booklet contains a series of statements. Read each one, decide
how you feel about it and then mark your answer ON THE SEPARATE
ANSWER SHEET.

A "T" means you agree with the statement; an "F" means you disagree
with the statement.

Please try to answer every item, and make sure the number in the
booklet is the same as the number on the answer sheet. Try to
work quickly; don't spend too much time on any single question.

1. It is easy for me to talk to strangers.

2. I never resent not getting my way.

3. I think crowded public events (rock concerts, sports events) are very exciting.

4. It is always best to tell the truth.

5. I enjoy telling jokes and stories.

6. I'm good at cheering people up.

7. Before meeting someone, I often think of what I will say.

8. In school I worked hard for my grades.

9. As a child I was always reading.

10. Sometimes I feel like a failure.

11. Happiness is more important than fame.

12. I am a relaxed, easy-going person.

13. I am confused about what I want to be.

14. I shouldn't do many of the things I do.

15. It upsets me to hurt people's feelings.

16. I am sensitive to other people's moods.

17. I sometimes take a new way home just because it is different.

18. When I'm in a group I usually do what the others want.

19. I sometimes feel like I am watching myself.

20. Most people think I am smart.

21. I enjoy making people feel better.

22. I would like to be a computer programmer.

23. When I'm in a bad mood, no one can please me.

24. I remember phone numbers easily.

25. I would enjoy writing music for a living.

26. Sometimes I feel like I'm falling apart.

27. I like classical music.

28. I sometimes show off if I get a chance.

29. I would like to work with high explosives.

30. I strive for perfection in everything I do.

31. I often wonder what people are thinking of me.

32. There are a lot of things about myself that I would like to change.

33. I tend to be critical of others.

34. I hold grudges for a long time.

35. I am cranky and irritable when I don't feel well.

36. I enjoy working with people.

37. I have never hated anyone.

38. I always try to see the other person's point of view.

39. I want more of everything.

40. I am a leader in my group.

41. I expect to succeed in things I do.

42. I often lose my temper.

43. I would like to learn to scuba dive.

44. I get excited very easily.

45. I have often acted against my parents' wishes.

46. I wish my life were more predictable.

47. I feel guilty about some of the things I have done.

48. I am always arguing with people.

49. I have a natural talent for influencing people.

50. I like challenges.

51. I am a very self-confident person.

52. When I was in school I gave the teachers a lot of trouble.

53. It is as important to seem honest as it is to be honest.

54. I want to be an important person in my community.

55. I wish I knew what I wanted out of life.

56. In school I didn't like math.

57. I don't care if others like the things I do.

58. I wouldn't mind driving a truck across the country for a living.

59. I seldom pay attention to how I look.

60. It bothers me when my daily routine is interrupted.

61. At work I never waste time socializing.

62. It makes me nervous to talk to members of the opposite sex.

63. I'm always tired.

64. I get nervous if I think someone is watching me.

65. I would enjoy sky-diving.

66. I would rather stay home and read than go to a party.

67. I enjoy solving riddles.

68. I would do almost anything on a dare.

69. I don't mind criticizing people, especially when they need it.

70. It is exciting to be part of a large crowd.

71. I don't mind talking in front of a group of people.

72. It makes me uncomfortable to enter a room full of people.

73. I prefer that other people don't pay much attention to me.

74. I sometimes wanted to run away from home.

75. I think I would enjoy living alone.

76. I would never bet on a horse race.

77. When I deal with cashiers and sales clerks I am all business.

78. I don't really care what other people think of me.

79. In school it was hard for me to talk in front of the class.

80. It's okay to brag a little about your accomplishments.

81. I always practice what I preach.

82. I daydream a lot.

83. I do my job as well as I possibly can.

84. I want to be the best at everything I do.

85. I would like to know more history.

86. I ought to treat people better than I do.

87. I would like to be in a talent show.

88. I don't have anyone I can really talk to.

89. Most of the time I am proud of myself.

90. I sometimes wish I were somebody else.

91. I get away with a lot of things.

92. I am often careless about my appearance.

93. I'm known for coming up with good ideas.

94. I often feel anxious.

95. I make my bed every day.

96. In school, I was sometimes sent to the principal because of my behavior.

97. I don't like things to be uncertain and unpredictable.

98. I'm not afraid to be the first to try something.

99. When people are nice to me I wonder what they want.

100. I never know what I will do tomorrow.

101. I enjoy reading poetry.

102. I am good at telling jokes and funny stories.

103. I am seldom tense or anxious.

104. I find it hard to express my feelings.

105. I have never taken advantage of anyone.

106. The future seems hopeless to me.

107. I want people to look up to me.

108. Everyone has some good qualities about them.

109. I frequently have indigestion.

110. I plan my work very carefully in advance.

111. Many people would say that I am shy.

112. I don't let little things bother me.

113. I would like to go mountain climbing.

114. Putting on an act for people is often necessary.

115. I can't do anything well.

116. When someone gives me a job to do I finish it no matter what.

117. I get out of breath more easily than I used to.

118. I enjoy showing off a little now and then.

119. I have a strong desire for success in the world.

120. I like to try new, exotic foods.

121. Nothing good ever happens to me.

122. I enjoy helping people.

123. In a group, I never attract attention to myself.

124. In school, I memorized facts quickly.

125. I often think about the reasons for my actions.

126. I won't start a project unless I know how it will turn out.

127. I would like a job that requires traveling.

128. I like large, noisy parties.

129. I read at least ten books a year.

130. I like to talk to people.

131. As a child, school was easy for me.

132. I enjoy working crossword puzzles.

133. I sometimes have too much to drink.

134. Sometimes I felt my parents didn't love me.

135. I was a slow learner in school.

136. I like to gamble.

137. I'm uncertain about what to do with my life.

138. I tend to give up when I meet difficult problems.

139. In order to get along with people, I sometimes pretend to be interested in them.

140. I get annoyed by others' bad manners.

141. I like to do things on the spur of the moment.

142. I consider carefully what clothes to wear each day.

143. I have a good imagination.

144. I sometimes do things just so other people will notice me.

145. I frequently praise others.

146. Before doing something, I usually consider what my friends will think.

147. I have a large vocabulary.

148. I set high standards for myself.

149. People are always nice to me.

150. I like parties and socials.

151. I get bored easily.

152. I don't enjoy a game unless I win.

153. It is more important to get the job done than to worry about people's feelings.

154. It is always best to stick with a plan that works.

155. I like a lot of variety in my life.

156. I don't think much about the future.

157. I am almost always too hot or too cold.

158. I find it hard to work under strict rules and regulations.

159. I have been in trouble for drinking too much.

160. I would rather read than watch tv.

161. In school I am/was usually in the upper part of my class.

162. Sometimes I am hard to get along with.

163. I never go out of my way to help others.

164. I am a quick-witted person.

165. I am a follower, not a leader.

166. I worry a lot.

167. I often wonder about how I got to be the way I am.

168. There were times when I resented my parents.

169. I've considered suicide.

170. I get depressed a lot.

171. I am often the life of the party.

172. I am a good listener no matter whom I talk to.

173. People can depend on me.

174. I generally trust people until they prove me wrong.

175. As a youngster in school I was suspended for my behavior.

176. I like to be the center of attention.

177. The best part of my day is the time I spend alone.

178. I have taken things apart just to see how they work.

179. I know when I am being myself.

180. I can do long division in my head.

181. Other people's opinions of me are not important.

182. Planning things in advance takes the fun out of life.

183. I would like to be a racecar driver.

184. I frequently have headaches.

185. I like to hear lectures on world affairs.

186. It often seems that my life has no meaning.

187. I frequently feel guilty.

188. I get tired of doing things the same old way.

189. If something is worth doing, it is worth doing well.

190. I think I would like to do research.

191. People usually follow my suggestions.

192. I expect too much of myself.

193. I have never been in trouble with the law.

194. It is hard to act naturally when I am with new people.

195. People can usually tell what I'm feeling.

196. I am not very inventive.

197. I am usually aware of my inner feelings.

198. I'm a humble person.

199. I have a hard time making choices and decisions.

200. When I am in a bad mood, I let other people know it.

201. If it were legal, I might experiment with heroin.

202. In school, math was easy for me.

203. I would rather take orders than give them.

204. I would like to be a deep-sea diver.

205. I find Greek mythology interesting.

206. I can get along with just about anybody.

207. I am too busy to worry about my appearance.

208. I have been in trouble for experimenting with marijuana or other drugs.

209. I like what I do for a living.

210. I have little self-confidence.

211. I would volunteer for an Army drug experiment.

212. I feel like life is just passing me by.

213. I like doing two things at once.

214. I would enjoy working by myself in a scientific laboratory.

215. I have a lot of friends.

216. I keep calm in a crisis.

217. I am a forgiving person.

218. I am often irritated by faults in others.

219. I'm cautious by nature.

220. I am an ambitious person.

221. I sometimes do things that are illegal.

222. I don't trust people unless I know them very well.

223. I love the hustle and bustle of city crowds.

224. I have let a lot of people down.

225. I am a fast reader.

226. I am a good speller.

227. I never deliberately defied my parents.

228. I hate opera singing.

229. I can make up stories quickly.

230. When I'm mad, I seldom show it.

231. I am a hard and steady worker.

232. I like to play chess.

233. I frequently do things on impulse.

234. I am interested in science.

235. I can multiply large numbers quickly.

236. I don't show my emotions to others.

237. I like not knowing what tomorrow will bring.

238. I am good at inventing games, stories or rhymes.

239. I often feel that I chose the wrong occupation.

240. I rarely get angry with others.

241. I usually feel good.

242. Most people are nice once you get to know them.

243. I believe people are basically honest.

244. I used to steal sometimes when I was a kid.

245. I like to work on several projects at the same time.

246. I like detective stories.

247. I work well with other people.

248. I always try to do a little more than what is expected of me.

249. I am careful about my appearance.

250. I have never deliberately told a lie.

251. I never resent being asked for a favor.

252. I enjoy just being with other people.

253. Nothing seems to matter to me anymore.

254. I always work hard, even when I'm not feeling well.

255. I rarely get anxious about my problems.

256. I often try to understand myself.

257. There are a lot of things I would like to change about my past.

258. I am a happy person.

259. I like to give orders and get things moving.

260. I can use a microscope.

261. I understand why stars twinkle.

262. I sometimes pretend to know more than I do.

263. I often analyze my motives.

264. Life is no fun when you play it safe.

265. People seem to underestimate my intelligence.

266. I am usually calm.

267. I am a sociable person.

268. I often start things I never finish.

269. I like doing things that no one else has done.

270. I sometimes feel irritated without any good reason.

271. I don't hate anyone.

272. Before going out, I think carefully about what I will wear.

273. I have a good memory.

274. As a child I could always go to my parents with my problems.

275. I enjoy meeting new people.

276. I like to have a schedule and stick to it.

277. I rarely make a promise that I don't keep.

278. Basically, I am a cooperative person.

279. I would like to be an inventor.

280. When I was young, there were times when I felt like leaving home.

281. I often say things without thinking.

282. As a child, my home life was usually happy.

283. I enjoy the excitement of the unknown.

284. Sometimes I enjoy going against the rules.

285. I would go to a party every night if I could.

286. I am not a competitive person.

287. I usually notice when I am boring people.

288. My successes mean little to me.

289. I enjoy giving parties.

290. I always notice when people are upset.

291. I don't care for large, noisy crowds.

292. My sexual behavior has gotten me in trouble.

293. I think I would enjoy having authority over people.

294. In a group, I like to take charge of things.

295. At parties, I am often the last to leave.

296. I often say things I regret.

297. I usually feel that life is worthwhile.

298. My health is excellent.

299. I am always respectful when talking to people in authority.

300. I am easy to get along with.

301. I am a patient person.

302. I'm known as a wit.

303. I don't like to try things when I think I might fail.

304. I would never cry in public.

305. I'm pretty careful in my work.

306. People pretend to care more about one another than they really do.

307. People think I am an introvert.

308. I am always polite, even to loud-mouthed, obnoxious people.

309. I would rather work with facts than people.

310. I often do things I don't want to do.

HOGAN PERSONALITY INVENTORY ANSWER SHEET

(FORM A)

Name   Age   .   Sex   Date

Directions:

Please fill in your name and additional information requested at the top of this page. The numbers on this answer sheet correspond to questions 1 thru 310 in your test booklet. Please respond to each statement by placing an "X" in the appropriate box next to the (T) if you agree with the statement; the (F) if you disagree with the statement. See the example.

EXAMPLE ONLY

T	X		
F			

C H A P T E R   8.

The nineteenth century in Europe saw great social,
economic, and industrial change as well as the rise of
scientific thought and method. Neo-rationalism and scientific
method brought with it developments not only in science itself
but in philosophy, psychology and sociology. Whilst observed
fact and systematic processes provided order, when applied to
human behaviour, it also tended to dehumanize and deny
individuality. Hegelian sociology brought with it an emphasis
on the Absolute and the consequent subjugation of the
individual to the group. Society subsumes individuality, and
the individual only attains meaning in terms of society. Emile
Durkheim and George Herbert Mead extended this view to assume
that each individual is born into a continuing social process
that controls the individual mind, selves, and personality. Man
is born to a treadmill, unable to get off, and tied anonymously
to the great good, or whims, of society.

Such are the implications of the sociological

approach to psychology. Behaviour is influenced by social

interaction and the norms and rules of that society limit that

behaviour. A man's position in society is defined by the norms

he must obey, and each social class has its own set of norms.

Norms define roles and these set the parameters of behaviour in

one's social group. Sociologists make assumptions about

individual man based on the social anthropology and observation

of social groups. Assumptions are made about universal norms

and values and man's essential individuality may be overlooked.

Time, and man himself have shown that idiosyncratic behaviour

does exist and cannot be explained within this social framework

alone.

Kierkgaard (1813 - 1855) and Friedrich Nietzsche

(1844 - 1900) are perhaps the founders of the philosophy of

existentialism which is a reaction to Hegelian philosophy and

the sublimation of individuality. It is an attack on

depersonalization and alienation which result in feelings of

hopelessness and lack of meaning to life. May (1958) argues

that there has been a significant growth in psychological

illness which is rooted in feelings of lack of purpose in life.
The existential psychologist attempts to provide meaning in
life, oppose the dualism of mind and body and generally, and
often unwillingly, does accept the notion of the unconscious.

An aspect of existentialism is the view that man is
not an object to be analysed but a whole person to be
understood. The **phenomenologists** do not accept the explanatory
modes of natural science but see man as a individual who must
be understood as a unique phenomenon. Thus, phenomenology sets
out to study the data of immediate experience; it "is to
existentialism as dream analysis is to psychoanalysis".
(Hogan,1976:p147). What the founder of phenomenology, Edmund
Husserl, intended was a radical empiricism where raw data is
re-examined after that data is purged of philosophical and
metaphysical preconceptions. "Let us first look before we
think; let us first observe, before we theorize; let us first
describe 'what is there' in the world..... from a natural
standpoint before we set out to explain what it means from the
unnatural standpoint of a scientific or philosophical theory."
(Meyerhoff,1959:p30).

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As has already been stated earlier in this thesis, personality theory is rooted in 'zeitgeist', the prevailing mood or thought of the age. We have seen in earlier chapters how particular ways of looking at man have produced a variety of theories of personality and an attempt has been made to point out the areas of agreement and the differences. In the true fashion of Husserl, this research is attempting to mount a mass of data about high social ability and to strip away the zeitgeist in order to highlight facets of common agreement. The inclusion of biographies for each theorist and the basic principles on which they found their views of social development are part of this approach. Not only will this provide us with common ground and an agreed vocabulary, but it will assist in the interpretation of the mass of data collected on high social ability.

The purpose of this chapter is to look at some existentialist theories of personality and to get at the common roots shared by other theories. It will also assist in the attempt to keep a balanced view when interpreting later data. There is general agreement today that personality has its roots

in our genetic structure but that much of it is socially

determined. The existential approach brings us back, once one

gets through the somewhat ambiguous language, to the view that

human beings are individuals with unique characteristics and

that this uniqueness must be recognized in any interpretation

of behaviour.

Carl Ranson Rogers (1902 -   )

Born in a Chicago suburb, he was the fourth of six

children. His father was a successful civil engineer and

contractor. Family ties were strong and Carl spent much of his

time by himself reading everything he could lay his hands on.

When he was twelve, the family moved to a farm about thirty

miles from Chicago and here Carl developed an interest in

science. He was a solitary boy all the way through school where

he was regarded as an excellent student, particularly in

English and science.

In 1919 he enrolled at the University of Wisconsin

where others in the family, including both parents, had

studied. An active Christian, he was selected with ten other

students to attend the World Student Christian Federation

Conference in Peaking. This six month trip profoundly affected

him and upon returning to university he changed from majoring

in agriculture to history. He received his B.A. degree in 1924.

After graduation, he married his childhood sweetheart and they

had two children. After two years at theological college, he

transferred to Columbia University to study clinical and

educational psychology. He received his M.A. in 1928 and a

Ph.D. in 1931.

After receiving his doctorate, he accepted a post as

a psychologist in the Child Study Department of the Society for

the Prevention of Cruelty to Children in Rochester, New York.

It was here that many traditional views about psychotherapy

were amended. His first book was written during this period. In

1940 he moved to the faculty of clinical psychology at Ohio

State University where he began to formulate and test his own

approaches to psychotherapy. In 1942 he published his now

famous book 'Counselling and Psychotherapy: Newer Concepts in

Practice'. He left Ohio State in 1945 to become professor of

psychology and director of counselling at Chicago University.

In 1957 he returned to the University of

Wisconsin to hold the dual position of professor of psychology

and professor of psychiatry. In 1963 he resigned to become a

member of the Western Behavioral Science Institute in La Jalla,

California. Shifts of his interests have tended to move Rogers,

and in 1968 he set up the Centre for the Studies of the Person

in La Jalla where he currently works.

There are two basic assumptions in his theory, the

formative tendency and the **actualizing tendency.** By the

formative tendency, he believes that all matter, both organic

and inorganic, evolves from simpler to more complex forms.

There is a creative process operating in the universe. He

points to the growth of galaxies of stars, crystals, complex

organisms from simple cells to human beings. The human

consciousness likewise moves from a primitive unconsciousness

to a highly organized awareness. (Rogers,1980:pp124-128). The actualizing tendency is that condition in all human beings to move towards completion or fulfilment. He argues that individuals have within themselves creative power sufficient to solve their problems and alter their self-concept. Individuals have the ability to direct, control, exhort, or manipulate towards self-actualization. There is one single motive or actualization; there is no separate soul, self, or ego, only the striving for self-fulfilment. Whilst everyone possesses the same actualizing tendency, unless genuineness, acceptance, and empathy exist in a relationship there are not the necessary and sufficient conditions present for growth.

The **self** develops in infancy when 'I' and 'me' experiences are made aware. The infant becomes aware of its identity, of good and bad, of what is pleasurable to eat and what is not. Here Rogers makes a distinction between self-actualization and the actualization tendency. Self-actualization is a subsystem of the actualization tendency which is concerned with the whole organism, whereas self-actualization is only concerned with the self. The self is not

a separate dimension of personality as Jung and Freud saw it.

Rogers designates two subsystems of the self. The **self-concept**

refers to those perceptions of the self from which we have

awareness. Once the self-concept is formed it is difficult to

change it. Rogers (1959:p205) argues that experiences

inconsistent with the self-concept are usually denied or

accepted in a distorted form. The **ideal-self** is the second of

the two and is that self one would like to have. A wide gap

between our ideal-self and self-concept indicates an

incongruent and unhealthy personality.

The self-concept and the ideal-self account for

experiences related to 'I' and 'me'. They depend on **awareness**

which Rogers (1959:p198) defines as "The symbolic

representation (not necessarily in verbal symbols) of some

portion of our experience." He argues that we maintain the

organism by resisting change and maintaining the status quo. We

maintain the current self-concept, fight new ideas, distort

experiences that do not fit into our scheme of things, and find

change and growth fearful. On the other hand, even with all

these fears and a desire to maintain the status quo, we are

still willing to enhance and develop as individuals. We learn

things that are not immediately gratifying, like a child

learning to walk before it is aware of the benefits that it

might bring.

Rogers argues that we have a need for **positive**

regard, which is the need to be loved by others, and **self-**

regard which is where a person has respect and like for

himself. Here his thinking is somewhat in line with Sullivan.

His concepts are also similar to Maslow's idea of love and

belongingness (see page 372) but once one begins to feel loved

and has self-respect then it is no longer necessary to keep

replenishing the supply of positive regard. Rogers (1959:p224)

remarks that a person "becomes in a sense his own significant

social other" as once he has positive regard from others, self-

regard is perpetuating.

Positive regard is socially learned and any

discrepancy from the organismic need of maintenance and

enhancement produces incongruities. This Gestalt approach

indicates that the disapproved of child does not say 'My

parents disapprove of that behaviour' but that 'I am bad'.

Rogers places fundamental importance on conditions of worth and external evaluation. Parental acceptance is of paramount importance, and he argues that we all, from an early age, learn to disregard our organismic valuations and look beyond ourselves towards others. "Inner conflict and incongruities, then, are due to the disparity between one's values, which are formed from direct experience, and the more or less distorted values that one has introjected from others." (Feist,1985:p417).

It may be argued that the highly social individual will have a realistic self-concept and positive regard. Without this, I would consider them unable to build a secure relationship and lacking in empathy. It may be seen from the statements found on pages 186-187 that a realistic self-concept and positive regard are necessary if the individual is to display honestry, integrity and loyalty, consideration for others, is not self-centred, criticises constructively, has a sense of humour. Rogers points out that abnormality is the result of incongruities between the organism and the self. A false self-concept and lack of awareness of incongruence

results in incomprehensible behaviour. Awareness of

incongruence results in **anxiety**. To protect the self-concept

from anxiety we adopt **defensive mechanisms** by **denial** or

distortion. "Distortion and denial lead to absolutistic and

rigid behaviors," notes Feist (1985:p419), "such as

rationalization (giving reasonable sounding but invalid

explanations for one's behavior), compensation (making up for

feelings of inadequacy by pretending to be somebody other than

what one truly is), paranoia, delusions, hallucinations, and a

multitude of other "neurotic" or "psychotic" behaviors."

One of the important therapeutic processes that

Rogers uses is concerned with empathy. Within the list of

characteristics of high social ability, empathy seems to be of

major importance. It may be, therefore, that unknowingly the

socially able individual is exercising a therapeutic role and

hence their special regard from within the group. Rogers

(1980:p142) sees empathy as a "means of temporarily living in

the other's life, moving about in it delicately without making

judgments". This ability to understand and not to make

judgments could be a major factor in highly social behaviour.

Positive regard and congruence between self-concept and the

ideal-self would also seem to be significant for the socially

able. Looking at the list of characteristics found on pages

186-187, there are indicators of such qualities: able to

listen, open disposition, shows consideration, has empathy,

acts judiciously, forsees and circumvents problems. Rogers

(1959:p208) has found that in therapy positive regard and

empathy provide strong supportive conditions.

Rollo Reese May (1909 -   )

Born in Ada, Ohio, he spent most of his childhood in

Marine City, Michigan. He received a B.A. degree in 1930 from

Oberlin College and then visited Europe as artist and teacher

in a similar way to Erik Erikson. He attended a summer school

given by Alfred Adler and regarded his work highly, if rather

too simplistic. On returning to the U.S.A. he read divinity at

the Union Theological Seminary in New York, gaining his degree

in 1938 and later served in a parish in New Jersey. His interest in psychology was stronger than his religion and he went to study psychoanalysis at the William Alanson Whit Institute where he met and was influenced by Fromm and Sullivan.

In 1946 he opened his own private practice. He was the recipient of the first Ph.D. in clinical psychology that Columbia University ever awarded. About this time a prolonged illness considerably influenced his thinking and he was pushed more and more towards the existentialist way of thinking. May has published about a dozen books and numerous articles. He works as a practising psychotherapist and lectures at the major universities all over the United States. Married in 1938, there is one son and two daughters.

As a minister of religion, May saw that the greater freedoms of the twentieth century were bringing new kinds of psychological problems. Freedom to exercise one's self did not necessarily provide better psychological health. Inner emptiness and self-estrangement was on the increase and it was not sexual repression which caused illness, as Freud had

suggested, but the meanings in life. It was existentialism, the

ontological approach to life, that May saw as providing a way

forward. Existentialism sees personality as a whole, as

inseparable from the physical and social environment. It shares

with Adler the view that one must choose one's destiny, and

accept Roger's and Maslow's view that one has to discover one's

potential and achieve it. Like Allport, the existentialists

take a dynamic view of man who is capable of continuous change.

Much of this was thought through during May's long illness and

his work from that time onwards into personality was from that

base.

May argues that we all have an inherent need to exist

in the world and to achieve our own innate potential. **Dasein** or

being-in-the-world is necessary for psychological health,

however, it is difficult to achieve and maintain. Each of us

must discover and assert our own potentials and values and this

can only be achieved by ourselves and no other person. In order

to achieve this true understanding of the human personality,

three modes of being have to be considered together. **Umwelt** is

the world of internal and external objects which form our

physiological and physical environment; **mitwelt** is the social

world of people; and **eigenwelt** is the psychological world of

relationships to oneself and one's potential.

The ability to handle anxiety has already been

mentioned as a feature of the socially able. Of **anxiety,** May

considers that it "is the apprehension cued off by a threat to

some value that the individual holds essential to his existence

as a personality." (May,1967:p50). It is when one's dasein is

threatened that anxiety occurs: it occurs according to Ewen

(1980:p374) "not to some divisive intropsychic conflict or

external danger, but rather to the fundamental clash between

being and the threat of nonbeing; and a certain amount of

anxiety is therefore a normal, and inevitable, aspect of human

nature." When we strive to fulfil our potential, to assert out

Dasein, then anxiety is created. This is why social conformity

and apathy are so easily given in to.

For the existentialist, perfect empathy is

impossible. It is almost impossible to deal perfectly with our

three modes of being and we inevitably fail to fulfil our

potential. Such failure provokes **guilt** which is regarded as a

normal part of life. What May regards as essential for the

individual to be psychologically healthy is for the individual

to be allowed to move towards some desired future state. "The

central core of modern man's 'neurosis'... is the undermining

of his experience of himself as responsible, the sapping of his

will and ability to make decisions." (May,1969:p184). The

socially able, in his view, will be goal oriented and have

control over the achievement of those goals.

Love plays and important part in May's psychology. It

is a constructive way of offering dasein and has four

components, sex, eros, philia, and agape. Sex satisfies drive

reduction whilst eros increases pleasurable tension in the

thinking and yearning for the loved one. Philia relates to

friendship and liking, whilst agape is the nonpossessive

devotion to the welfare of others. Thus, the best kind of love

encompasses all of these components and fulfilled dasein in

terms of umwelt, mitwelt, and eigenwelt. May sees in our

present society the absence of some aspects of love, such as

agape, eros and philia, because of the general apathy and

powerlessness in society. (May,1969:pp40-44). If we accept

May's view then it is likely that the socially able fulfil

dasein in terms of agape, eros and philia. This is reflected in

friendliness, showing consideration, and being courteous.

Similar to Jung's concept of 'shadow', May speaks of

a **daimonic** which is partly due to powerlessness resulting from

loss of dasein, but also from innate drives such as sex,

passion, and the quest for power. Any of these has the

potential to dominate one's personality. It is likely that the

socially able lack the daimonic, particularly in the power

sense, as leadership may be present in their characteristics

but is not the dominant characteristic as in the true leader.

May (1969:p129) adds that "When the daimonic is repressed, it

tends to erupt in some form - its extreme forms being

assassinations... and other horrors we know only too well in

this century."

Where May and his work is valuable in terms of the

research into high social ability is in his concept of

individuals being goal oriented and striving to be their true

self. The search for dasein, the need to belong and for life to

have meaning, leads to anxiety and tensions, but the adjusted

person learns to handle these tension in the striving for dasein. His work implies that the socially able understand themselves, see direction in life and are able to face those tension which life brings. Their concepts of love will encompass handling sex sensibly, developing strong interpersonal relationships, and feeling compassion for others. Whist the identified characteristics of high social ability imply that these qualities exist in such persons, case and test data should highlight what May has to offer.

Abraham Maslow   (1908 - 1970)

The oldest of seven children of Russian immigrants, he was born in Brooklyn, New York State. A sickly-looking child, lonely, he suffered from anti-Jewish attitudes at school where he was bright and bookish. Intellectually gifted, he found happiness at the Borough High School where he developed a close friendship with his cousin. Soon he became more outgoing

and involved himself in school activities.

Whilst attending New York College, he enrolled at law school but this was his father's wish and not his own. He soon walked out of law school and eventually his father accepted his decision. He wanted to be concerned with the good in life rather than the bad. After three terms, he transferred to Cornell University but his scholastic work was not improved. He stayed there for only one term and returned to City College to be near his cousin whom he married in 1928. They have two daughters, each with different temperaments, which caused Maslow to speculate against behaviourism and to think in terms of inherited personal characteristics. His wife was only nineteen when they married and he only twenty. He later enrolled at the University of Wisconsin where he became interested in psychology and where his academic standards improved.

Maslow was initially influenced by the behaviourism of Watson, which was strong during the time he was at university. He was also influenced by Harlow's experiments on monkeys and his first publication came as an undergraduate

working in this sphere. He received a Ph.D. from Wisconsin in 1934. In 1935 he returned to New York to be Thorndike's research assistant at Teacher's College, Columbia University. From there, after a year and a half, he went to Brooklyn College where he remained until 1951. From 1947 - 1949 he ran a family business where he was plant manager. He taught at Brandeis University, Masachusettes from 1951 - 1969. It is here that he began writing extensively. In 1969 he went to the W.P.Laughlin Foundation in California where he accepted a Fellowship. He died of a heart attack aged 62.

Maslow adopted an holistic approach to psychology and essentially he was interested in motivation. He saw behaviour as dominated by an individual's changing needs which he considered were hierarchical in essence.

His hierarchy of needs can be so arranged that lower needs may be satisfied before higher ones. The ideas of **prepotency** suggests that a higher need may be put on one side until a particular lower need is satisfied. Maslow (1970:pp35-47) listed the order of needs as physiological, safety, love and belongingness, esteem, and self-actualization. Together

with these conative or striving needs, he recognized cognitive

needs, aesthetic needs, and neurotic needs.

Like Sullivan and May he pays special attention to

love and belongingness which he saw individuals striving for

all their lives. He argued that a child grows psychologically

healthy in a loving relationship, and an adult without love

grows cold, cynical, and callous with poor interpersonal

relations. Like Rogers he sees esteem as also important. We all

seek the "bubble reputation" and we all want to be valued by

others. "Once esteem needs are met, a person stands on the

threshold of self-actualization, the highest need recognized by

Maslow." (Feist,1985:p30).

Now Maslow argues that not all individuals self-

actualize even if all other needs have been fulfilled. There

are certain requirements which must precede self-actualization

and these he called the **B-values**. They are respect for truth,

beauty,justice etc. Figure 1 on page 373 demonstrates the B-

values. Maslow argued that those who embrace the B-values,

after allother needs have been met, will self-actualize but

those who do not embrace them will not self-actualize.

Inspection of case study data should give some indication
whether the socially able have self-actualized by jumping the
'great gap' and adopting the B-values or if they have reached
just beyond love and esteem.

Figure 1/8

Maslow's B- Values
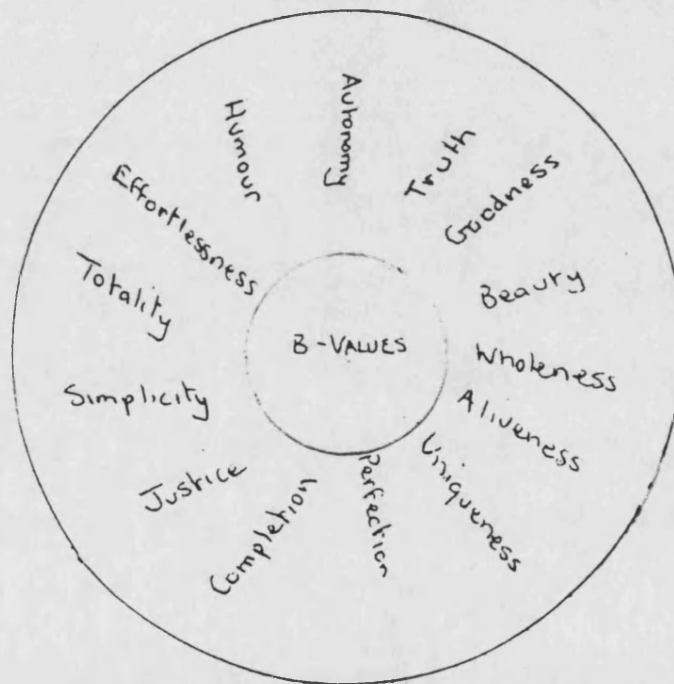
A further group of needs are **aesthetic.** They are not
universal and involve the need for beauty and aesthetically

pleasing experiences. Healthy people prefer beauty and order and there is evidence to show that squalid environments encourage psychological ill-health. **Cognitive needs** are important in that when they are blocked all other needs are threatened. Knowledge is necessary to satisfy conative needs. Maslow (1979:p49) argues that to deny cognitive needs results in pathology just as does the frustration of conative and aesthetic needs. The twenty-seven characteristics of high social ability indicate that intelligence plays an important part in effective social interaction and Maslow's arguments would support this.

For Maslow self-actualization is what we all strive for and anything less than this is abnormal. Neuroses are the result of the failure of personal growth. Healthy people experience conflict and frustration but have learned how to deal with it. Neurotics give up hope and thus feel no great conflict or frustration. Maslow (1971:pp35-38) uses the Jonah complex to describe a means of blocking self-actualization. It is the running away from destiny as Jonah did in the Bible. Some people tend to run away from greatness or feel over-awed

by beauty. Too much humility, he argues, is also a running-away
from destiny.

One of the points that Maslow makes is that a person
who has self-actualized is not dull and unexciting, but
different, idiosyncratic and quite different from others. He
possesses, in Adler's terminology, gemeinschaftsgeful, social
interest, but is resistant to enculturation and lives a life
based on his own value system and not on one imposed by others.
As Maslow (1971:p50) remarks that they ".. listen to their own
voices; they take responsibility; they are honest; and they
work hard. They find out who they are and what they are, not
only in terms of their mission in life, but also in terms of
the way their feet hurt when they wear such and such a pair of
shoes and whether they do or do not like eggplant or stay up
all night if they drink too much beer. All this is what the
real self means."

Maslow is important for the research into high social
ability in two respects. His belief that motives are
fundamental to behaviour, and that love and self-esteem are
higher order motives necessary for mature behaviour. There are

indications in the list of characteristics on pages 186-187

that love for one's fellows is present and that higher order

motives exist. Confidence, trust, care for others and

subjugation of the self emerge as characteristics of high

social ability. Whether the socially able have actually self-

actualized is not clear at this stage, but one would expect

some individuals to have developed that far. The case and test

data should provide a more detailed picture of the socially

able.

George Alexander Kelly (1905 -)

Born on a farm in Perth, Kansas, United States of

America, his father had been a Presbyterian minister and George

grew up in a religious household and remains a believer all his

life. A move to Colorado in 1909 in a covered wagon to claim

land was not successful and the family moved back to Kansas.

This early experience left George with a practical outlook to

life and served him well. He attended a one-room school until

he was thirteen when he went to Wichita, to a Quaker School. He

then enrolled in the Friends University and on to Park College

where he gained a B.A. in physics and mathematics in 1924.

Originally wishing to be an engineer, he later

enrolled in the M.A. programme at Kansas University where he

majored in educational sociology. He received his degree in

1928. For a while he taught at Sheldon Junior College, Iowa,

where he met his wife. In 1928 he was awarded an exchange

scholarship at the University of Edinburgh where his tutor was

Sir Godfrey Thomson. Here he developed an interest in

psychology and gained a degree in education. Returning to the

United States in 1930, he enrolled in psychology at Iowa State

University and gained his Ph.D. in 1931.

Kelly's interest in clinical psychology developed

between 1931 and 1934 whilst he was at Fort Hayes Kansas State

College. He set up travelling clinics which serviced the

state's school system. He observed that improvements in

client's problems came about as a result of an explanation of

the problem, and those explanations made clients look at themselves in a different way. It was the way people saw things that was important.

During World War II he joined the navy as a psychologist and this experience helped develop further ideas. In 1945, after the war, he was appointed associate professor at the University of Maryland and then in 1946 he became professor of psychology and director of clinical psychology at Ohio State University. The clinical programme he developed there, with Julian B. Rotter, was regarded as the best in the country. It was during this period that he worked on and tested his theory of **personal constructs**.

Kelly argues against a theory of motivation and argues that motives are an observer's way of predicting behaviour rather than what the actor thinks about the world. Motives reveal more about the speaker than the actor. "When we find a person who is concerned with motives, he usually turns

out to be one who is threatened by his fellow man and wants to put them in their place." (Kelly,1969:p77). He saw the actor's concept of himself more important than that of the observer. In fact, this argument is used by Hogan in justification of his self-assessment personality inventory.

What Kelly is presenting is the concept of man as scientist. Man is attempting to make sense of the world in which he finds himself. This phenomenological approach takes an existentialist view in that man looks to the future and makes a free choice. "According to Kelly, all humans are like scientists in that they are interested in the future and use the present only to test a theory's ability to anticipate events." (Hergenhahn,1980:p276). Although Kelly scorns motivation, he does concede that man needs to predict or anticipate the future.

To understand what Kelly is attempting we have to first consider his ten determinants which are fundamental to constructing a view of the world about us.

1. As events in our world occur with a regularity, it does enable us to interpret our world with some certainty. If this

were not true, we would be unable to form constructs.

2. Reality is what we perceive it to be.

3. Individuals differ in the way they perceive the world around them and thus in their construction of it.

4. All constructs are bipolar.

5. Individuals have the opportunity to make 'safe' or 'adventurous' predictions about the world around them. Expanding one's construct increases the number of experiences one can draw upon but clearly a middle way between security and the adventurous is most desirable.

6. A construct has a range of applications which are finite and the individual has to decide that range in order to apply the construct wisely.

7. Life requires the constant testing of constructs in order to find those that are the most reliable predictors of experience. Those that are found to be valuable are retained.

8. Some constructs are more open to experience than others. The more 'permeable' constructs a person has then the more 'open-minded' that person will be.

9. A person's construct system is in a continual state of

flux. Constructs are constantly being tested and revised so that reliable predictions are made. This would explain inconsistent behaviour as constructs are being revised.

10. The fact that individuals construe their experience in a similar way enables them to develop relationships, not just commonality of experience.

Role is important. Kelly (1955:pp97-98) defines it as "an ongoing pattern of behavior that follows from a person's understanding of how the others who are associated with him in his task think." One acts in accordance with the expectations of others. To do this, one has to understand other's construct system. In terms of socialization this is fundamental. As Ewen (1980:p302) notes: "But whatever the objective, the person who can play various roles (spouse, parent, friend, leader, subordinate, and so forth) is more easily anticipated by others, and therefore more likely to develop effective interpersonal relations."

In Kelly's view, socialization involves role play and a person's construct system must be similar to those of other members of his society. A socialized person understands the

expectations of others with whom he comes into contact. The

socialized person has developed a self-construct that controls

his behaviour when dealing with others. As Hogan (1976:p120)

puts it: "Thus, socialization consists of the ability to

construe events as do the other members of one's culture, to

make comparisons between oneself and others, and to interpret

the outlook of others."

This is important for the research into the socially

able. If we go along with what Kelly purports, the highly

social individual has the ability to both provide and

interpret the right cues. This implies a level of intelligence

perhaps not considered relevant to social interactions

previously. In fact, intelligence is implied in the twenty-

seven characteristics, but it is not stated directly. The other

interesting point is that the individual has the creativity to

redesign his/her construct system in order to fit perceived

cues. The redesign will not only require intelligence but also

experience.

Kelly explains individual differences in terms of the

way we construe our experiences differently. He was not

concerned with the idiographic-nomothetic arguments. We construct others using the CPC cycle: circumspection, preemption, and control. Firstly, the individual attempts a number of propositional constructs which is really using an 'if-then' or thinking process. The second phase is where the person chooses from possible constructs already identified as possibilities. In the Control phase, we use those constructs which best define and/or extend our construct system. What is being done is to draw on experience in order to reduce uncertainty.

A healthy person for Kelly, similar to Maslow, is one who is willing to change/adapt and take a broad view. The neurotic person has incorrectly interpreted or construed their experiences and is unwilling to change that construct. The job of the psychotherapist is to persuade that person to reinterpret experience and so change his constructs.

Hergenhahn (1980:p293) argues that Kelly's view is similar to Kuhn's (1970) view of science. Perceptions of reality depend on the vantage point one takes and both Kelly and Kuhn argue that by changing the vantage point an impasse

may be overcome. This would to some extent explain the success

of the highly social individual. The ability to read and to

construct acceptable cues and to revise those cues when not

acceptable. Much would depend on experience and intelligence.

But we have established that the highly social individual is

more than this. The person with empathy provides love and trust

which is not just down to interpreting cues. Whilst Kelly is

useful, he does not provide all the answers.

Existential psychology focuses on the individual and

the wholeness of that individual. Whilst it accepts that the

social environment plays some part in behaviour, it points to

the uniqueness of each individual and their interactions as

being the essence of behaviour. Being self-aware and realistic

about self runs through the theory, and that only the ability

to understand and handle personal tensions will enable each

individual to reach the height of existence. Perhaps Rogers

(1959:p224) is most significant when he says that a person

"becomes in a sense his own significant social other" through

self-awareness and positive regard.

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CHAPTER 9.

Case Studies and Personality Inventory

In previous chapters we have looked at a number of
theories of personality and attempted to identify those aspects
of the theory that apply to high social ability. An explanation
of how the twenty-seven characteristics of high social ability
were derived has been undertaken. The reasons for choosing the
Hogan Personality Inventory in order to provide further data on
high social ability has been explained. And within the
literature search it was clearly apparent that case evidence
should be used to supplement other data on the socially able.

In this chapter case evidence will be provided and
alongside it data from the Personality Inventory. As Hogan
(1986:p21) has pointed out, the Personality Inventory data
should not be interpreted in isolation. Comparisons will be
made between the identified characteristics of high social
ability, relevant theoretical perspectives, and data found in

the case studies and personality inventory.

What emerges from the study of the literature in the previous chapters? Most personality theories, even those of the behaviourist schools, subscribe to the view that early childhood development is fundamental to personality. Freud and Jung would argue that factors prior to birth affect personality. Kagan (1971:p37) notes that "At the present level of knowledge it is reasonable to suggest that there are some unrelated behavioral dispositions present at birth." Adler, Sullivan, Erikson, Bandura, Allport, and May would subscribe to childhood as being of major importance developmentally.

Stage theories of development all attribute the period from birth as an intense learning period where some personal factors are developed correctly or incorrectly. Freud, Jung and Adler, for example, see early childhood as setting the total personality, whilst Erikson, Sullivan, Dollard and Miller, and Bandura see personality as developing throughout life. Whilst various idiosyncratic expressions are used, there is some agreement on certain factors that are developed in childhood. Such things as 'self' and 'others', security and

insecurity, love and coldness, aggression and passivity are emergent traits.

As Hergenhahn (1984:p3) has pointed out: "A number of prominent personality theorists accept inheritance as being at least partially responsible for consistent behavior.... the question is not whether or not genes influence personality, but rather, to what degree they influence personality and in what manner." The case studies will attempt to identify any family characteristics which parents and grandparents have passed on to their children which makes them socially able, or perhaps the converse.

The Social Learning theorists would argue that much of what we are is learned behaviour. It is generally accepted that cognition plays its part. Rogers, Maslow and Kelly would argue that cognition plays a large part in determining behaviour. Rogers (1964:p124) notes that "The inner world of the individual appears to have more significant influence upon his behavior than does the external environmental stimulus."

Whilst Skinner takes an extreme view of the part played by the environment on personality, the general view is

that it has its part in personality development. Benedict

(1943:p3) saw the way in which those influences surrounding an

individual played a part in that individual's development: "The

life history of the individual is first and foremost an

accommodation to the patterns and standards traditionally

handed down in his community. From the moment of his birth the

customs into which he is born shape his experience and

behavior. By the time he can talk, he is the little creature of

his culture, and by the time he is grown and able to take part

in activities, its habits are his habits, its beliefs his

beliefs, its impossibilities his impossibilities." Poppleton

(1970:p191) reports the work of Vernon in his wide study of

children in many countries. He found considerable evidence that

environment affected ability and personal development. We also

have to take into account Bandura's concept of modeling and

those individuals within the external environment who have

played a part in developing personality.

Bandura and Walters (1963) refer to the part played

by cognitive abilities in social and personal development.

Mischel (1986:p158) notes that "Many personality measures are

substantially correlated with tests of intelligence.
Intelligence has been found to correlate negatively with
authoritarianism and prejudice, and positively with certain
measures of honesty and indices of impulse control, creativity
and so on."

Hogan, Johnson and Emler (1978) suggest that empathy
is a function of intelligence as well as other factors. As
empathy has been identified as one of the characteristics of
high social ability then we can reasonably suppose that
intelligence is a major factor. Further, Diessner (1983:p17)
notes that in terms of Kohlberg's theory of moral reasoning, it
has been established that "... intelligence in itself does not
guarantee an individual high moral development, it is a
prerequisite for mature moral reasoning." However, Lorge (1940)
has shown that correlations between intelligence and various
aspects of personality as shown in questionnaires and
inventories varied considerably between -0.49 and +0.77. The
theories of Allport, Eysenck, Rogers, Maslow, Kelly and Bandura
have intelligence central to the theory. Terman and Oden (1947)
note that mature individuals have a good deal of practical

intelligence. Taking all this together, we can make the
assumption that those individuals with high social ability have
that practical intelligence, combined with other
characteristics which make up their maturity and acceptability
by peers and others.

Of empathy Grief and Hogan (1973:p284) remark that
"Empathetic persons are characterized by a patient and
forbearing nature, by affiliative but socially ascendant
tendencies, and by liberal and humanistic political and
religious attitudes." Of the twenty-seven characteristics of
high social ability identified the characteristics of empathy
are included amongst them.(1, 6,7,9 and 13 - see pages 186-187)
Furthermore, Johnson, Cheek and Smither (1983:p1300) point out
that "Generally, research shows that empathetic persons are
psychologically healthy, not self-absorbed and anxious." There
seems to be evidence of this in the identified characteristics
also.

The literature indicates that positive regard and a
realistic self-concept indicate maturity and psychological
health. As Hogan (1976:pp14-16) points out, the self-concept is

comprised of a number of dimensions: real-self, ideal-self, introspective-self, and the social-self. It is a balance of these concepts which provides for psychological health. Freud uses the concept of id,ego and super-ego; Adler uses the idea of the creative-self and social interest; Sullivan uses protaxis, parataxis, and syntaxis; Allport uses the proprium; whilst Rogers uses the concept of positive regard, and May uses the existentialist word dasein. Whatever terminology is used, the healthy person psychologically knows himself in a realistic way and is positive in his feelings about himself. This is also born out amongst the twenty-seven characteristics of high social ability as the person with a realistic-self concept will be secure in himself and yet not be over confident. (See statements 2b,5,6,9,12,15 on pages 186-187) .

There is a uniform view in the literature that those who are able to deal with anxiety in their personal lives and to understand and help with its causes have maturity and have the potential for self-actualization.Johnson et al (1983) regard empathetic persons to be free from anxiety. Mills and Hogan (1878:pp778-785) found that persons with high scores on

the Hogan Empathy Scale were less anxious than others with lower scores. The socially able person would seem to be either free from anxiety or able to deal with anxiety.

There are a number of factors that have emerged from the literature which may be taken as indicators of high social ability.

1. In early childhood the individual has developed balanced concepts of self and others. This means that in later life the individual is not self-centred and has a balanced view of his relationship with others. That individual is secure in himself and is capable of love. There is an understanding of aggression.

2. It is quite possible that some general characteristics have been inherited, and that personal characteristics have developed within the family unit. One might expect, therefore, others in the family to be socially very able.

3. Intelligence plays an important part in social ability.

4. Empathy is an important aspect of high social ability, as defined in this research, and is perhaps fundamental to it.

5. The highly social individual is psychologically healthy.

That individual has positive self-regard, a realistic self-concept, and is free from or able to handle anxiety.

Case Studies

The information for the case studies has been derived from two sources (a) the questionnaire as set out in appendix A, and (b) the backup interview undertaken by the researcher. The backup interview was undertaken to clarify any points which were obscure in the questionnaire. It was intended that the questionnaire should provide the following data, much of it identified through the literature search as being important.

a. The educational background and achievement of each individual.

b. Attitudes to early education and some indication of the self-concept.

c. Family background and parental relationships.

d. Socio-economic and cultural norms that may have affected the individual's value system.

e. Birth order and relationship with other siblings.

f. Possible modelling which might have affected personality.

g. The self-concept.

The case respondents were recommended to answer the questionnaire over a period of time. This was done so that due consideration might be given to each question. I reasoned that a reflective and considered opinion was likely to be of greater value than the glib and snappy response. However, I do not have any evidence to suggest that the responses were reflective or otherwise.

Tim

[Selected by his peers as socially able from a group of trainee teachers at Exeter University.]

Tim is twenty-three years of age and was selected by his peers at Exeter University as having high social ability according to the twenty-seven identified characteristics. Born in London, he went to a comprehensive school in Croydon where he did reasonably well in the 'O' level examinations but had to

retake some 'A' level subjects at a 'cramming' institution. His

subject specialisms are English, geography, government and

politics. He was accepted to read for a B.Ed. degree in

physical education and English.

At school he enjoyed the extra-curricular activities,

the Combined Cadet Force and field trips in his favourite

subject of geography; all these were enjoyable and fruitful. He

was house captain and captain of sports, which he

enjoyed, but he did get frustrated with the inefficiency of

some of his peers and staff. He feels that the more relaxed and

less formal atmosphere of the fifth and sixth form was

rewarding, particularly in terms of developing him as a person.

Whilst he did not particularly dislike school, there

were "a few individual staff" with whom he had a poor

relationship. He feels that his family and home had more

influence over him than did the school. However, the

opportunity to play team games and to take part in the C.C.F.,

as well as the responsibility that he had at school were

beneficial to his personal development. At university, he felt

he had become more organized in his work but he still felt

somewhat frustrated by the "inefficiencies and weaknesses" of those "holding responsible posts" at the university.

Tim has a high regard for both paternal and maternal grandparents. He sees their strengths and weaknesses and much appreciates their ability and willingness to understand the younger generation. Of his maternal grandmother he writes: She is very like my mother and is hard-working, generous, warm-hearted and very sensible/wise. Her patience is beyond belief and she always has time for others." He writes of his maternal grandfather: "He is very loving and generous. He is extremely quick-witted and mentally sharp, although he pretends to be deaf, and he is incredibly argumentative and consequently bad-tempered/cranky to those who don't know him."
His relationship with his mother is excellent and trustful. Tim's parents now live abroad and infrequent meetings tend to be emotionally charged. Mother was brought up in a middle-class background. He writes that his mother "still retains her maternal instinct, however, lectures are now 'advice'." Father is university educated with a first class degree in engineering. "Our relationship is rather more formal than I

would like due to the fact that he has lived abroad during my teenage years, but we are good friends and he makes time for us in between his work."

Tim's father is the overseas director of an American company and his mother is a housewife, although she spends much of her spare time doing charity work. Father is seen as efficient, intelligent, organized, meticulous and hard working. He is seen to some extent as putting his work before his family. His father knows how to relax and entertain and he is perceived by his son as being "energetic and healthy" and a person who "loves sport and his pipe". There is a glimmer of admiration when he writes that his father "commands respect and affection from <u>all</u> he contacts" and "offends no-one". He is rather formal in his relationship with the close family and is perceived as never showing emotion.

Mother tends to be the more outgoing personality, capable of understanding and friendliness. She is seen as being intelligent and "good with card games and puzzles". It would appear that he is socially able, energetic and emotional. Her patience has made a great impression on Tim.

He has one brother two years older than he and his
sister, now at university and three years younger. No mention
is made of his relationship with them. His parents have clearly
been a great influence on him. He seems to have adopted both
his mother's model of patience and freedom to express emotion
as well as his father's model of efficiency and reserve. He
sums himself up thus:

"I have inherited my grandfather's infuriating tendency to
argue for the sake and fun of it. My reliability and tendency
to pre-plan is directly from my father, as is my refusal to
show emotion or grief, embarrassment etc. but rather to hold
feelings in.... Contact with life in foreign countries has
greatly affected my maturity and general understanding
/appreciation of life and the world in general. Respect for
those I admire has made me more self-controlled and more often,
contact with those I don't, has made me confident that I am a
good person." He goes on to say that his close relationship
with his girlfriend has developed his emotions and enabled him
to show his feelings more.

"I am primarily a happy person with a love of life

and all its pleasures. However, I do get anxious over my problems sometimes, but never take anything too seriously. I am very patient with myself and others, and my sense of humour often helps me through (and others) bad times. Although I _often_ infuriate people with my not serious enough attitudes, and especially by my tendency to argue about everything and not admit I'm wrong, I do seem to have a deep understanding of others (and myself), knowing instinctively what people are thinking/feeling. I am very sociable and find it easy to meet and mix with any group. I do love my own company, however, and love to be alone with my interests/hobbies and thoughts....My ability to laugh at myself is my single greatest asset."

Hogan Personality Inventory   Appendix B shows the primary scores and their T scores and these have been arranged graphically on Table 1 (page 403). Validity is high enough to accept the findings of the Inventory. Whilst intellectance is not high enough to indicate academic prowess, it is high enough to provide the intellectual ability for moral judgments, empathetic understanding, an enlightened self-concept and other aspects of personality, like verbal ability, that require sharp

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HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : Tim   Gender : Male

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
	1	2	3	4	5	6	

Primary Profile Scores:
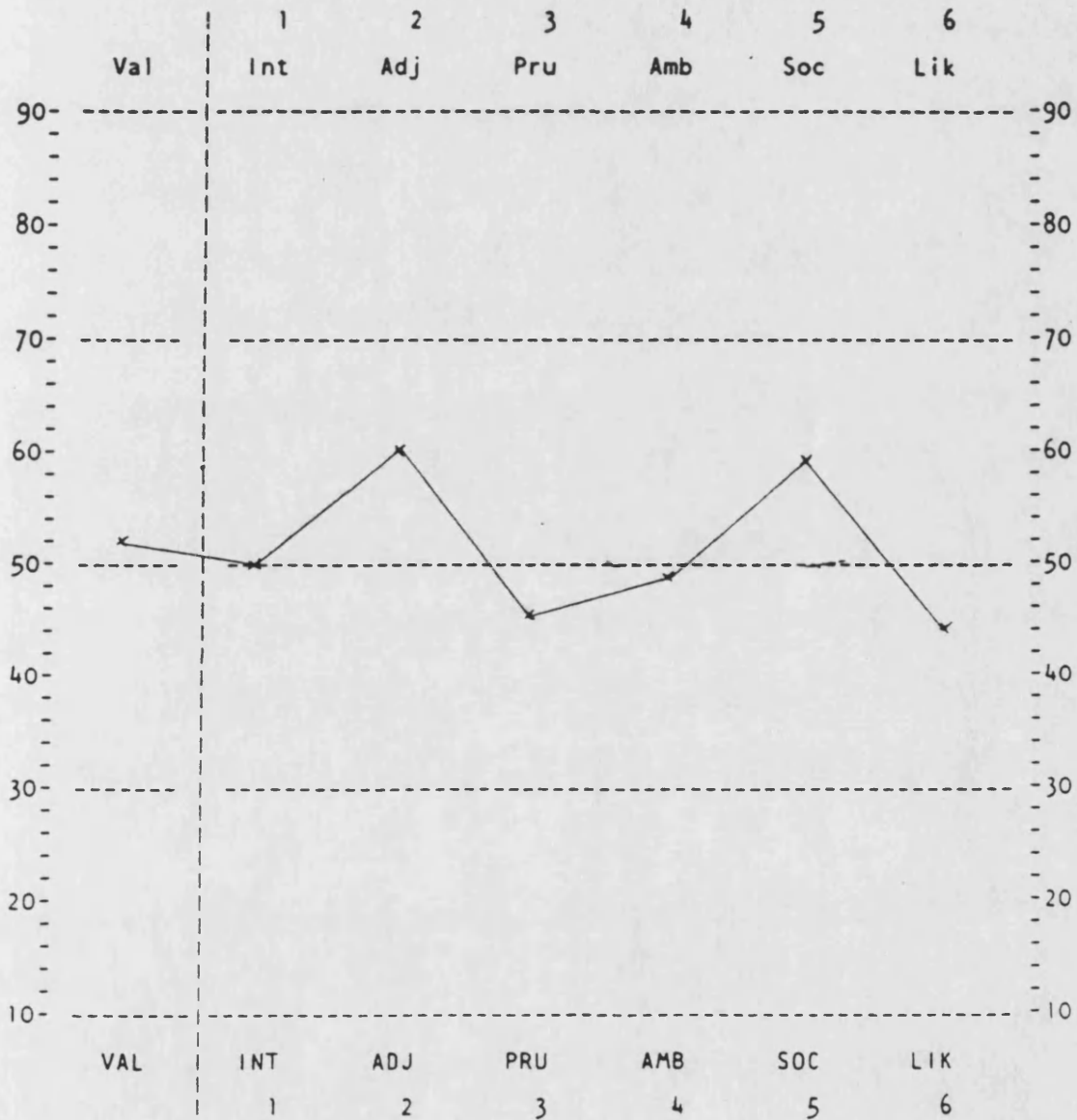
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	14	18	34	22	18	17	21
T	52	50	60	45	49	59	44

mental activity. In fact, Hogan (1986:p30) gives an example of a profile of a Bond Attorney as having an Intellectance raw score of 21 where Tim's score is 18.

Tim's score on Adjustment is 60, as would be expected from his answers in the case study, and is average for males. Getzels and Jackson (1962:p133) remark that "If intelligence is the term having greatest currency in discussions of cognitive behavior, its analogue in the sphere of psychosocial behavior is 'adjustment'." Prudence is low for Tim, as is indicated in the case study, as he has admitted that he infuriates people with his argumentative nature and not-so-serious attitudes.

Ambition is low and that is perhaps expected as a reaction to his father's career. Sociability is high at 59 when a high score is given as 50. However, this may be due to his early training abroad leading to self-confidence and to an amount of extroversion in his character. What is surprising is that Likeability is low as this is where the empathy factor comes in the Hogan Inventory. When one looks in more detail at the HIC's (Appendix D) which make up this factor, it can be seen that Tim measures low on 'easy to live with', 'trusting'

and 'even tempered'. In fact, I feel that he is being rather too modest about these aspects of his character.

(Note: Appendix C and D provide details of the Homogenous Item Composites. The computer printout is given together with the descriptive interpretation. Appendix D shows the HIC's for each of the selected individuals in the case study. The secondary factor groupings show the way the primary traits have been established and where the major emphasis lies.)

Tim's is an interesting case in that he has had good parental and grandparental models to use. His growing environment has been conducive to good adjustment, positive regard, and a realistic self-concept. Norms of behaviour and models of appropriate social behaviour have been plentiful. He does get impatient with others which leads to frustration, but he has learned over the latter few years how to handle this. The fact that he does not show emotions may be helpful initially.

However, there is another aspect to Tim which should make him socially not very engaging and that is his solitariness and lack of emotion. His redeeming virtue is his

happy disposition and sense of humour. Such a combination, I
would argue, provides just the sort of personality which
appears friendly and yet not overpowering. Add to this Tim's
obvious empathy, both admitted and indicated in the Hogan
Inventory, he has the characteristics identified as those of
the socially able.

In general, we may say that Tim is an easy mixer with
social skills and self-confidence. He can be anxious and unsure
but is able to deal with this. He has empathy. He is mature,
psychologically healthy, quite intelligent and verbally able.
In short, his personal characteristics are similar to the
twenty-seven characteristics identified for high social
ability.

Josephine

[Selected by her peers at the University of Exeter as being
socially able.]   She was born in Aldershot, Hampshire,
in 1965 and her

father is an Army Officer. Consequently, the family have moved

around the world quite a lot which Jo feels has been of benefit

in terms of helping her mix with people. She feels that she

"learned how to cope with being questioned and to talk with

large groups of people". She was selected by her peers as being

socially able.

Educated at the Worcester Girls' Grammar School, the

Queen Ann Grammar School, York, the Luckley Oakfield School for

Girls, and finally the King Richard School, Cyprus, she gained

ten subjects at 'O' level and physics and

biology at 'A' level. She is presently reading for a B.Ed.

degree at Exeter University. School was seen as enjoyable

except for history, Latin and French. Latin and history were

'dropped' at the first opportunity but French was struggled

through and passed.

Grandparents are all seen with affection,

particularly the females. One grandfather is seen as

argumentative, energetic and displeased with 'the system' and

the other is seen as rather lazy in his retirement.

Jo's mother had a grammar school education but after

'O' levels was encouraged by her father to "do something useful" and so became a secretary. Relationships with mother are good, however they do have one point of dissent which is tidiness. Mother is "more clean and tidy than anyone in the house" and this leads to argument, although Jo claims that her mother has given up now. Mother is a part-time secretary and in her spare time plays badminton, does flower arranging and gardens. She is seen as a positive person with much energy, but quiet and placid. Able to lead when necessary, she is well organized and efficient.

Father was brought up in a large family and went to a secondary modern school which he disliked and left with no formal qualifications. He is firm and at times quite"frightening" and yet has a loving and easy-going relationship with his daughters. (Jo has a younger sister.) Being positive, very fit and active both in mind and body, he is seen as a leader. Jo feels he has a quick temper and that this is his main bad point. It is obvious that her parents have had a major effect on her and she feels that she is lucky to have such good parents.

The teachers she has come into contact with have affected her and this is one of the reasons why she wishes to become a teacher. She has seen children from inadequate homes and feels that the good teacher can compensate in some way for this. Her boyfriend, who is heavily into politics, has been a broadening influence on her.
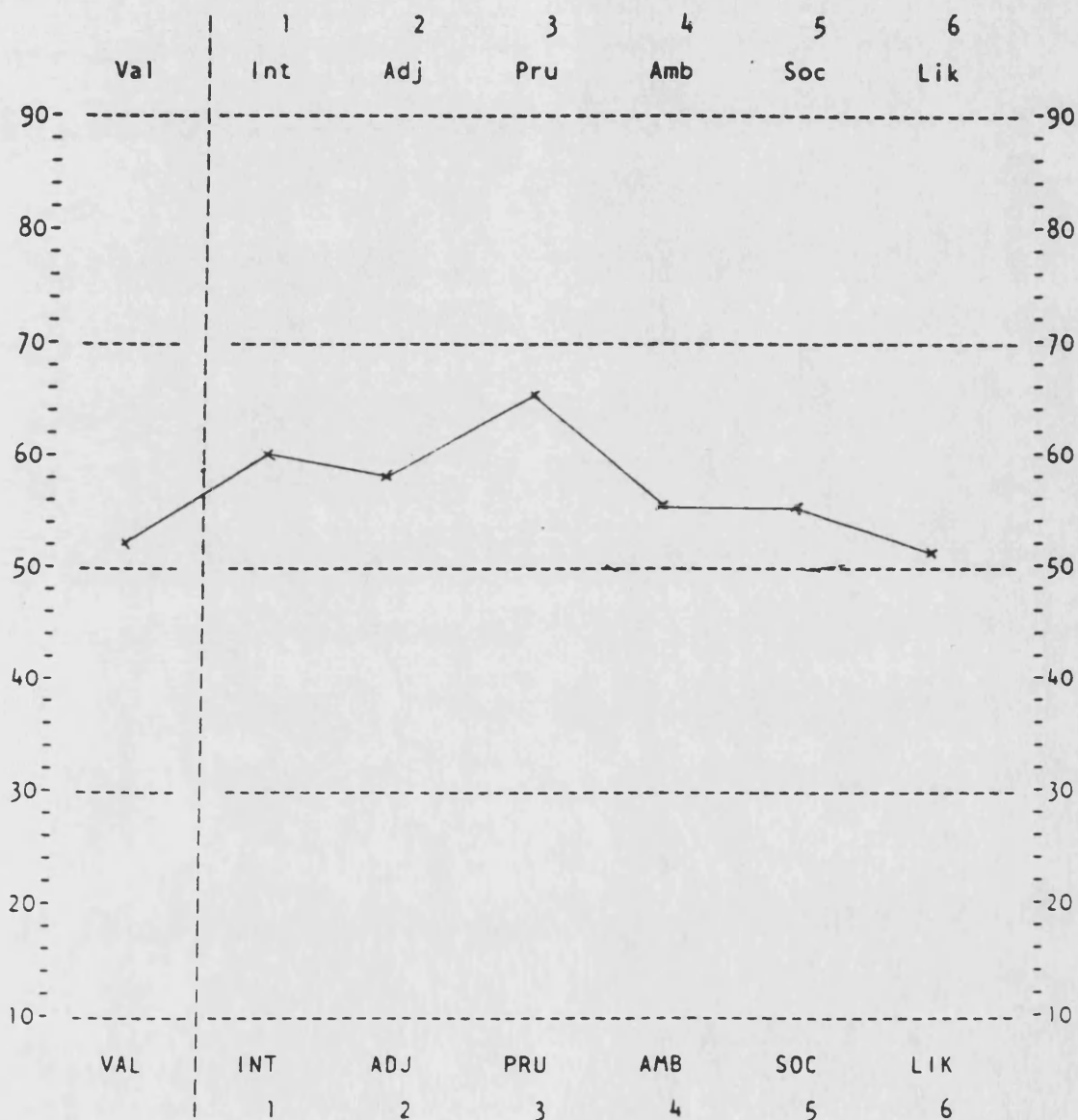
Jo sums up herself thus: "I see myself as a basically very secure person who is very happy with life and has little to complain about. I've never regretted anything I've done. I feel this adds to my confidence. I mix easily with most people of all ages and make friends easily." She says that she is willing to listen to other people's problems, to listen to and give advice. Confidence and happiness are perceived as important. One weakness she recognizes in herself is that she corrects people if she feels they are wrong or inaccurate and also she "tends to chase people up if they've said they will do something, which can be annoying for others."

Hogan Personality Inventory The graph on page 410 and appendices B-D provide us with the data to add to the case study. Jo measures high on the Intellectance scale and

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : JOSEPHINE   Gender : FEMALE

		1	2	3	4	5	6
	Val	Int	Adj	Pru	Amb	Soc	Lik

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
		1	2	3	4	5	6

Primary Profile Scores:

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	14	23	33	39	21	15	23
T	52	60	58	65	55	55	51

- 410 -

confirmation that she has a good memory and is good at science

is given through the HICs and is confirmed in the case data.

The Adjustment score is high and in view of her comments about

her being secure and happy one would expect this. Her highest

score is Prudence where honesty, conscientiousness, and

dependability are major factors. From what Jo says in the case

evidence it indicates that she holds these values dear.

Ambition is high, with a leadership HIC of six, but whilst

social ability is not leadership it is possible for a highly

social individual to have leadership qualities. Jo admits that

she mixes easily and the HICs relating to exhibitionism and

expressiveness confirm this. Likeability is high and one would

expect this from her comments in the case data about listening

and giving and taking advice as these are indicative of

empathy , and empathy is part of the likeability factor.

Jo has had good role models from parents and

grandparents on which to base her personality. It is a loving

relationship. The high score on Good Attachment, the ability to

integrate well within a group, as well as case evidence is a

reasonable indicator of what Adler calls 'social

- 411 -

interest'. She has been provided with the environmental

experiences which are conducive to sensible social norms and

confidence. Intellectually, she is quite bright, verbally

competent, and able to develop a reasonable self-image. In many

ways she has had the same opportunities as Tim. She is

psychologically healthy, has positive regard and appears to be

free from anxiety. Whilst there is some indication that she has

empathy, the low score on 'trusting' perhaps indicates that her

view of empathy is more intellectual than practical. In

general, many of the characteristics of high social ability

(Statements 1,2a/b,4,5,6,7,12,13,14,16,21,22,27 - see pages

186-187), may be paralleled in Jo's personality.

John

John was designated by his peers as being low in

social ability. Born in Llanelli, Wales, in 1966 he has two

step-brothers aged thirty-five and thirty-seven. He was

educated at a Boarding School in Warwickshire and at a College

of Further Education in Devon. Boarding school was enjoyable

and there he gained six subjects at 'O' level and two at 'A'
level. At present he is a student on an hotel and catering
management course.

Whilst John enjoyed history, French and applied
economics, he disliked the "enforced regimented rules and
regulations", especially in the sixth form. He found that the
social life of the school was most enjoyable as well as rugby
and cricket in which teams he represented the school. His
personality, he feels, was much affected by his education,
especially teachers whose values and attitudes meant much to
him.

Early childhood was spent with his maternal
grandmother in Wales where they were very close, although he
sees little of her now. The paternal grandmother, who is
divorced, is seen as a very dominant personality who dominates
John's father. His paternal grandfather is a retired company
director and is seen as "very knowledgeable" but also as timid.

John's relationship with his mother is a close one,
even though his parents were divorced when he was six. He spent
most of his childhood at school or at his grandmother's home

and away from his mother. Mother came from a strict, middle-class Welsh background and she was educated at a State School. On leaving school she worked in a shop in Wales and then went on to work in London. As an only child, John's relationship with his mother is close. He sees her as "a very generous, caring and unselfish person".

His father was brought up in a middle-class household and educated at public school. He gained 'O' and 'A' levels and went to law school but failed his examinations. His father is now an accountant with a City firm. Before his parents divorced relationships were "very strained" but latterly he and his father have become "good friends", however, he only sees his father two or three times a year. Father is seen as a hard worker whose job dominates. The influence of father's mother is still present and John feels that his father's personality has been very much affected by his background and parents. Little is said of his step-father except that "He is a very dominant force in my life."

John is unwilling to describe his own personality, which is quite significant. It is indicative of insecurity

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : JOHN   Gender : MALE

Primary Profile Scores:
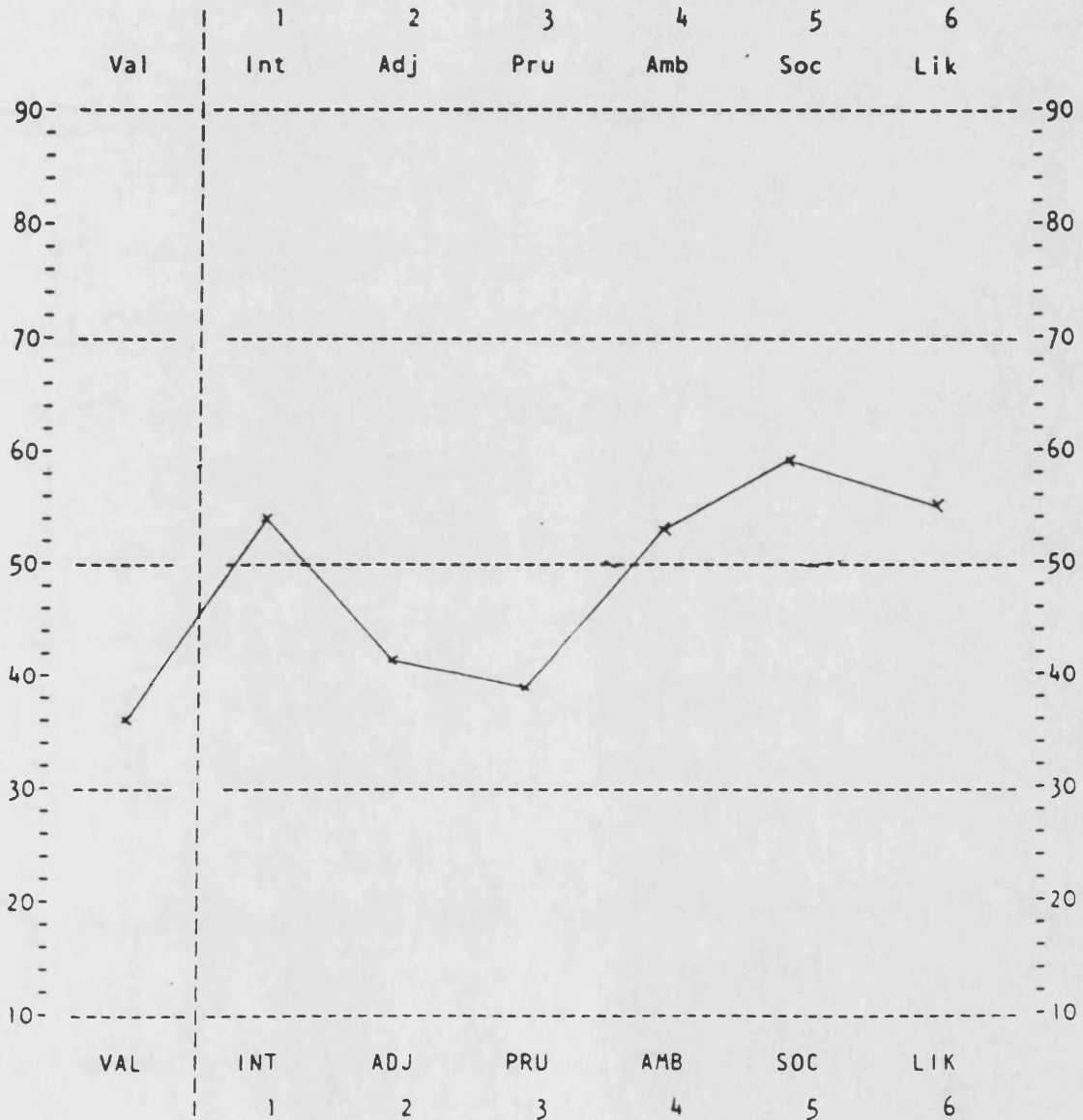
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	11	20	22	17	20	17	24
T	36	54	41	39	53	59	55

which may have come from the family situation. He recognizes

that he is much influenced by his friends. He does identify his

strengths as loyalty, generosity, and the ability to hide his

true feelings; his weaknesses are given as uncertainty, and

that he is easily hurt emotionally.

Hogan Personality Inventory   The graph on page 415

shows that a raw score of 11 on Validity is just within the

acceptable range. Any score below 10 indicates that the

individual has not really answered the questions seriously.

Intellectance is rather low and the HICs of 'school success'

and 'maths ability', being also low, indicate that John is in

the bottom 50% for intelligence. Adjustment is low (41 when the

average for the population is 57) and this is confirmed in the

case data with his unwillingness to discuss himself and his

inability to relate to his step-father. It would seem to

indicate that John has a low positive regard and lacks

confidence. This is perhaps, as I have already mentioned, the

outcome of divorce and insecurity in his childhood.

Prudence is low at 39 and this indicates that he does

not really act and speak in a judicious manner. From the case

data, it would seem that he tended to hit out at authority at school and that certainly was the case at college. It also indicates insecurity. Whilst the HICs of 'leadership' and 'impression management' are quite high, the general factor of Leadership is low. This follows the pattern of insecurity by covering it with bravado. Sociability is high with the HICs of 'likes crowds', 'exhibitionistic' and 'entertaining' predominating in that factor. It all underlines the lack of confidence and the defence against being hurt as described in the case data. Likeability at 55 is high and one would suspect that John is capable of empathy but unable to show his true feelings.

The picture of John is a complex one. Here is a young man with limited model exposure in an environment not conducive to trust or the demonstration of love. I would suggest that he is capable of empathy but unable to exhibit it, partly due to his insecurity and fear of showing real emotion. He does not appear to be verbally particularly able and certainly does not have the intellectual capacity of Jo and thus limited in establishing rapport, perhaps criticising constructively,

acting judiciously, and adhering to the other intellectual

characteristics identified in the research as part of high

social ability. In short, he has few of the characteristics

that identify him as socially able.

Rachel

[She was selected by her peers at Exeter University as having

the characteristics of the socially able.]   March,

Cambridgeshire, was Rachel's birthplace in 1964. She has two

younger brothers. Her father was in the navy but left it after

marrying her mother. When she was twelve her parents divorced

and her "world fell through". She has not seen her father since

that time. She attended a comprehensive school until she was

sixteen and then went on to a sixth form college. After a year

at a technical college she went on to Exeter University. Rachel

has eleven 'O' level subjects and 'A' levels in maths,

chemistry, biology, English and communication

studies. School days were seen as "a series of sports fixtures

- hockey, netball, tennis, and athletics" and this was the time when she was really happy. One thing she really disliked at school was being penalized for poor handwriting.

When Rachel was young, she and her maternal grandmother did not respond to each other as Rachel "worshipped" her father and her grandmother had no time for him. Now all is changed, as Rachel can see her point of view and she now believes that her grandmother has her best interests at heart. Her maternal grandfather frightened her when she was a child, as being an ex-guardsman and ex-policeman he was rather strict. Now she admires him, particularly his quick wit, and she wishes she had known him better. Her paternal grandmother, although living in the same town, as is her paternal grandfather, is virtually unknown.

Rachel is very friendly with her mother who is the eldest of four children. Brought up quite strictly, she went to London to train as a nurse where she had lots of friends, but few very close. Mother now works as a district nurse and also a receptionist in order to pay their way and buy small luxuries for the family. Of her mother, Rachel says: "She is getting

stronger and more positive as time passes. She does have a

tendency to worry too much but she is not neurotic - she is a

stable, loving person."

Of her father, who Rachel thinks is an engineer,

little is really known. She describes him as "a likeable rogue"

who "fools many people", but she tends to feel sorry for him as

she considers him rather pathetic. Her father is seen as

indirectly influencing her as she always wanted him to feel

proud of her, but he was not there when she achieved things.

She "toughened under this disappointment but living

with...mother has shown me the importance of trust, love, and

tolerance."

"Sport taught me the importance of team-work and

trusting people to 'pull their own weight'. I saw people do a

lot of pretending/creeping to teachers and decided that I

always wanted to have a belief in myself. It doesn't always

work, but I always try to rely on myself." Thus Rachel

describes her early life experience. She continues: "I have

always been tolerant of people's beliefs and am not generally

prey to prejudice. Having Hindu and Jewish friends has shown me

that people are not animals or rubbish." She found that working with the handicapped taught her to appreciate life and her own health. Sometimes she gets low, but knows how to get out of it. Models on which she has based herself are "sports coaches and guide leaders who could do things better than me and helped me improve".

A dry wit and the ability to make sarcastic comments makes Rachel appear somewhat extrovert and she feels at times that people do not understand her. She admits to being "a mishmash of adventurer, student, clown and thinker". She likes the outdoor life but also to read and to listen to classical music. "I believe I am independent but try to be considerate to others' wishes. I am strong enough to lead but don't like to lead all the time. I want to make something of my life, but I don't seem to know how."

Rachel feels that she is a calm person who treats everyone the same way and tries to accept everyone for what they are. She is a good listener and patient. Of her weaknesses, she admits to being impatient with her own inabilities. "I frustrate myself by being negative at times and

feeling pathetically sorry for myself."

Hogan Personality Inventory   The graph on page

423 and Appendix B-D shows the relevant data. The Validity

score is high and so we can assume that Rachel's responses are

accurate. Intellectance is high and this is exemplified by her

examination results from the case data. The HICs within the

intellectance factor indicate that she has an all-round ability

and thus sufficient creativity and general intelligence to

provide and interpret social cues.

Adjustment is low at 44 when 49 is given by Hogan as

being low for 60% of the population. Whilst Rachel is not a

depressive, there is some indication within the case data that

anxiety is present. Considering her early life, and the

possible anger that could have been generated against both

parents, I feel that she has adjusted well to the situation.

Her self-concept is rather low as she still seeks to be tough

and not rely on others. Prudence at 31 is low and this confirms

Rachel's unconventiality, adventurous and thrill-seeking

nature as well as her possible outbursts of self-doubt. But

bound up with this is spontaneity and high Likeability which

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : RACHEL   Gender : FEMALE

	1	2	3	4	5	6
Val	Int	Adj	Pru	Amb	Soc	Lik

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
		1	2	3	4	5	6
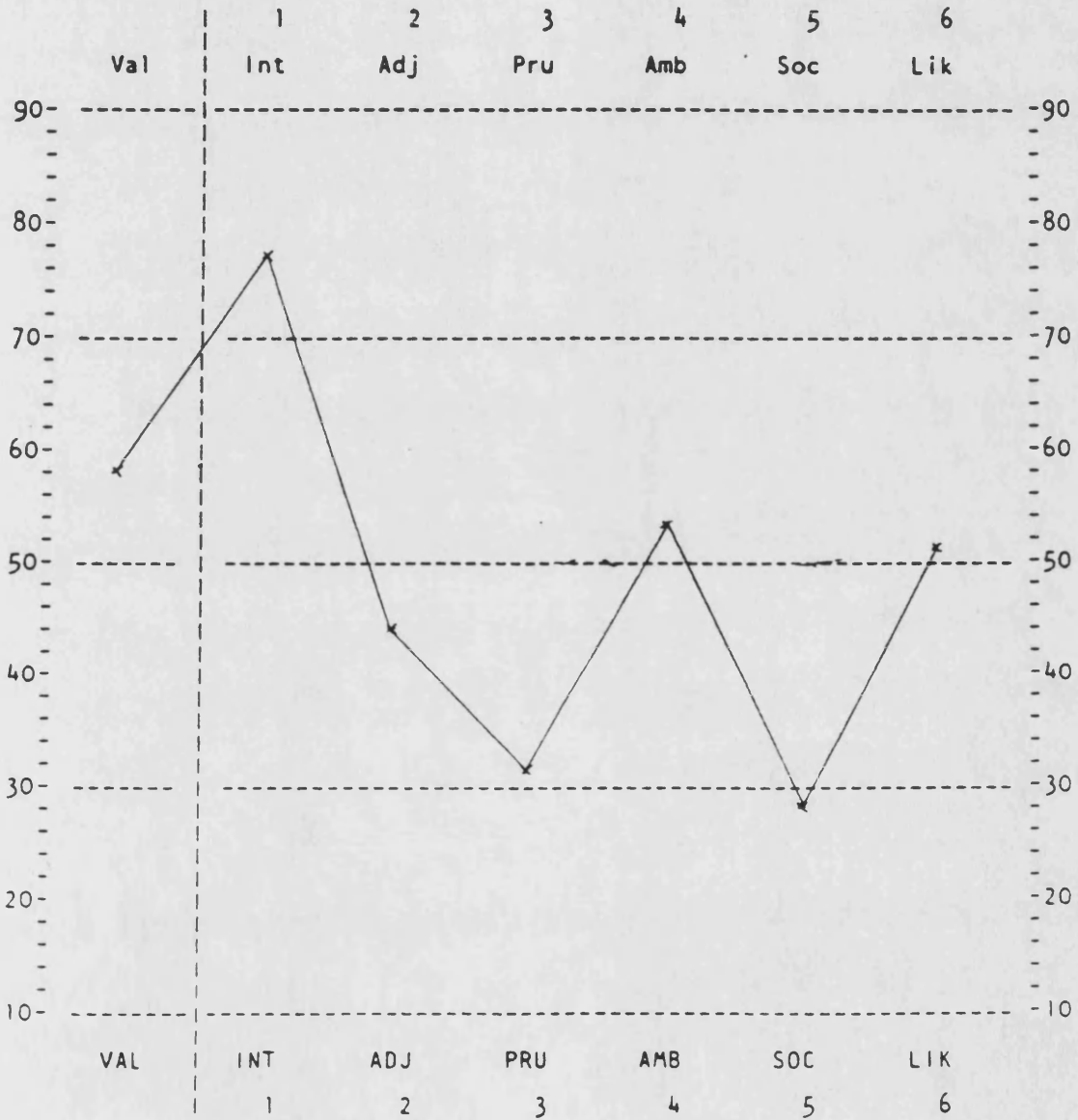
Primary Profile Scores:

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	15	32	24	10	20	4	23
T	58	77	44	31	53	28	51

indicates her empathy and feeling for others. Ambition is high, as she indicated in the case data and Sociability is low. This combination of empathic qualities with a reserved and mannerly approach would seem most appropriate for a person with high social ability as defined in this research.

If we are to accept Grief and Hogan's (1973:p284) definition of empathy as "characterized by a patient and forbearing nature, by affiliative but socially ascendant tendencies, and by liberal and humanistic political and religious views", then we must accept that Rachel has empathy. A further characteristic of high social ability would appear to be the ability to handle anxiety. Rachel certainly has anxieties and has learned to live with them.

Whilst her self-concept is rather low in that she tends to have to keep proving herself, the gap between real- and ideal-self is not great and she presents a mature attitude to life. From some of her comments in the case data, the fact that she has B-values of aliveness, autonomy, truth, and competition, seems to indicate that self-actualization may be taking place. The characteristics that have been identified for

Rachel have to be taken together rather than in isolation and
support her selection as being socially very able.

Simon

[He was not selected by his peers at a College of Further
Education as having particularly marked social ability. He was
included in the case studies in order to see how he differed.]
Simon has an elder brother and sister and was born in Singapore
in 1965. His father works for a well-known firm in their mini
submarine division and his mother manages an hotel. His parents
are divorced. Simon was educated at a comprehensive school in
Sussex, a grammar school in Bermuda, and a public school in
Cornwall. He gained one 'A' level G.C.E. and later at a College
of Further Education the Higher National Diploma in Hotel,
Catering and Institutional Management. At present, he is the
Senior Assistant Manager in a West Country hotel.

He appreciated his schooling, with reservations, and
can now see its relevance to his future. Some of the pettiness

of his teachers annoyed him as their preferences were

subjective rather than objective. He feels that the learning

process should be approached with greater objectivity. Simon

finds it difficult to pick out any particular thing at school

which affected his personality, but feels that school in

general must affect people. However, he did learn that if he

were "quietly confident" then success would be his.

Simon's maternal grandmother is described as "a great

woman with an incredibly broad mind and immense sense of

humour, with great understanding." She is seen as loving and

wanting to give rather than receive. His maternal grandfather

died when he was nine, but what he remembers is that he was

gentle, caring and very like his grandmother. His paternal

grandmother is seen as "loving but narrow-minded" which he

attributes to "living too long in the backwaters of Norfolk."

The paternal grandfather is loving but also "callous" and

"thinking everybody is after what they can get".

Mother was brought up "very well" by her parents but

was not encouraged educationally. She went to a convent school

and Simon considers her to be intelligent but having wasted her

time and talents. He puts this down to the expectation of marrying young. He and his mother "understand each other very well and are greatly concerned for each other. We have always and always shall be good friends." Mother is seen as a giver rather than a taker. Simon assesses his mother thus: "She seems to feel sorry for herself because when she was married she did not have extra money-earning work to do. She misses her past enjoyment."

Father was always expected to do well and pushed to get out of the environment of Norfolk. He worked extremely hard during his young life and Simon senses that he regrets not making the most of his youth. Today he has a responsible job with a large multi-national company. Simon sees his father occasionally and their relationship is friendly but not very close. Of his father, he says: "He is guilty about something which happened a long time ago. My father thinks he can buy people's friendship."

Everybody in Simon's family is seen as affecting his personality but he is at a loss to identify just who and how. School and his ex-girlfriend have affected him and "My attitude

towards drink has changed greatly within the last six months, and I do not drink anymore." People are considered more important than the jobs they do or the status they attain. Simon likes to please and he trusts people but "will not be crossed".

A loner generally, he does like to know that people are around. He often reflects on what people have said and the possible implications. "I am always careful what I say, and regret any stir-ups I do happen to make." He goes on to say that "People are always able to trust me. I would never deliberately let anyone down. My working attitude changes completely with my leisure attitude." By this, he means that in leisure time he is much more relaxed and willing to play the fool, whereas he is formal and reserved at work. He adds that "I sometimes take an instant dislike to people, and am very guilty of procrastination". He sees this as his major weakness.

Hogan Personality Inventory   The Primary Scale

Profile is to be found on the next page and further details in Appendix B-D. Validity is high enough to make the data reasonably reliable. In specimen profiles given by Hogan

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : SIMON   Gender : MALE

	1	2	3	4	5	6
Val	Int	Adj	Pru	Amb	Soc	Lik

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
		1	2	3	4	5	6
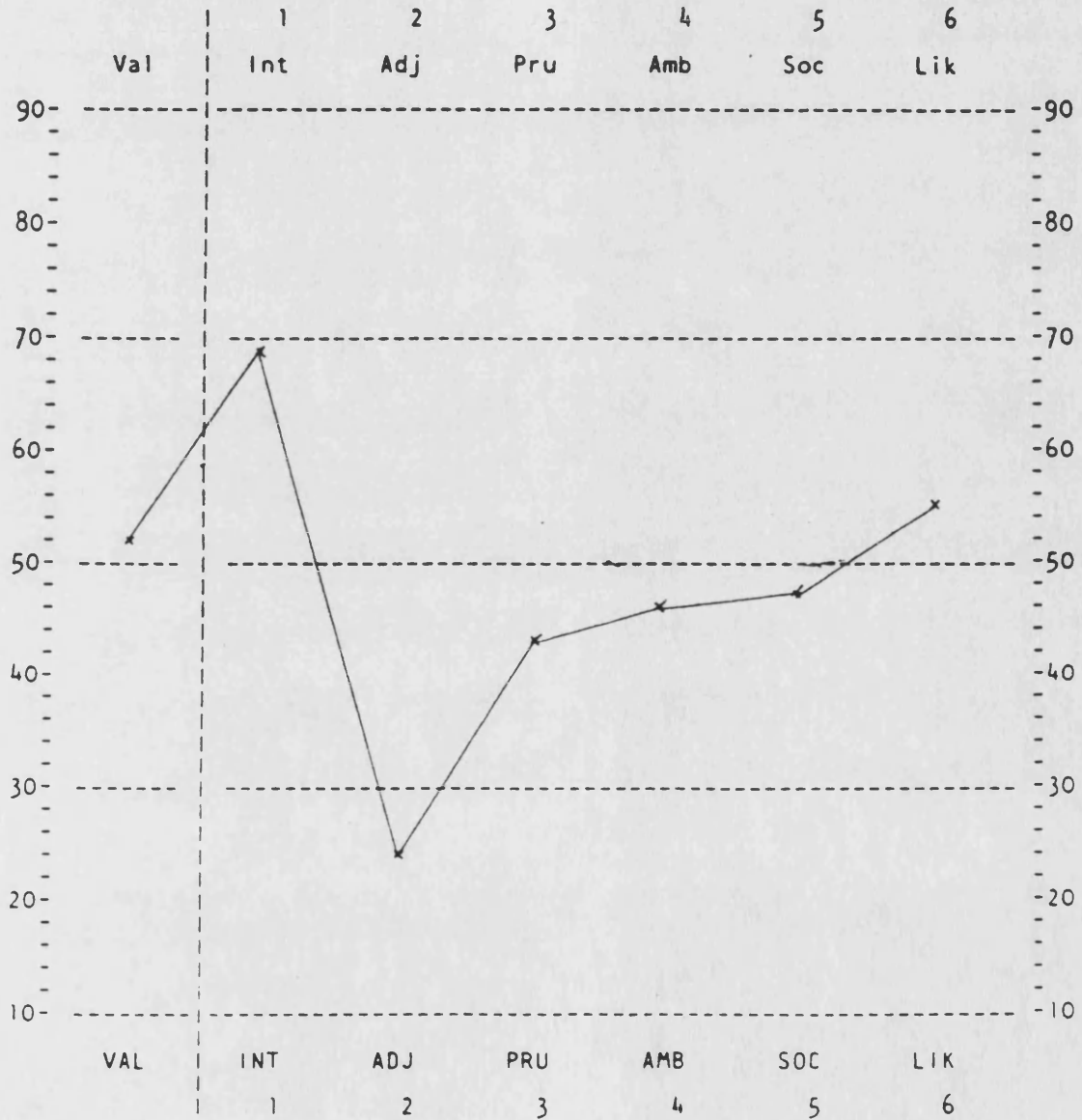
Primary Profile Scores:

Raw	14	28	11	20	16	12	24
T	52	69	24	43	46	47	55

(1986:pp24-31) Simon's score on Intellectance is higher than a 'Young Academic' and only three points lower than a 'Young Novelist'. Apart from Rachel whose raw score is 32, his is the highest in the group of fifteen cases. His school and academic record in the case evidence does not indicate a high intellect. Perhaps some of his emergent frustrations are a result of covert ability.

Adjustment is the lowest in the group at 24. The case evidence is in line with Hogan's assessment that a low score indicates anxiety, unhappiness, irritability, moodiness, and self-doubt. With Prudence being low producing impulsive behaviour, assertiveness and self-dramatization one can see why peers have place Simon low on the social ability scale. In fact, from personal knowledge of Simon, I know that he can be aggressive and violent. Ambition would be low considering Simons introverted character, whereas the median score for Sociability indicates that he attempts to assert himself in order to bolster self-confidence.

What is slightly strange is that Simon's score for Likeability is high and thus he is in the top 40% of the

population. Hogan (op.cit.) describes this factor as "dependable, even-tempered, tolerant, friendly, helpful, warm, tactful, empathic, affiliative". He is certainly not quite like this and yet he does try to be dependable, tolerant, tactful and helpful. It would appear that there is a large gap between his real-self and ideal-self.

Whilst Simon is intelligent, he does not have the verbal ability associated with the socially able or, it would seem, the ability to send out and receive suitable social cues as he admits to making instant judgments of dislike. His introverted personality would tend to create a barrier. Whilst he describes love in others, he does not appear to have those qualities of showing love which are present in empathy. It is clear that he lacks positive regard or he would be able to give more of himself and that confidence which provides for a trusting and valued relationship. It is evident that the major characteristics of high social ability do not apply to Simon.

Jill

Jill was designated socially very able by her peers.
Born in Gillingham in Kent in 1966, she has a younger brother,
and she was educated at a secondary modern school where she
gained eleven subjects at 'O' level and three 'A' level
subjects. Presently she is at Exeter University training to be
a teacher. School was an enjoyable experience where all
subjects, except maths and music, were appreciated. Whilst Jill
enjoyed music throughout her childhood, she found music lessons
in school a complete waste of time. She particularly enjoyed
her involvement with school clubs, social events, community
work, and school assemblies.

Jill was President of the school she attended and
represented it at many community functions. She was expected to
be polite, smart and friendly. New people were constantly being
met and all this experience is seen as being useful and
affecting her personality. She says that the experience makes
her "always feel in control" when she is "amongst top people".

Her maternal grandmother is a widow and Jill
frequently stays with her to keep her company. She helps with

the house and garden. Grandmother is perceived as "sour with life and people" and so they are "mutually cold as she cannot express any love". Her maternal grandfather was much loved and she refers to him as "my grandad". They used to go to his club on a Saturday night and "He taught me songs and poems. Nan used to nag him about drinking and smoking, so I didn't tell her about his two pints and cigar at the club." The paternal grandmother died before Jill was born, as did the paternal grandfather. She is perceived as "A big woman, always showing her love, and a damn good cook." Grandfather "drank too much, ate too much, gambled money... died happy."

Grandmother worked in a mental hospital "which scarred her against life" and she worked long hours, weekends and holidays, and thus mother was left to do all the housework and look after her brother. Eventually, she left and moved to a flat. After Jill was born mother had a nervous breakdown and would not accept Jill for a long time. Her brother's birth was easy, unlike hers, and "She has always favoured him in arguments..". Mother is "housework-mad" and will never try any new methods, or foods. She is proud person and tends to be

dominated by her husband and totally dependent on him for

money. Jill says that her mother "never voices an opinion, or

enters into a discussion on race, sexism, politics etc. We

don't really get on. I want to make something of my life, be

known by (my own name) and not as Mrs. or Mum." Jill obviously

feels strongly about the position of women in society. She

loves her mother and remarks that "I love spoiling her with

nice food, or days out because she gives everything of herself

to others." Mother attends the Townswomen's Guild once a month,

works hard in the house and does a lot of the gardening. She is

seen as "very kind, full of love, and will always help anyone

who needs someone to talk to. She is 'chatty' but not a

forceful person."

Father comes from a working-class background and is

the eldest of three boys and two girls. He left school aged

fourteen and has had to work very hard all his life. Jill and

her father share the same ambition of working for what they

want. She is close to her father, and they only argue about

"racial prejudices and his M.C.P. attitudes." Everyone likes

her father and he is always willing to help. He is generous,

selfish where his ambitions are concerned, and very sarcastic.

Jill feels that her father's male chauvinistic attitudes have made her feel that she is required to prove herself. She is always "stirred up" to do better. She tends to try for perfection and laise faire attitudes in others are not acceptable. In describing her personality, she writes: "Well I suppose I'm probably quite mad. I often go into my own little world, talking to myself. I'm rarely bad tempered, and I always try and stop 'house' arguments." She is very independent. She admits to being insecure about her abilities and looks. One of her good points is that she is kind and thoughtful and loves to spoil her family and friends. She admits to being untidy, organized, romantic and full of ideas - "a get-up-and-go type of person". Jill likes discos and parties as well as rain, candle light, good food and wine and she has taken on the role of "university agony aunt". She likes to be considered "weird". Her strengths are seen as working hard, lack of depression, being able to laugh at herself, talking a lot, and always being prepared to listen. Of her weaknesses, she lists being lazy, insecurity, and self-doubt.

Hogan Personality Inventory   The data for Jill

may be found on page 437 and in Appendix B-D. As the Validity

score is over 10 raw score then the data is reasonably

accurate. Intellectance at 54 is in the top 40% of the

population as may be gathered from the case data. Jill is

indicated as having a good memory. Adjustment is low at 49 and

the HICs of anxiety, self-confidence, and self-focus indicate

that her self-concept is low and this is carried through in the

case data. The Prudence score is about average for the

population and we find from the case data that she can be both

impulsive and avoid trouble. Ambition is high, as we can expect

from what has been indicated in the case data, and from the

role model of her father. Jill has indicated through her liking

for parties and her wish to be considered "weird" that she is

an extrovert, although the score for sociability is only

average for the population. Likeability is very high at 66 and

well above the top 40%. This is expected from the case data as

Jill seems to be empathic, a good listener, verbally able,

tolerant and caring. There traits would seem to be similar to

those identified in persons with high social ability.

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : JILL   Gender : FEMALE

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
	1	2	3	4	5	6	
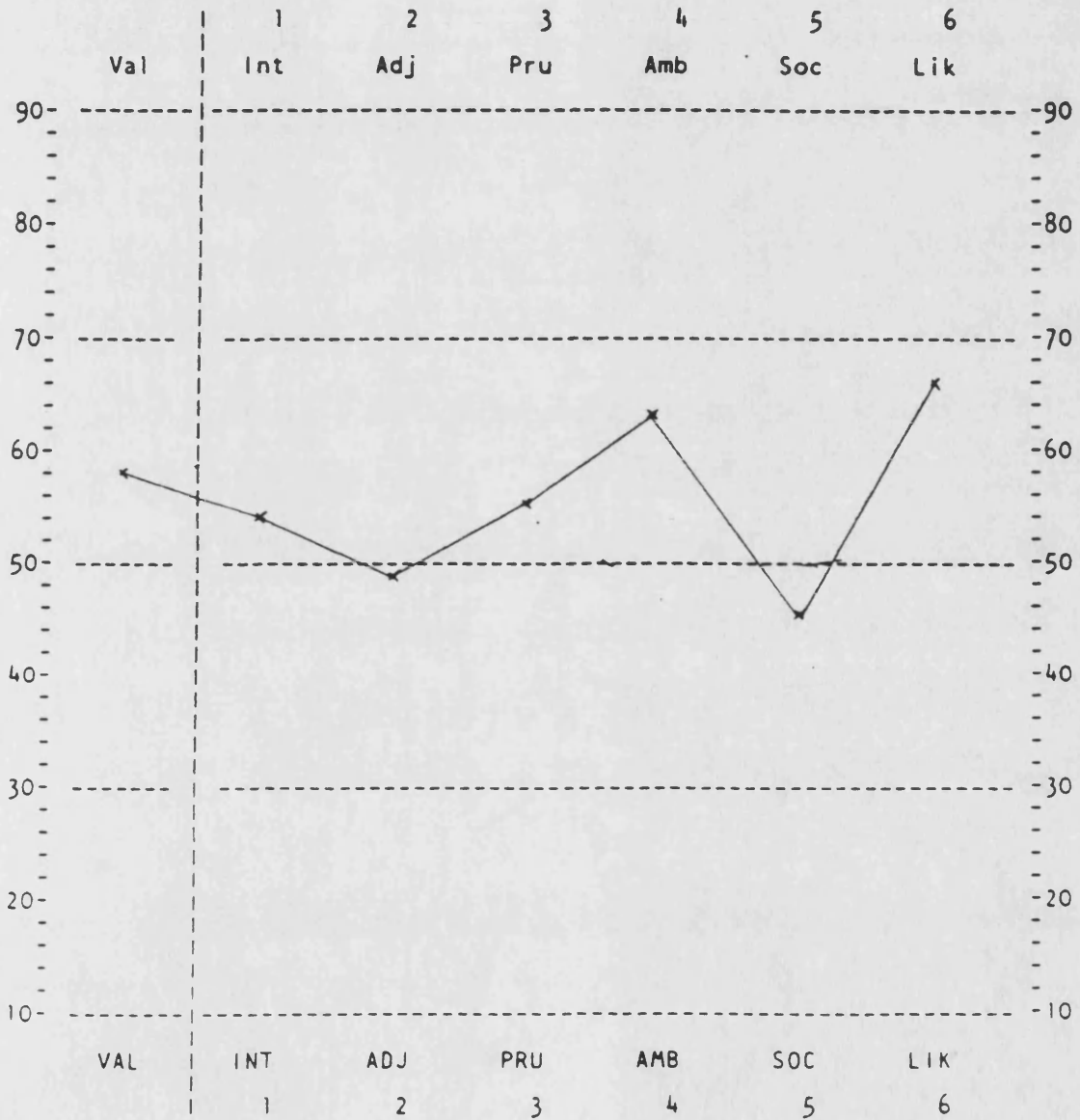
Primary Profile Scores:

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	15	20	27	31	24	11	27
T	58	54	49	55	63	45	66

(Statements 1, 2a/b, 4, 6, 7, 13, 14, 16.)

Jill would seem to have the ability to provide and interpret relevant social cues. Her father and grandparents have provided good social models. Whilst she is anxious at times and not particularly self-confident, she has learned how to understand and handle herself. She fulfils many of the criteria of high social ability such as being verbally able, friendly, empathy, sense of humour, energetic and enthusiastic, outgoing, prepared to listen. Jill is aware of her weaknesses as well as her strengths and this ability to have a realistic self-concept, for the real- and ideal-self to be close, is one of the emergent characteristics from the literature of high social ability.

Alistair

[He was selected by his peers from a College of Further Education as being socially able for the group.]

Born in North Devon in 1963, he was educated in a

comprehensive school and at a College of Further Education. He

has a younger brother. At present he is a relief manager for a

well-known firm of industrial caterers. At school he gained

eight subjects àt 'O' level and one 'A' level and then went on

to complete the Higher National Diploma in Hotel and Catering

Management. School was enjoyed because Alistair had lots of

friends and a good social life, there were maths and physics

problems to solve, team games to play and few responsibilities.

He also liked being made to think at school. What he disliked

were "false friendliness between people", petty rules, having

little or no money, bullying, and people who have little or no

interest in current affairs. School was Alistair's first

experience of authority outside the family group and he also

found that school "toned down my political views" and "made me

aware about other people's problems and possibly how lucky I

was."

The maternal grandmother brought up her only child

and was the captain of a women's golf team, whilst grandfather

was a surveyor, a trained life-guard and even at seventy-five

swims each day of his life. The paternal grandmother brought up

four children, suffers very badly from arthritis and is now

confined to a wheelchair, enjoys reading and crosswords. The

paternal grandfather died when Alistair was six months old and

was a trained accountant and a director of a fishing company.

Mother was educated at a convent school and generally

had a middle-class upbringing. Since leaving school, Alistair

feels much closer to his mother and now realizes how much she

did for him and his younger brother. He feels that there is

"some guilt attached to this". Mother is a chartered librarian,

quiet, very patient, will do anything to help people, is not

very tidy, caring, and happy most of the time.

Father comes from a middle-class background, being

educated at a grammar school, and he also is a chartered

librarian. Alistair was closer to his father whilst growing up,

although he is now closer to his mother. Father is perceived as

a happy, friendly person who does not like routine being

changed. He is tidy, organized, fairly patient, "although he

can be short-tempered" and "gets on well with people even if he

doesn't like them."

Alistair believes that his father's political views,

and his mother's patience and generosity have influenced him.
The ability of both parents to get on with people is
significant, but also his father's stubbornness has made him
look out for this in himself. The political groups he has come
in contact with have "hopefully made me more caring for other
people and the environment". His best friend at school was "a
happy-sociable sort of person who introduced me to lots of
people and encouraged me to be the same". Generally, Alistair
sees himself as happy and friendly, patient except when
teaching people something, able to put up with people he does
not like, and caring. He likes being with people, but seemingly
being extrovert,he is really "fairly shy underneath". His
strengths are seen as being practical, the ability to get on
with others, hard-working, and being patient. He feels,
however, that he is not good at listening, does not find it
easy to change his opinions - stubborn- and the fact that he
"can't spell".

Hogan Personality Inventory The graphed Primary
Data can be found on page 442 and the rest of the data in
Appendix B - D. Validity is high and thus the data for the

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : ALISTAIR   Gender : MALE

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
		1	2	3	4	5	6
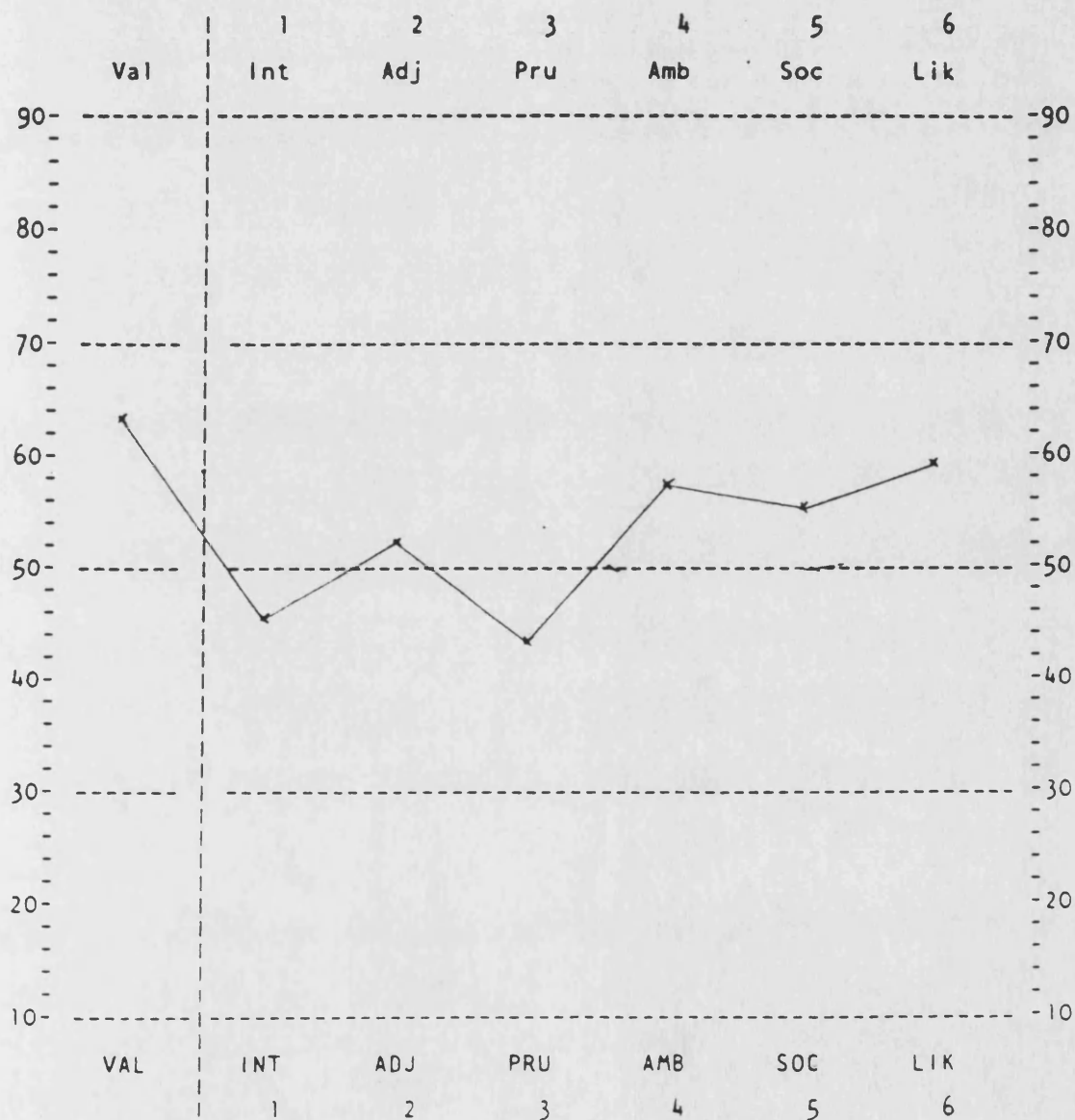
Primary Profile Scores:

Raw	16	15	29	20	22	15	25
T	63	45	52	43	57	55	59

inventory should be reasonably accurate. Intellectance is low

at 45 and science is indicated as being the best intellectual

area. This is confirmed from the case data. Adjustment is low

and this is indicative of nervousness and anxiety. There is

some indication in the case data that Alistair has anxiety and

that he tends to hide it. Guilt over his mother's care is one

example, his suspicion of 'false friends' and reaction against

'petty rules'. His stubbornness is indicative of lack of

confidence and yet he does have the ability to get on with

people as the high Sociability score indicates. Prudence

is low but he has admitted to being impulsive and impatient.

With Ambition being high at 57, it is confirmed that Alistair

is energetic, hardworking and outwardly self-confident.

Likeability is high and this is perhaps where the major

characteristics of high social ability occur:

empathy,tolerance, dependability, warmth, friendliness.

Whilst Alistair has parental models on which to base

himself, he does have some general characteristics which are

not altogether an advantage to being highly social. He is not

particularly prudent, he tends to be rather impatient, and his

stubbornness is a further drawback. However, his ability to

handle those characteristics, his energy and enthusiasm, and

his obvious liking and concern for people overcome any negative

attribute.

Iain

Iain was not designated by his peers as having high

social ability. Born in Inverness,Scotland, in 1966, he has a

younger

brother. School was in Bristol, Perth, and Liverpool where he

gained nine subjects at 'O' level and three at 'A' level. At

present he is a physical education student at Exeter

University. Whilst he enjoyed some academic subjects at school,

he preferred the friendships, social activities and sport much

more. He remarks that he "disliked most of the teachers".

School, he felt, made him "a narrow person in attitude and

view" whilst university life changed his personality, "my

outlook on life, and what I wanted".

A man of few words, Iain says little of his

grandparents. His maternal grandmother is described as "kind,

quiet, spoilt children rotten". Grandfather died when he was

three and it would appear that he has never bothered to find

out much about him. The maternal grandmother is termed "soft-

willed and 'mad'" and nothing is known of his paternal

grandfather.

Mother was the fifth of six children and she is a

graduate of Edinburgh University. She works for the Borough

Council in the Housing Benefit section. Very loving, caring,

and thoughtful for others, mother is seen as having a sense of

fun and much humour. Iain's relationship with his mother is

relaxed and easy going "not close nor distant".

Father is the eldest with two younger sisters.

Educated at Birmingham University, he appears not to have been

treated very well by his father. The relationship between Iain

and his father is "a cold one - he finds it difficult to be

close - perhaps because of how his father treated him". Father

is a computer systems analyst. He is perceived as "strong-

willed, arrogant, determined" and someone who "cannot suffer

fools, fascists, but has a sense of humour and cares for those

he loves".

Iain thinks that his father's arrogance and the fact

that he does not suffer fools has been an influence on him. His

mother's ability to see the needs of others has also been

influential. He senses that his personality has been "forged

through friendships/relationships". Only three indicators of

his personality are provided. He says that he is "arrogant,

hot-tempered yet sensitive, cynical to certain aspects of

life". Iain considers his strengths to be sensitivity and

having a sense of humour, and his weaknesses as cynicism,

intolerance, and a quick temper.

Hogan Personality Inventory   The Primary Data may be

found on the next page and in Appendix B - D. Validity is low

at 36 and this indicates that Iain has not taken the test very

seriously. However, the raw score is high enough to include the

data. Intellectance is low and this does not concur with the

case data where he gained nine 'O' levels and three 'A'

levels.. Adjustment is low but there is evidence in the case

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : IAIN   Gender : MALE

		1	2	3	4	5	6
	Val	Int	Adj	Pru	Amb	Soc	Lik

Primary Profile Scores:
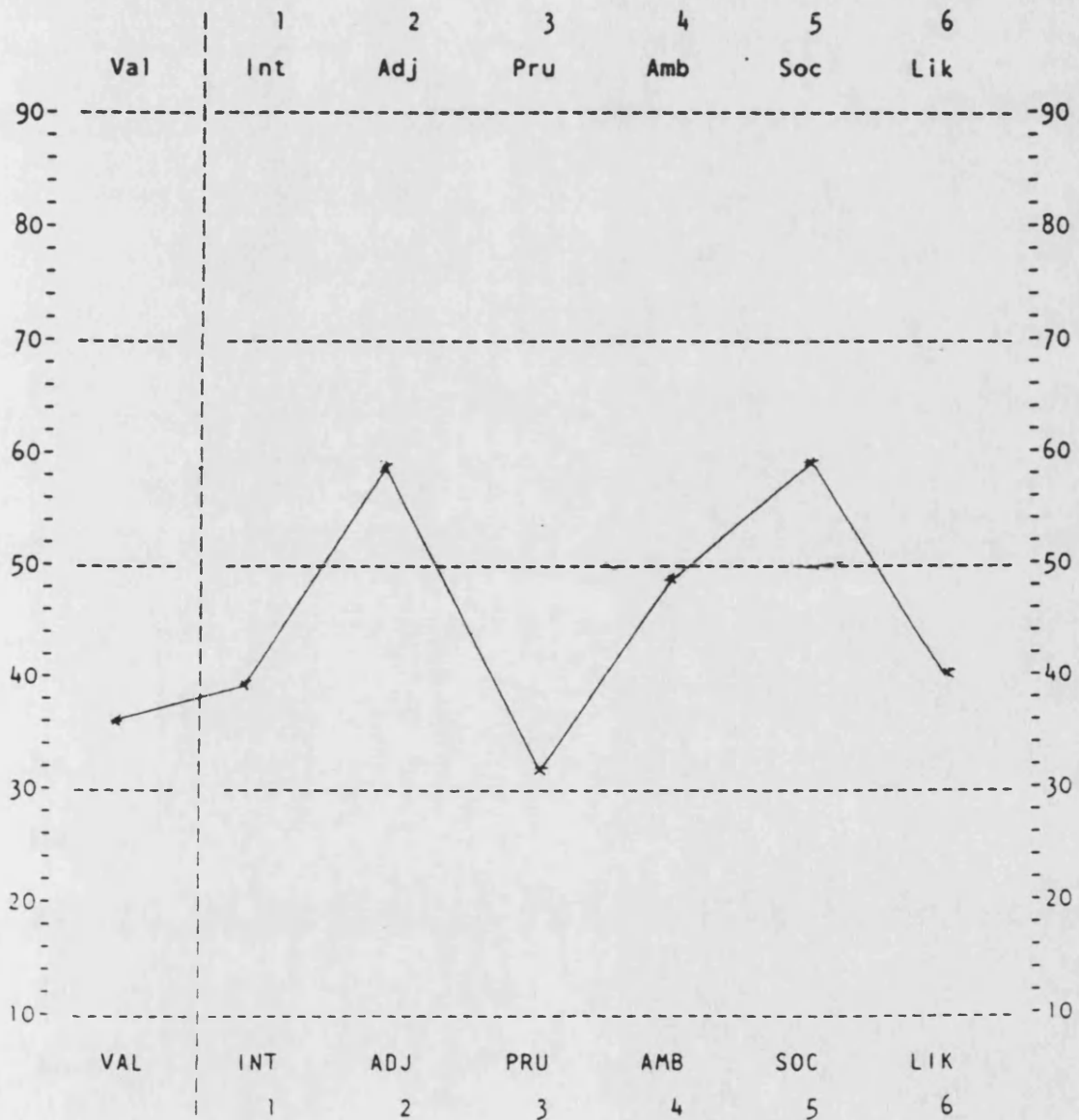
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
	1	2	3	4	5	6
Raw	11	12	33	19	18	17	20
T	36	34	58	41	49	54	40

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data that Iain is brittle, moody and irritable. A Prudence raw

score at 19 is very low when Hogan gives a low raw score of 28.

Iain appears to be a free thinker and assertive and whilst the

low score is way beyond the reality of the situation it does

give an indication of this aspect of his personality. Hogan

(1986:p22) points out that "If low scores on Prudence are

combined with low scores on Adjustment... and high scores on

Sociability... then persons with such a pattern of scores may

be considered prone to antisocial conduct." This would seem

just the case with Iain. With Likeability being low at 40 Iain

appears to be moody, intolerant, unfriendly, hot-tempered and

having little empathy no matter what his intentions might be.

On the face of it, with Iain's intellectual ability,

he should be able to provide and interpret social cues.

However, his role model of father and some apparently inherited

general characteristics, have caused him to be socially inept.

The case data has to be taken alongside the personality

inventory to get the true picture and see why his peers have

placed him low in social ability. The major characteristics of

high social ability -able to communicate with all social

groups; displays a happy, friendly and open disposition; shows

consideration; able to establish rapport; has empathy - are not

present here and one can see the market difference in

personality between Iain and individuals like Jill, Alistair or

Tim.

Carol

She was designated by her peers as being socially

very able. Born in Liverpool in 1965 and educated at a

comprehensive school, she gained thirteen subjects at 'O' level

and four at 'A' level. Presently she is studying at the

University of Exeter. All school subjects were enjoyed and

relationships with teaching staff were excellent. Carol

commenced a BSc. degree course in chemistry at Leeds University

but transferred to Exeter "due to the non-vocational nature of

the course and a definite lack of contact with people". Carol

has two elder sisters and an elder brother. She felt that

school gave her a very broad outlook on life and practical

experience for dealing with people and situations.

All grandparents had died before Carol was born and she knows little of them. Carol's mother was orphaned aged seven and brought up by mother's sister. She was educated at a grammar school and trained as a domestic science teacher. Carol's relationship with her mother is "more of a friend than a mother" and she states that their relationship is "excellent" and "someone I respect very deeply". Mother teaches in an infants' school and enjoys her work a great deal. She is perceived as "very shrewd and down-to-earth, says exactly what she thinks, understanding and extremely tolerant. Very lively and extrovert, great integrity".

Father gained a degree in chemistry at Liverpool University and is the son of a policeman and milliner. He is seen as being a reliable person with a great deal of energy. Carol finds him interesting to talk with and very honest in his opinions, but that he never expects people to agree with him just for the sake of it. She has a good relationship with her father and finds him very understanding.

Both parents treat Carol and her sister as

individuals. She is uncertain who has affected her most in her life. Of her own personality she says that she is "modestly extrovert" and that she "enjoys being with and meeting people". She is a down-to-earth person and forthright in her opinions. Her strengths are seen as being able to get on with people, enjoying the company of others, listening to people, and trying to "put myself in other people's position and situations". However, she feels that she is "indecisive, lacks confidence" in her abilities, is a "perfectionist in some things" and "lacks motivation to do academic work."

Hogan Personality Inventory   The graph of primary scale scores is to be found on page 452 and further data in Appendix B-D. Validity is acceptable at 47 and thus the data should be reasonably accurate. The scale gives a low score for Intellectance and yet the case data shoes that Carol is good at passing formal exams. The HICs show that she has a good memory and this may be a significant pointer to that. Adjustment is low here and whilst she may not appear to be anxious, there is anxiety present as the HICs indicate as well as some self-doubt. Prudence is low and to some extent this

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : CAROL   Gender : FEMALE

		1	2	3	4	5	6
	Val	Int	Adj	Pru	Amb	Soc	Lik

| | VAL | INT | ADJ | PRU | AMB | SOC | LIK |
| | 1 | 2 | 3 | 4 | 5 | 6 |
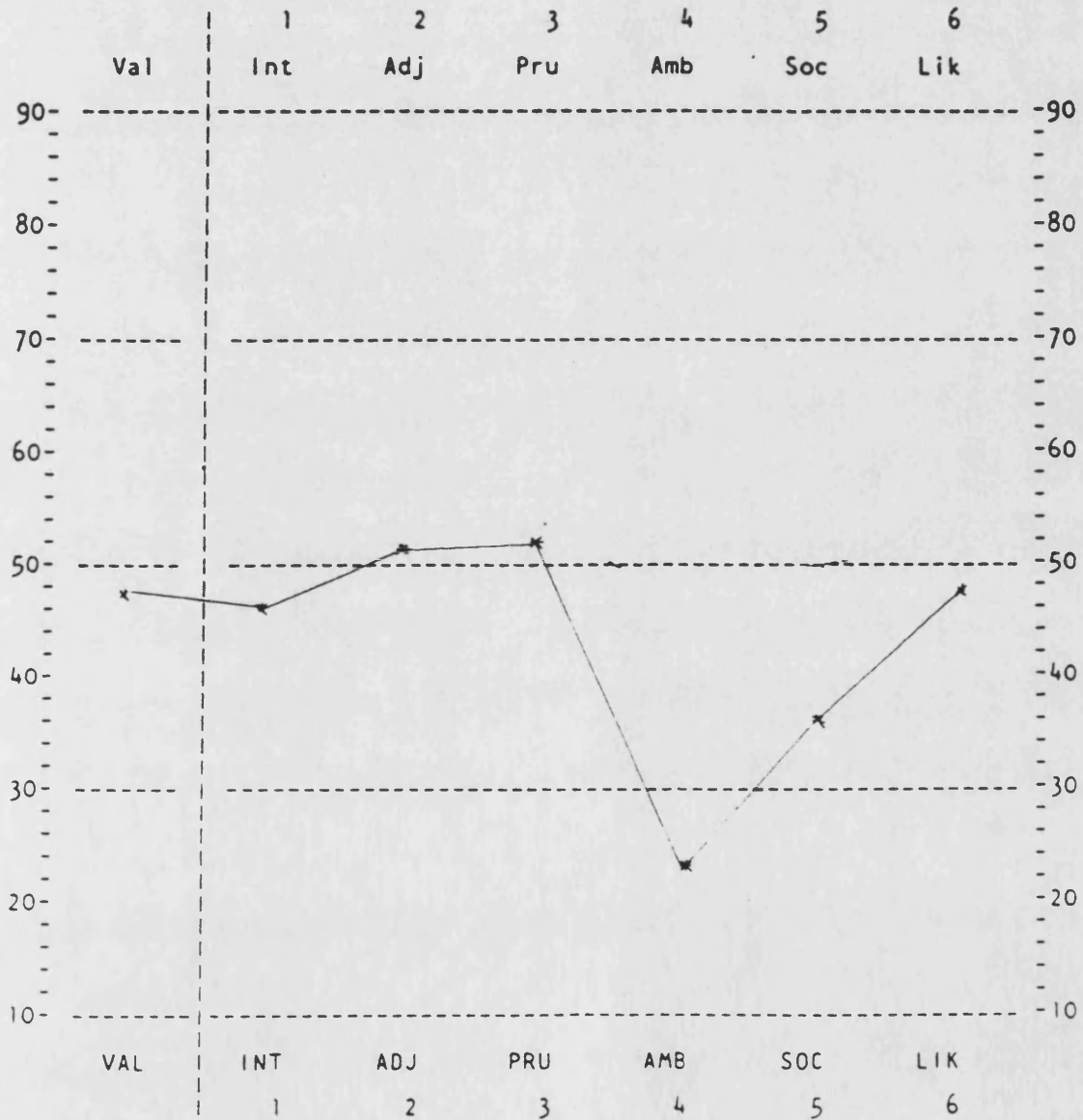
Primary Profile Scores:

Raw	13	16	28	28	4	7	22
T	47	46	51	52	23	36	47

concurs with what Carol indicates as being mildly extrovert and linked to the low score on sociability and ambition this confirms her lack of confidence and generally conventional behaviour.

Likeability is average for the population and yet this is the factor one would expect to be high. The case data indicates that she likes people and enjoys being with them and she was designated by her peers as being socially able. The case data indicates that she has much empathy and is tolerant. Her data is most interesting in that there is a conflict between the results of the personality test and the information in the case study. This introverted, quiet, intelligent, and rather insecure girl obviously has the respect of her peers and yet does not have the overall pattern of personality one would expect. The two major characteristics on which there is agreement, and which appear significant, are empathy and honesty. She is perceived as caring and willing to listen as well as being true and reliable in what she says. Ifeel that Carol's case is an important one as, inspite of her own anxieties, some introversion and perhaps some moods, her

humanity comes across. She genuinely likes people, cares about them, is willing to listen and is not afraid to exhibit her real self.

Stephen

Designated by his peers as having low social ability, Stephen was born in Bristol in 1965 and went to a comprehensive school. He left school with six subjects at 'O' level and then went to a College of Further Education where he undertook the Ordinary National Diploma in Hotel and Catering Management and then went on to achieve the Higher National Diploma. He enjoyed school, particularly meeting people from different backgrounds, and he liked the pressure and tension of examinations.Two things he disliked were "inflexible rules which some teachers carry out regardless of differing circumstances" and "research-based projects". Stephen was expelled from his school and this has had a marked effect on him. It was the kindness of people around him that he will most remember and it has "made me more

determined to pass my exams and get a decent job, to repay the
help from friends, and to show the school how poor their system
and judgments were."

The maternal grandmother is seen as stern but kind,
and a person who liked socializing. Stephen never knew his
maternal grandfather, or his paternal grandmother. Of his
paternal grandfather he says that he was hardworking, kind and
even tempered, is not a great socializer, but that he gets on
well with him.

There is a close relationship between Stephen and his
father with many common interests which include rugby, cricket
and cross-country running. Father has "grafted hard to get
where he is" which is Managing Director of an aluminium
company. There is a great admiration for father. Of father's
personality, Stephen finds him "moody in the mornings", but
"jovial and witty in the evening, a good judge, fair and
understanding". After Stephen's expulsion from school, his
father dressed him down and then "assisted me greatly in my
quest to pass school exams and get into college. He made my
attitude more positive and determined."

It is obvious that Stephen's expulsion from school

has affected him as he keeps returning to it. Three times he

refers to his personality and attitudes being affected by his

friends who helped him and his determination to succeed and

keep out of trouble. He sees himself as "pretty consistent,

cheerful, polite, kind, and considerate. Although, stupid rules

and inflexible people irritate me sometimes to the point where

I almost explode". He is very determined and now manages to

keep a check on himself because it could ruin what he has built

up. His strengths are seen as being hardworking, thoughtful,

having a good memory, being physically strong, and able to

respond well in a team situation. Getting bored easily and

losing concentration so as to make mistakes is seen as a

weakness. Sometimes he gets frustrated and makes pointed

comments which does not help matters.

Hogan Personality Inventory   Detailed data

may be found on the next page and in Appendix B - D. Validity

at 58 is satisfactory. Intellectance is low but that is in line

with the case data as he approached the HND via the OND which

is less demanding. Stephen has a good memory as he has

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : STEPHEN   Gender : MALE

Primary Profile Scores:
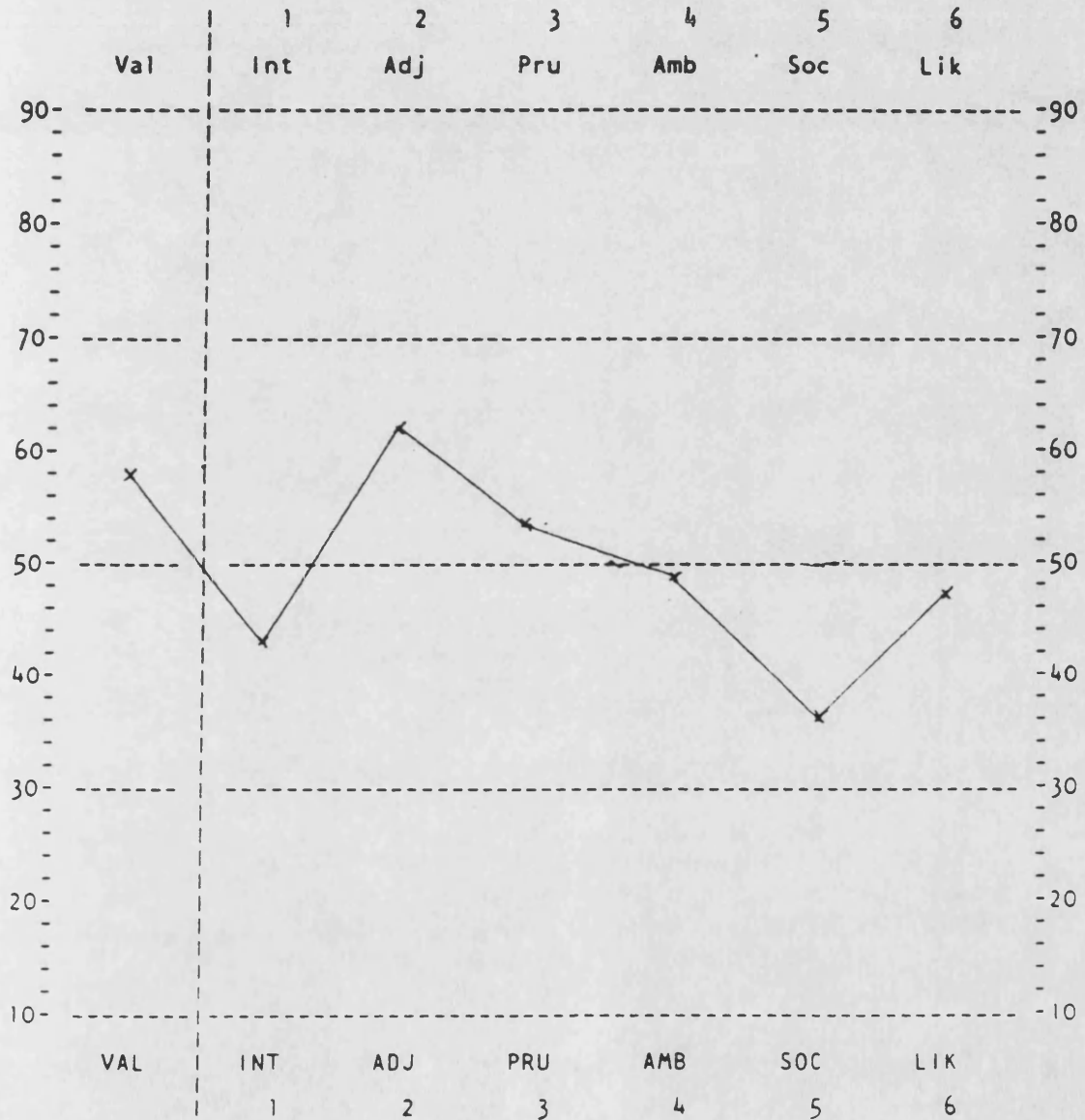
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	15	14	35	29	18	7	22
T	58	43	62	53	49	36	47

indicated but other aspects of intellectual ability are poor.

Adjustment at 62 is above average for the population and

Stephen would seem to be calm, confident, and outgoing. He

gives an outward appearance of confidence but from personal

knowledge he can get frustrated and brittle. Prudence is above

average and yet Stephen does tend to be impulsive and assertive

rather than calm and circumspect. Ambition is low at 49 and yet

Stephen tells in the case data of his ambition to achieve

success. Within this factor, the HICs show leadership and

competitive to be quite high. This is consistent with his love

of team sports.

Sociability at 36 is very low and is indicative of my

knowledge of him as being quiet, shy and inhibited. In many

ways Stephen is just that, and yet he can break out and be

rowdy and assertive. I suspect that the score is low because he

has been careful in answering questions of a certain tone due

to his expulsion experience. Likeability at 47 is above average

and seems to be a good indicator of empathy. What is indicated

in the HICs is that Stephen can be moody and yet has this

desire to be friendly and supportive.

His is a complex personality coloured by the traumatic expulsion in his adolescence. I feel that the key to Stephen's character is threefold. Whilst he can be dependable, self-confident and congenial, he is also reserved, a loner and moody. The potential for making trusting relationships is there but he is unable to provide the right cues and to receive reciprocal ones. Parental models are satisfactory but perhaps the verbal ability and mental agility is not sufficient to overcome other barriers.

Alison

Designated by her peers as having high social ability, she was born in Bedford in 1964 and educated at a comprehensive school. She has an elder sister. Alison has eight subjects at 'O' level and three at 'A' level. Generally, she enjoyed school, particularly the fifth and sixth form, but she felt that she was not particularly well prepared for her 'A' level examinations. English was found to be enjoyable, but

mathematics was not. School has been quite an influence on her as she was taught to think and the world and its problems were revealed to her. "The ability to read a book and feel more than its surface value, the ability to discuss thoughts and ideas, and then expand on your own" were all appreciated. To realize that there was more than one solution to any problem was also helpful.

The maternal grandmother really acted as a second mother to Alison and they are very close. She was gentle, extremely good-natured, with an excellent sense of humour. "Although quiet, she had an extremely strong personality and was, in fact, a driving force." Of her grandfather, she says that whilst he was large in build he did not have a strong personality. He considered himself a 'man's man' but was very kind and generous and enjoyed telling stories which were usually a little exaggerated. The paternal grandmother was not particularly close as other grandchildren in the family seemed to come first. She was very friendly and jovial but not always fair. The paternal grandfather is described as "the odd one out in the family, really in a world of his own. He had a good

heart, with the best intent, although this was not always

evident. An avid reader, but a bad loser at games."

Mother was born in Liverpool, the second child and

ten years younger than her sister. The family was close and

childhood uneventful. Educated at a girls' grammar school, she

went out to work at fifteen. Mother now works as an internal

sales engineer with a well-known instrument company. Alison and

her mother are very close and they always discuss things like

politics and religion quite freely. Mother is seen as having "a

strong personality" and since father's death, mother has made

Alison and her sister very independent. She is kind, generous,

and a little erratic at times. Sometimes she will take offence,

even when none is meant. She has a good sense of humour and

mixes well. Practical, friendly, usually smartly dressed, she

does have "a tendency to be depressed but this is usually

because she is by herself".

Father came from a large family and was the second

eldest son. His education suffered because he had to look after

his young brother and sisters. During his National Service

training he won the top award. He is remembered as an avid

reader, easy going, keen on sport and physical fitness, and with a good sense of humour. He tended to be a little jealous but on the whole was "very straight forward". Father was a policeman and in 1970 died leaving mother to look after Alison and her sister.

Alison feels that her mother has been a profound influence on her and has brought her up to be independent. A friend of her mothers, who has strong views on politics and life itself, has also influenced her. "From the age of fifteen she has made me think sensibly about different aspects of life, and given me confidence to express my own views...the age gap did not matter." Working abroad as part of her management course has opened her eyes to "the ways people live, the poverty that exists, the disabilities, and the simple good nature of people." Her English teacher has also been an influence in relation to human motives and actions and "why people are as they are".

She feels that she is fairly easy-going and does not like to annoy or drive people to anger. She is calm usually but on occasions may get annoyed enough to "explode". "I am not

very open. I keep personal thoughts and worries to myself. I'm
not given to talk about them. I dislike showing emotion,
particularly when I'm upset. I can change from mood to mood
quickly and often for no apparent reason. If I do something I
like to see it done properly; I'm not satisfied with a half
attempt and I expect the same from others. I can be very
critical if I don't think something is right, but I hate to
upset people. I am extremely stubborn and I won't be pushed
into doing anything. I only learn by my mistakes. I do suffer
from bouts of depression." Alison's good points are seen as
determination, friendliness, communication, genuine care for
people. Her bad points are being stubborn, obstinacy, being
critical, and expecting too much of others.

Hogan Personality Inventory   The graphed
primary data can be found on the next page and further details
in Appendix B - D. Validity is quite high and so Alison has
answered in a serious fashion. Intellectance at 54 is high and
the HICs are indicative of a good memory and broad interests.
Adjustment is low at 37 which confirms the moodiness, anxiety,

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HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : ALISON   Gender : FEMALE

	1	2	3	4	5	6
Val	Int	Adj	Pru	Amb	Soc	Lik

Primary Profile Scores:
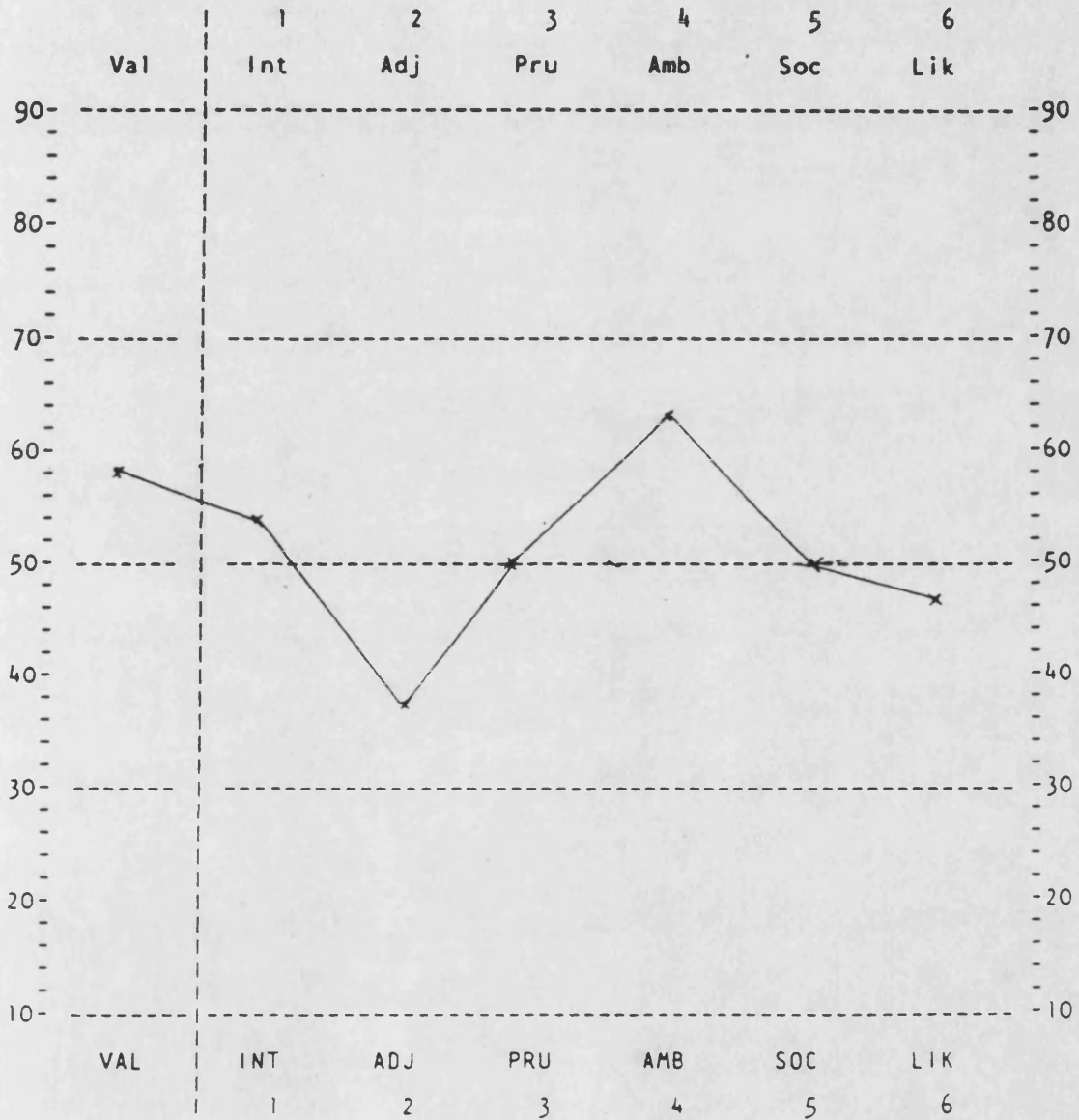
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	15	20	19	26	25	18	22
T	58	54	37	50	63	50	47

and self-doubt that Alison has already mentioned in the case data. Prudence is low and taking Hogan's (1986:p22) comments about the interaction of low adjustment, low prudence and high sociability, there should be some antisocial conduct shown in Alison. Ambition at 63 is very high, but Alison does admit to being independent, hard-working and being a perfectionist. Sociability is high at 50 and this is in line with her verbal ability, friendliness, and critical attitudes. Likeability is average and this would be the balance in character between being independent and friendly, moody and warm, hot-tempered and tactful. It would appear from her comments that she has empathy and this is perhaps what her peers recognized.

Alison is a complex character with a number of contradictions about her. She can be friendly and yet moody, easy-going and yet a perfectionist, calm and yet critical. She certainly can be moody, scathing, and suffer bouts of depression and yet her peers have selected her as socially able. Empathy is certainly present. She does have control over her emotions, verbal ability, broad interests and the intellect to provide and interpret the right social cues. From what she

says about her parents and grandparents, she has had some good

role models to draw on.

Adrian

Adrian was designated by his peers as having low

social ability for the group. His questionnaire was filled in

inadequately and he was unwilling to answer my verbal

questions. The Hogan Personality Inventory, however, was

answered fully.

Born in Torquay in 1966, he was educated at a local

secondary modern school and and at a College of Further

Education where he undertook a carpentry and joinery course for

City and Guilds. He has five C.S.E. subjects but does not state

at what grade. At school he disliked maths but enjoyed art and

joinery. His father works for British Rail and he has two older

brothers and one younger. The relationship with his parents is

described as good. Adrian describes his own personality as

"good, friendly and generous".

Hogan Personality Inventory   The graphed

primary scales may be found on page 468 and in Appendix B - D.

Whilst Adrian did not put much down on the questionnaire, he

did answer the Inventory quite well with a Validity of 58.

Intellectance is low at a raw score of 10 when 17 and above

refers to the top 60% of the population. Adjustment is very low

and indicates anxiety, moodiness, impulsivity and a brittle

personality. The HICs indicate that he has anxiety over social

matters. In my initial meetings with him he appeared to be

moody, impulsive and not very well organized. Prudence is very

high and would indicate conscientiousness, hard-work,

dependability and a serious character. Ambition is low at 44.

Sociability is high and the HICs indicate that he 'likes

parties', is 'exhibitionistic' and 'expressive'. Likeability is

high at 66 and is indicative of empathy, warmth, helpfulness,

and tolerance.

The two major factors affecting Adrian would seem to

be low intellectance and low adjustment. The group saw him as

"a laugh" but that is all. Good at his job, friendly,

extrovert, he was also capable of mean acts and moodiness.

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : ADRIAN   Gender : MALE

Primary Profile Scores:
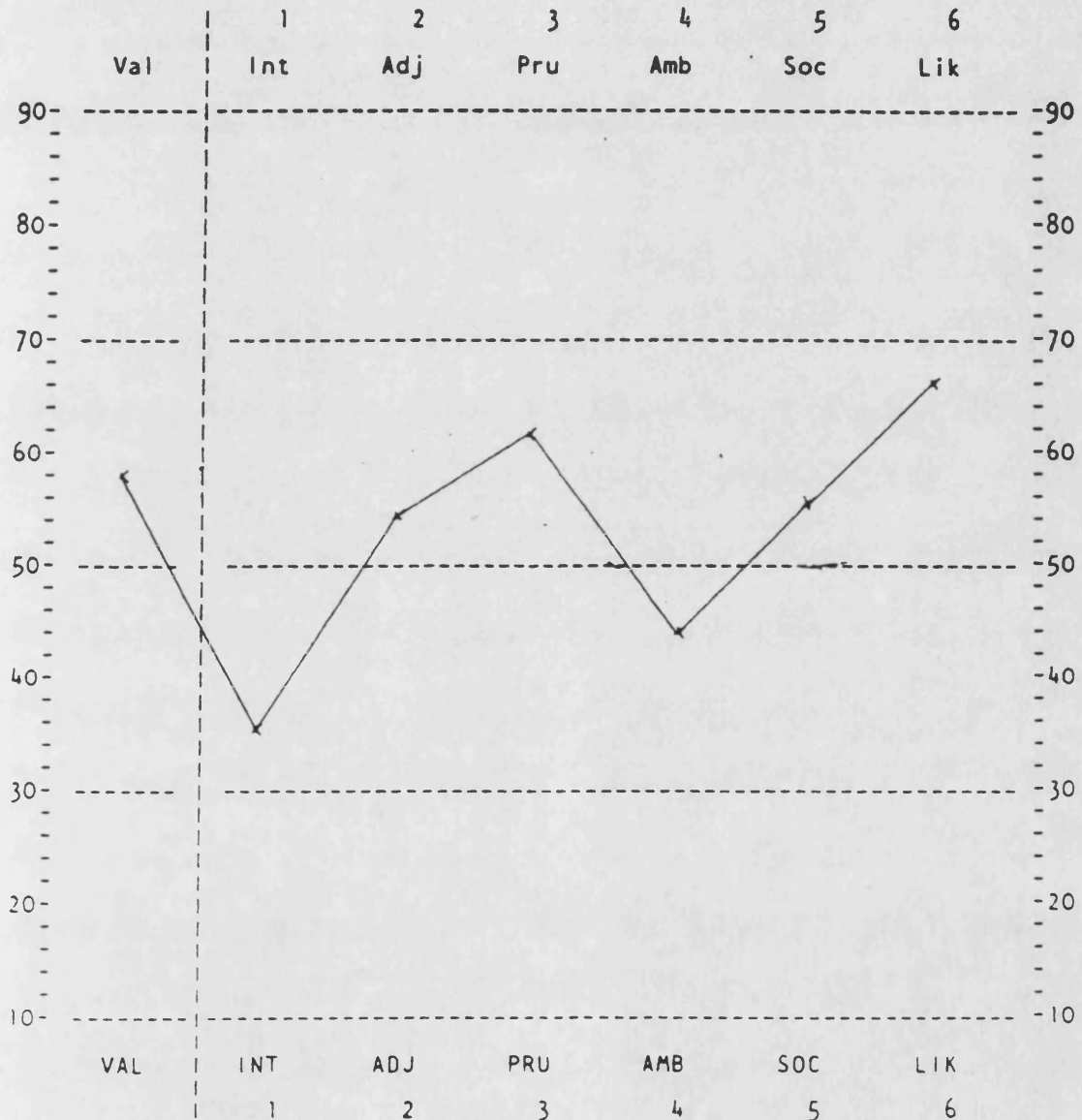
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	15	10	30	36	15	15	27
T	58	35	54	61	44	55	66

Whilst he appears to be very sure of himself, there is some

social anxiety and one suspects that he is not very able at

interpreting social cues. There would seem to be empathy

present in his character but he just is unable to present

himself as a serious and caring individual.

Graeme

He was designated by his peers as being socially

able. Penzance, Cornwall, is his birthplace in 1966 where he

attended a local comprehensive school. He obtained six C.S.E.'s

and six G.C.E.'s at '0' level. He went to a local Further

Education College to undertake an Ordinary National Diploma in

Hotel and Catering Management and then on to a larger college

for the Higher National Diploma. Graeme enjoyed school as he

did college, particularly the practical subjects. Formal

lectures were disliked and maths, but he enjoyed such things as

school trips. At college he was a diligent student who tried

for perfection in all he did.

Graeme has a younger brother who works on a local farm. They are very close, but unlike Graeme, he has no ambition and is quite happy to remain at home. Living away from home for the first time during his college course, Graeme found that he began to understand himself and be himself for the first time.

Maternal grandmother is perceived as "very sensible and an understanding person" and Graeme is close to her. She has always looked after the family and run his parent's guest house. Grandfather is looked on as the head of the family and Graeme says that he is very much like his grandfather. The paternal grandmother is "an example to anyone". She is a farmer's wife and has raised a large family. Never ill, set in her ways, and a lover of country life, she is viewed with affection. Grandfather is "looked after by my paternal grandmother, worked hard as a tenant farmer and could have done more with his life."

Mother had a Methodist upbringing, was educated at a grammar school, and married early. Graeme says that his mother "missed a lot as a child but made sure her children never

missed out on anything". He remarks that, "My mother is who I feel totally responsible to. We are very close indeed, but we haven't had deep heart-to-heart talks. I treat her as I think a mother should be treated, respect, helping her as much as possible. I can't imagine life without her." Mother looks after the house, takes in bed and breakfast, likes farm work, and enjoys entertaining. Mother's personality is seen as "alert, the leader in the family". She has a temper when irritated or annoyed, is very open-minded and "alert to modern-day living". She is organized but not necessarily in the home, and determined.

Father is a farmer's only son with three sisters. Graeme does not see him as having a "great intellect" and says that he has no ambition. He is not as close to his father as he is to his mother. They never fall out and he is always there to be talked to freely. He is regarded by Graeme as the centre of the family. He is "very placid and would do anything for anybody". He has no temper, is understanding about family relationships, open-minded, and yet is quite emotional.

One person who has influenced Graeme a lot is his

maternal grandfather. As they look very much alike, have similar attitudes and intelligence, he leans towards him. "His success even in his own sphere has influenced me to follow in his good example." A further influence, perhaps not for the good, were his college colleagues. They brought out the "negative traits" in him which he describes as "stronger attitudes and argumentative factors".

As to his personality, Graeme describes it as "very open-minded and able to understand anyone's attitude and point of view". He feels that he can be selfish in liking his own company and doing what he wants without considering others. He "always looks at things logically, usually critically, to gain a positive result". One of his major traits is that of a sense of humour. "Always game for a laugh and enjoyment" is a mark of Graeme and yet he has the ability to "know where my priorities are". He lists his strengths as being open-minded, ambitious, a quick thinker, a natural leader/organizer, and understanding with other people's attitudes and actions. Of his weaknesses, he lists selfishness, possessiveness, sometimes disorganized, and critical of irregularities in routine.

Hogan Personality Inventory   The primary data in

graphical form may be found on the next page and further data

in Appendix B - D. As Validity is 52 we can expect the data to

be accurate as Graeme has answered in an honest way.

Intellectance at 37 is rather low but Graeme tends to be a

'plodder' in my view, having taught him for three years, rather

than intellectually bright and this has produced successful

school and college results. Adjustment at 57 would indicate

that there is some anxiety, self-doubt and irritability. Close

observation does show Graeme to be capable of moods and

aloofness as I have observed. Prudence at 59 is high and Hogan

(1986:p22) describes this factor in terms of "conscientious,

dependable, and honest, and also rigid, critical, and

inflexible". In many ways this applies to Graeme. The case data

would confirm this in his attitude to his father and his

admission that he is selfish and critical.

Ambition at 57 is high as the case data would

support. He certainly has leadership qualities, impression

management and is competitive as observed when he was on the

committee of the Students' Union. Sociability is high at 62 and

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : GRAEME   Gender : MALE

Primary Profile Scores:
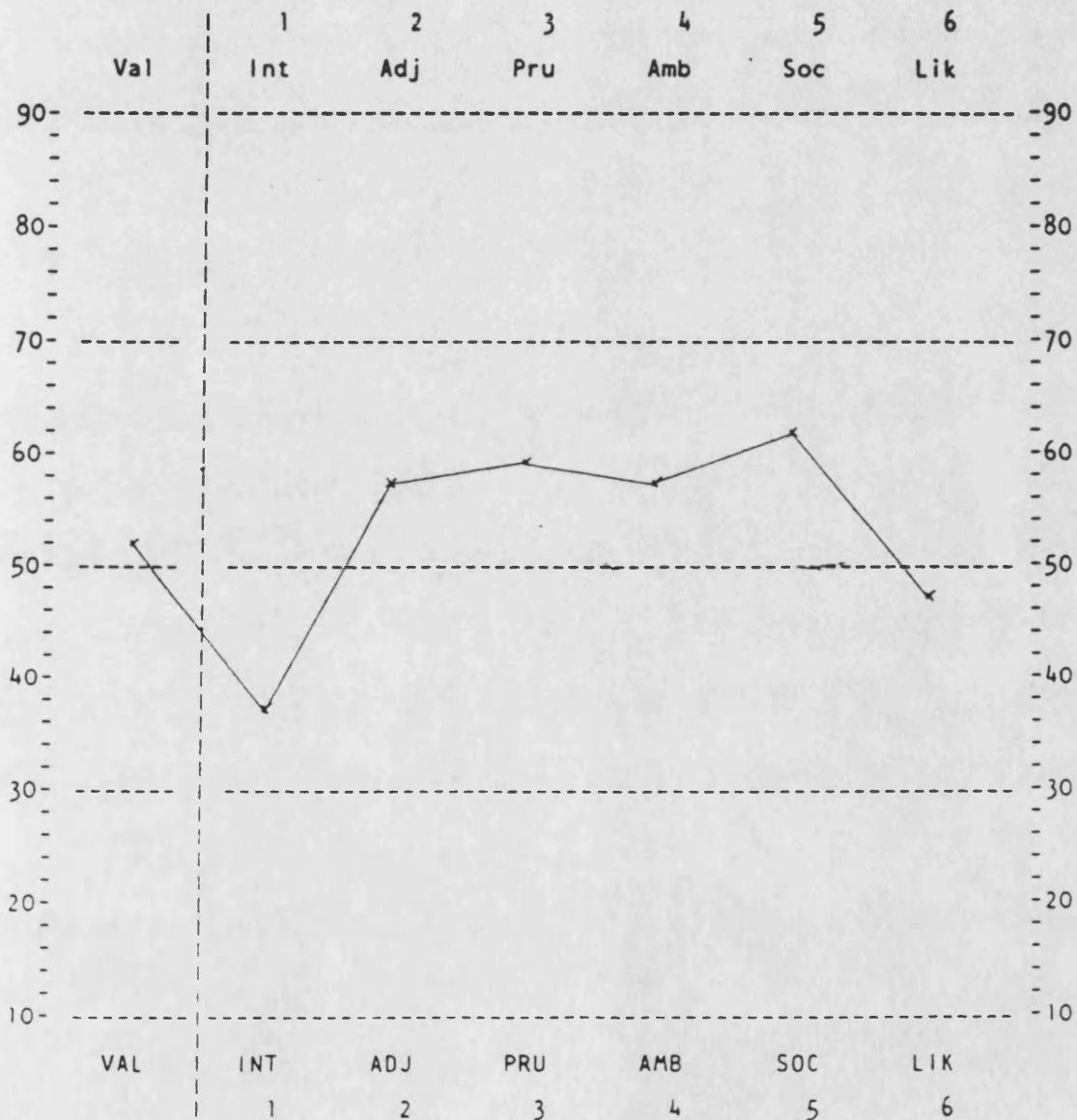
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	14	11	32	34	22	18	22
T	52	37	57	59	57	62	47

leadership plays a large part in this as well as his love of

having a joke. When Hogan (1986:p22) describes this factor as

"outgoing, talkative, happy, ambitious, spontaneous, and

perhaps exhibitionistic" he describes Graeme. Likeability at 47

is between the high and low scores for the population. We might

expect this, as Graeme can be both warm and empathic as well as

selfish and aloof.

Graeme has many of the characteristics that have been

found to be peculiar to high social ability.(Statements

1,2a/b,4,7,8,12,13,14,15,16,22 - see pages 186-187.) He is an

able communicator, shows consideration and establishes rapport.

He is quite intelligent, has empathy, energetic and able to

respond to social norms. However, he can be moody and selfish

and at times seek his own company. He may be anxious but has

the ability to handle this. In short, maturity and experience,

together with good role models have combined with general

personal characteristics to provide that personality acceptable

to peers and others.

Mark

Designated by his fellows as having high social ability, like Adrian he was a member of a carpentry and joinery course for City and Guilds. He was not very helpful with personal details and attitudes and yet completed the Hogan Personality Inventory in a satisfactory manner.

Born in Torquay in 1967, he went to a local secondary modern school where he gained three 'O' levels and four C.S.E.s. At present he is at a College of Further Education undertaking a 'sandwich' course. He enjoys the practical work associated with his job but not the theoretical work associated with the college. Nothing else is indicated about himself or his family and he was not interested in further discussions.

Hogan Personality Inventory The primary data for Mark, in the form of a graph, may be found on the next page and other statistical data in Appendix B - D. Validity is low at 36 and thus Mark has not given much thought to his responses. However, it is just high enough to be statistically

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : MARK   Gender : MALE

		1	2	3	4	5	6
	Val	Int	Adj	Pru	Amb	Soc	Lik

	VAL	INT	ADJ	PRU	AMB	SOC	LIK
		1	2	3	4	5	6

Primary Profile Scores:
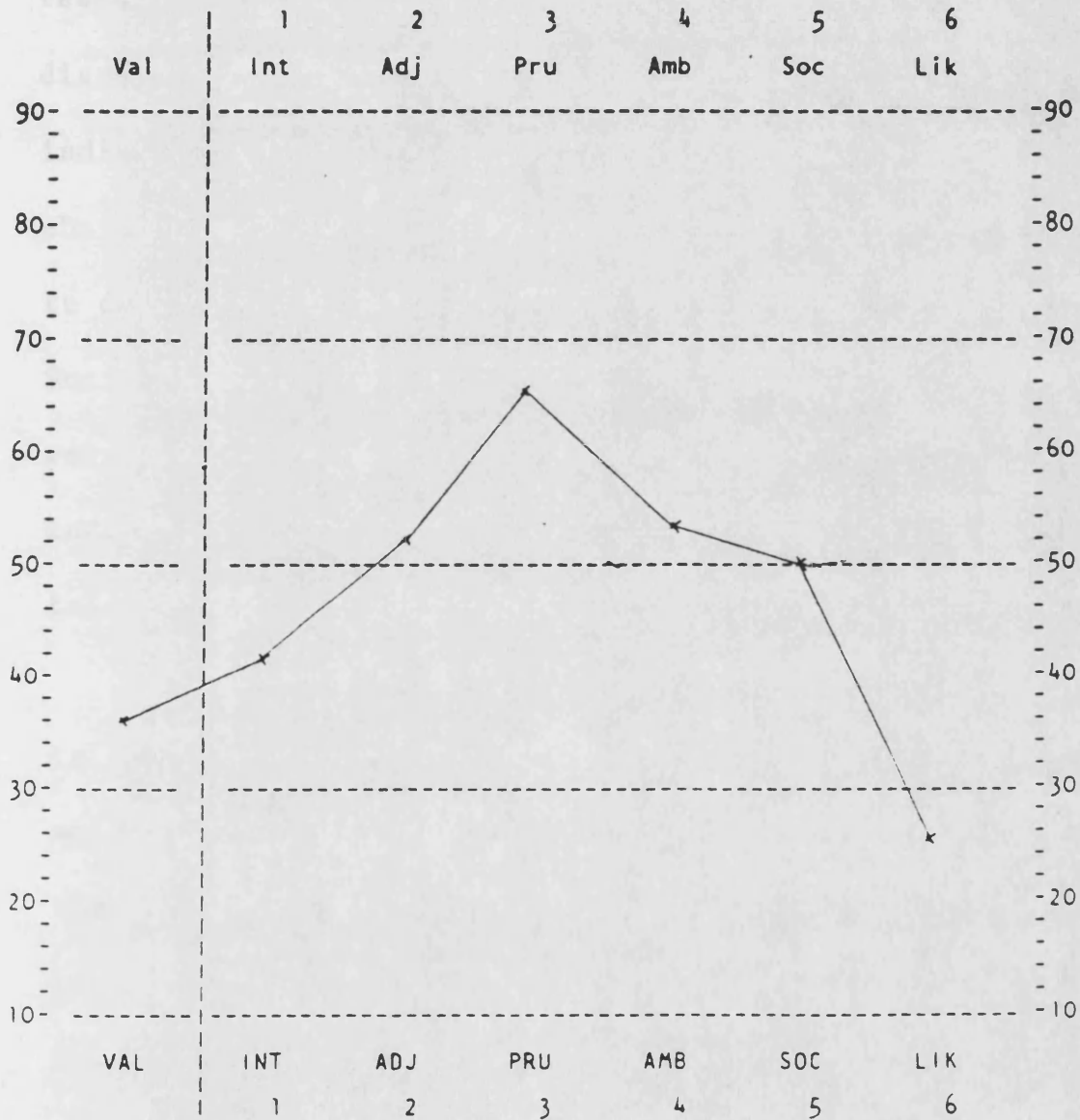
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	11	13	29	39	20	13	16
T	36	41	52	65	53	50	25

acceptable. Intellectance is low and the HICs indicate that his

ability is in the fields of science and intellectual games.

Adjustment at 52 is low. His lack of involvement in the

research is somewhat indicative of anxiety, irritability,

dissatisfaction and self-doubt. Prudence at 65 is high and

indicates the hard-working, critical and dependable side of his

character. Ambition at 53 is average and indicative of a desire

to do well, not to conform and a willingness to be social.

Sociability at 50 is quite high and indicates Mark's outgoing,

warm and friendly nature. However, Likeability is low and may

indicate that he is self-centred and moody with little

toleration.

Mark's profile is rather imprecise as the case data

is sparse and the Personality Inventory not so accurate if we

accept Hogan's Validity interpretation. I understand that he is

the best worker in the group and considered to be more

intelligent than the rest. It may be that he has been selected

by the group on that basis rather than on his ability to build

trusting relationships within the group. He is somewhat of an

extrovert, as the Sociability score indicates, but he does not

have that deep feeling for people,indicated by the Likeability

score, that attracts secure and valued relationships. This case

has been included in the high sociability category as that is

what his peers indicated, but I feel that he does not compare

as well with the other cases designated as having high social

ability.

Sophie

Sophie was born in 1963 and has been designated by

her peers as having high social ability. Her father, a Naval

Officer, joined the Royal Navy when he was sixteen and has

served his country all his life. His present position is as

Naval Attache in one of the larger European embassies. For most

of her life father has been a figure who just visited the

family. His visits were happy ones and Sophie sees her father

as being commanding and expecting everyone to like him as a

matter of course. He is seen as a very outgoing man. In spite

of his exalted position in the Navy, he is not averse to washing dishes and generally helping with the children, cooking and cleaning.

Sophie has an older sister who is physically smaller. She has tiny hands, is partly deaf and had walking problems as a child. In spite of being two years older, the sister was always treated as if she were the younger. Both girls are often mistaken on the telephone as they both have the same tone of voice. They both get on well together. Sophie says that now they are older she relies on her sister quite a lot, particularly if she is emotionally upset. The sister is perceived as having a stronger character than Sophie.

The paternal grandparents are very different. Grandfather was in the Navy and grandmother came from a Scottish farming background, went to university, won a scholarship to Yale University in the United States of America where she read history. On the maternal side, both grandparents come from Devon. Grandfather was in the motor trade. However, he moved to Somerset and continued in business. He is described as "very outgoing".

Both Sophie and her sister were privately educated at a convent school up to the age of fifteen and then went to a girls' private school in Plymouth until the age of seventeen. Sophie gained seven G.C.E. 'O' level subjects and 'A' level art. She was a prefect at school. The convent school is described as "poor" and Sophie was very homesick. She frequently talked to her father about the school and he was most understanding. Father gave good advice as how to co-operate and keep out of trouble. In fact, Sophie is very bitter about her schooldays, which were hated, and this experience to some extent has turned her against religion. However, she would want her children to be Roman Catholic but not send them to a Catholic school. She feels that generally her school days were not a major influence in her life.

She has an energetic and extrovert personality. Emotions are shown easily and she is not ashamed to cry when watching a T.V. movie. When a fellow student had to make a speech and was very nervous, she "felt sick". In a crisis she gets rather emotional but when things get really difficult, she is quite capable of taking charge. However, she does not suffer

fools gladly and tends not to understand their difficulties.

She has a well-developed sense of humour and gets on well with

anyone who makes her laugh.

Hogan Personality Inventory   The primary scale

profile is to be found on page 483 and further data in Appendix

B - D. Validity is just acceptable at 31. Intellectance at 46

is average and this is confirmed by Sophie's school record.

Adjustment at 49 is low according to Hogan and indicates what

Sophie has admitted herself that she can be anxious, brittle,

impulsive, and self- doubting. Prudence is low at 47 and

provides the impulsive, unconventional, self-dramatizing part

of her life which is intimated at in the case data and a fact

for those who know her. Sociability is high at 55 whilst

Ambition is low at 36. The two would appear contradictory but,

in fact, produces a picture of an extroverted, colourful and

spontaneous individual who is content and satisfied with the

dynamic character that she is. Sophie is a 'larger-than-life

character' who has a heart and personality big enough for all

around her. Dramatic and emotional, prone to change in moods,

her humanity comes through. Likeability is average for the

HOGAN PERSONALITY INVENTORY PROFILE
PRIMARY SCALE PROFILE

Name : SOPHIE   Gender : FEMALE

Primary Profile Scores:
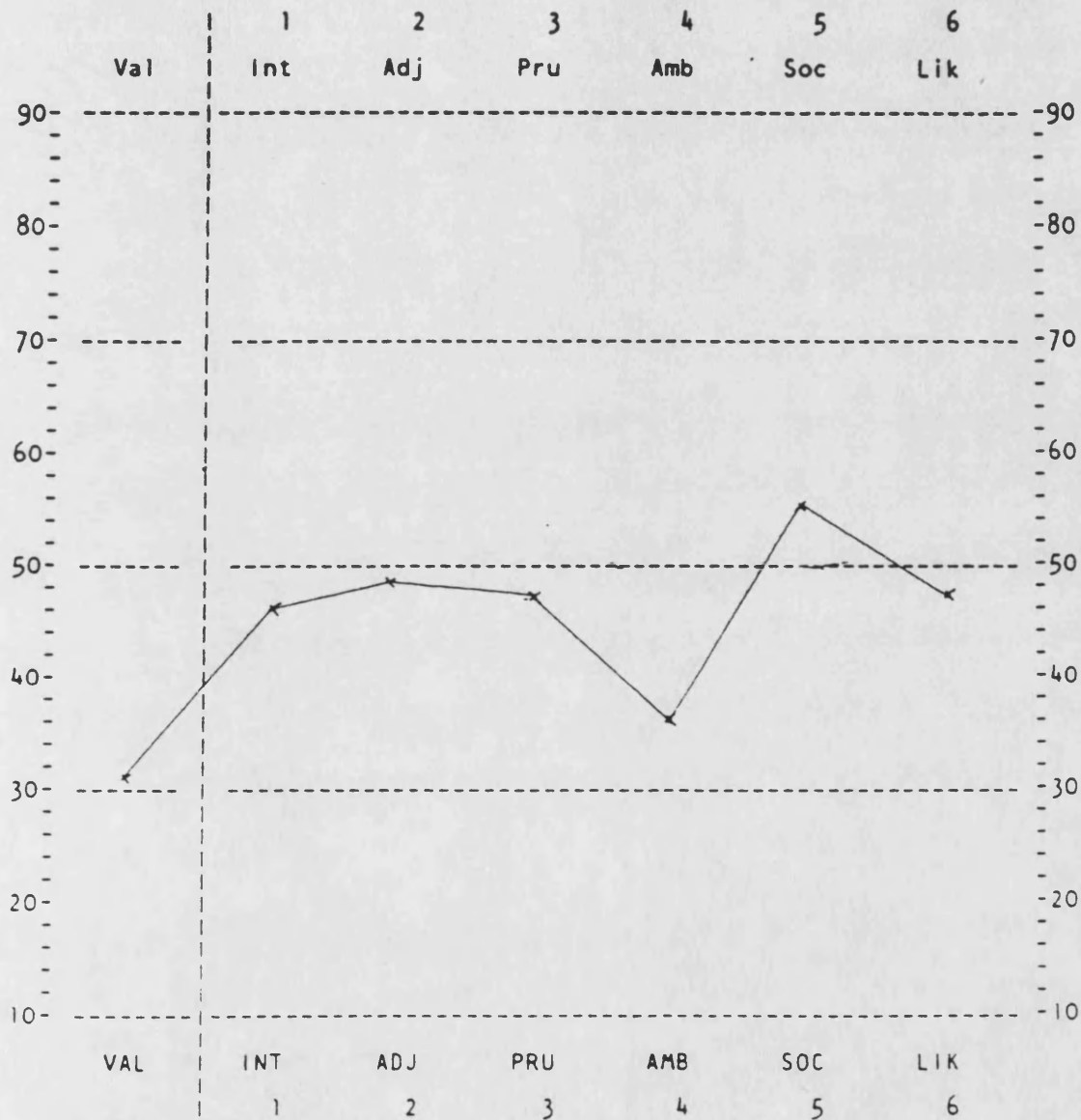
	VAL	INT	ADJ	PRU	AMB	SOC	LIK
Raw	10	16	27	24	11	15	22
T	31	46	49	47	36	55	47

population and suggests that she has empathy, is dependable and capable of warmth.

Sophie certainly has charisma. An able talker, she knows how to associate with all kinds of people. Her parents and grandparents have obviously been good models here. Self-assured and with a realistic self-concept, she handles her change of mood with style and where there is anxiety she is mature enough to share it, or hide it, according to the situation. It is clear that she interprets and provides the appropriate social cues. Having a sense of humour helps establish rapport. In short, Sophie would seem to have the majority of characteristics identified as present in the socially able. (Statements 1,2a/b,4,5,6,7,8,12,13,14,15,16,17,22 - see pages 186-187.)

The fifteen case studies of individuals selected by their peers with high or low social ability have now been described. I have attempted to relate their data to relevant points raised in the literature on personality, and to the characteristics that this research has identified as being common to the socially able. No attempt has been made to

tabulate the data in this chapter as I feel that tabulation

could not accurately represent the combinations of attributes

which make up each highly social individual. In the final

chapter the emergent points from various aspects of the

research, the literature, and the findings of Jarecky (1975)

will be drawn together and conclusions made.

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A P P E N D I X

Please answer the following questions as fully as you can. The information collected will be written up in the form of a case study. No name will be attached to that case study and so all information you provide will be confidential.

1. Name:

2. Date of Birth:

3. Place and Country of Birth:

4. Educational qualifications to date:

5. Details of schooling, further and/or higher education:

6. Present position:

7. What aspects of your education did you (a) enjoy and (b) dislike?

8.   How do you think your personality was affected by your educational experience, if at all?

9.   Parental Relationships:

9.1   Write briefly about your maternal grandmother.

9.2   Write briefly about your maternal grandfather.

9.3   Write briefly about your paternal grandmother.

9.4   Write briefly about your paternal grandfather.

9.5   Describe your mother in terms of her upbringing, educational background and the relationship you have with her.

9.6   Describe your father in terms of his upbringing, educational
      background and relationship you have with him.

9.7   What occupation does your father have?

9.8   Does your mother have paid employment? Please detail. If not, other
      than her domestic responsibility, what does she do with her time?

9. 9 Assess your father's personality.

9. 10 Assess your mother's personality.

10.   Do you have brothers and sisters? Please give details with their
      ages.

11.   Is there anyone in your family who has had a direct effect on your
      attitudes and personality? Please give details.

12. Who else that you have come in contact with has affected your
    attitudes and personality?   In what ways?

13. Please describe your personality as you see it.

14. What are your particular (a) strengths and (b) weaknesses?

HOGAN PERSONALITY INVENTORY
PRIMARY SCALE

RAW SCORE TO STANDARDIZED SCORE CONVERSION

	VALIDITY $\sigma=1.58$		INTELLECTANCE $\sigma=5.31$		ADJUSTMENT $\sigma=6.42$		PRUDENCE $\sigma=6.55$		AMBITION $\sigma=5.31$		SOCIABILITY $\sigma=4.12$		LIKEABILITY $\sigma=2.72$	
	X	T	X	T	X	T	X	T	X	T	X	T	X	T
IAN	11	36	12	39	33	58	19	41	18	49	17	59	20	40
CAROL	13	47	16	46	28	51	28	52	4	23	7	36	22	47
ALISON	15	58	20	54	19	37	26	50	25	63	13	50	22	47
STEPHEN	15	58	14	43	35	62	29	53	18	49	7	36	22	47
SOPHIE	10	31	16	46	27	44	24	47	11	36	15	55	22	47
ADRIAN	15	58	10	35	30	54	36	61	15	44	15	55	27	66
GRAEME	14	52	11	37	32	57	34	59	22	57	18	62	22	47
MARK	11	36	13	41	29	57	39	65	20	53	13	50	16	25
ALISTAIR	16	63	15	45	29	52	20	43	22	57	15	55	25	59
SIMON	14	52	28	69	11	24	20	43	16	46	12	47	24	55
JOHN	11	36	20	54	22	41	17	59	20	53	17	59	24	55
JILL	15	58	20	54	27	49	31	55	24	63	11	45	27	66
RACHEL	15	58	32	77	24	44	10	31	20	53	4	28	23	51
JOSEPHINE	14	52	23	60	33	58	39	65	21	55	15	55	23	51
TIM	14	52	18	50	34	60	22	45	18	49	17	59	21	47

Conversion derived as follows:

$$\sigma = \sqrt{\frac{\Sigma(x-\bar{x})^2}{N-1}}$$

where X = raw score
$\bar{X}$ = mean
N = number of cases
σ = standard deviation

$$z = \frac{x - \bar{x}}{\sigma}$$

where z = converted score

and

$$T = 10z + 50$$

where T = standardised score

The following is a description of the abbreviations used:

HIC Description	Abbreviation Used	Description	Abbreviation Used
Good Memory	MEM	Primary Performance Index	PPI
School Success	SCH	Validity	VD
Math Ability	MATH	Service Orientation Index	SOI
Science Ability	SCI	Resiliency Scale	RSL
Reading	READS	Reliability Scale	RLB
Cultural Taste	CUL	Clerical Potential	Clerical
Curiosity	CUR	Sales Potential	Sales
Intellectual Games	GAMES	Manager Potential	Manager
Not Anxious	ANX		
No Social Anxiety	SAX		
No Guilt	GUI		
Not Depressed	DEPR		
No Somatic Complaint	SOM		
Calmness	CALM		
Self Confidence	CONF		
Identity	IDEN		
Self-focus	SELFFOC		
Good Attachment	ATT		
Planfulness	PLAN		
Appearance	APPEAR		
Mastery	MAST		
Perfect	PERFECT		
Impulse Control	IMPCONT		
Avoids Trouble	TRO		
Not Experience Seeking	EXS		
Not Thrill Seeking	THS		
Not Spontaneous	SPONT		
Generates Ideas	IDEAS		
Leadership	LEAD		
Status Seeking	STATUS		
Impression Management	IMPMAN		
Competetitive	COMPETE		
Entertaining	ENT		
Ehibitionistic	EXHIB		
Likes Crowds	CROWDS		
Likes Parties	PARTIES		
Expressive	EXPRESS		
Easy to Live With	EASY		
Even Tempered	EVT		
Caring	CARING		
Trusting	TRUST		
Likes People	PEOPLE		
Autonomy	AUTON		
Validity Scale	VALID		
Intellectance	INT		
Adjustment	AD		
Prudence	PR		
Ambition	AM		
Sociability	SO		
Likeability	LI		

The output of HPIWORK lists the HICs and Scales in the following order:

1) MEM, SCH, MATH, SCI, READS, CUL, CUR, GAMES, ANX, SAX, GUI
2) DEPR, SOM, CALM, CONF, IDEN, SELFFOC, ATT, PLAN, APPEAR, MAST, PERFECT
3) IMP CONT, TRO, EXS, THS, SPONT, IDEAS, LEAD, STATUS, IMPMAN, COMPETE, ENT
4) EXHIB, CROWDS, PARTIES, EXPRESS, EASY, EVT, CARING, TRUST, PEOPLE, AUTON, VALID
5) INT, AD PR, AM, SO, LI, PPI, VD, SOI, RSL, RLB, CLERICAL, SALES, MANAGER

ID		Name															Age	Sex
001	01	IAN															20	M
1	2	5	3	0	1	1	2	0	0	3	5	4					} RIC'S	
1	3	5	6	3	3	2	2	1	1	1	0	1					}	
1	4	3	2	4	3	3	3	6	0	5	4	4						
1	5	5	0	3	5	5	1	4	1	6	3					← VALIDITY		
1	6	12	33	19	18	17	20	121		62	27	32	19	17	36	← SCALE SCORES		
*002	01	CAROL															21	F
2	2	4	2	0	4	1	2	3	0	4	6	2						
2	3	6	5	3	1	0	1	4	1	0	4	3						
2	4	3	6	1	4	2	0	0	0	1	3	1						
2	5	0	0	3	3	5	4	4	2	6	1	13						
2	6	16	28	28	4	7	22	149	13	65	31	53	17	10	34			
*003	01	ALISON															22	F
3	2	5	2	1	3	1	4	2	2	3	1	0						
3	3	4	6	2	1	2	0	0	2	4	5	1						
3	4	2	7	0	4	1	3	7	4	6	5	1						
3	5	4	2	4	2	5	3	4	2	6	2	15						
3	6	20	19	26	25	13	22	122	15	64	23	35	22	19	43			
004	01	STEPHEN															20	M
4	2	4	2	1	1	1	3	1	1	1	3	5						
4	3	6	6	4	1	6	3	2	1	2	4	2						
4	4	2	3	3	6	4	3	5	3	2	5	1						
4	5	2	1	1	2	4	4	3	3	5	3	15						
4	6	14	35	29	18	7	22	156	15	71	38	47	14	14	47			
*005	01	SOPHIE															23	F
5	2	3	2	1	1	4	3	1	1	4	2	2						
5	3	6	6	3	1	2	1	4	1	3	0	0						
5	4	3	6	1	4	2	3	3	0	5	0	4						
5	5	5	0	3	3	5	4	4	1	6	2	10						
5	6	16	27	24	11	15	22	122	10	58	22	42	19	16	37			
006	01	ADRIAN															20	M
6	2	1	0	0	4	0	0	2	3	2	0	4						
6	3	5	6	3	3	5	2	5	3	4	5	3						
6	4	3	6	1	4	2	3	4	2	2	4	2						
6	5	3	2	5	3	5	5	4	3	6	4	15						
6	6	10	30	36	15	15	27	144	15	67	33	44	17	13	41			
*007	01	GRAEME															20	M
7	2	1	3	0	1	1	2	2	1	1	6	3						
7	3	5	5	2	3	6	1	4	3	4	4	4						
7	4	0	7	1	5	2	3	6	3	6	4	1						
7	5	5	4	4	4	4	5	4	1	6	2	14						
7	6	11	32	34	22	18	22	133	14	68	30	35	17	16	48			
*008	01	MARK															19	M
8	2	2	0	0	4	2	0	2	3	1	3	3						
8	3	5	4	2	3	6	2	6	5	3	4	4						
8	4	3	6	2	3	3	4	4	3	4	5	3						
8	5	2	2	4	2	3	1	4	1	6	1	14						
8	6	13	29	39	20	13	16	137	11	56	38	43	16	15	34			
*009	01	ALISTAIR															23	M
9	2	1	0	1	4	1	2	3	3	0	2	5						
9	3	6	5	4	2	2	3	4	0	1	5	2						
9	4	0	5	0	2	1	4	6	3	4	5	2						
9	5	5	4	4	0	5	5	4	1	6	4	16						
9	6	15	29	20	22	15	25	132	16	70	28	34	15	13	41			
010	01	SIMON															21	M

10	2	5	3	4	4	2	3	3	4	.0	0	0			
10	3	2	4	3	0	1	1	0	1	3	3	3			
10	4	0	5	1	3	1	2	4	2	4	4	1			
10	5	4	2	3	2	5	4	4	2	6	3	■			
10	6	28	11	20	16	12	24	114	■	62	19	33	14	17	34
011	01	JOHN										20 M			
11	2	3	1	0	4	4	3	3	2	0	4	0			
11	3	3	5	2	1	4	3	1	2	0	0	0			
11	4	3	2	1	4	4	3	5	3	6	3	3			
11	5	4	4	5	1	4	5	4	2	6	3	■			
11	6	20	22	17	20	17	24	97	■	51	26	20	13	16	35
*012	01	JILL										20 F			
12	2	4	2	4	2	1	3	2	2	1	3	3			
12	3	6	6	0	1	4	3	6	1	4	4	2			
12	4	2	6	0	4	2	5	7	3	4	5	4			
12	5	3	1	3	0	5	6	4	2	6	4	■			
12	6	20	27	31	24	11	27	155	■	75	31	49	20	19	50
*013	01	RACHEL										21 F			
13	2	5	3	4	6	4	3	3	4	1	3	4			
13	3	5	6	3	1	1	0	0	0	1	0	1			
13	4	0	6	0	2	0	3	5	2	5	5	2			
13	5	2	0	0	0	5	5	4	3	3	3	■			
13	6	32	24	10	20	4	23	131	■	68	21	42	16	15	43
*014	01	JOSEPHINE										21 F			
14	2	4	3	2	5	3	2	2	2	4	5	5			
14	3	6	3	2	2	5	1	6	4	4	4	3			
14	4	2	7	1	4	4	2	6	4	5	4	1			
14	5	4	3	2	5	5	2	4	2	6	4	■			
14	6	23	33	39	21	15	23	154	■	71	38	45	19	18	41
*015	01	TIM										22 M			
15	2	3	1	2	3	2	3	0	4	1	6	5			
15	3	5	4	4	3	3	3	6	1	2	0	0			
15	4	1	7	0	3	2	3	6	2	3	4	4			
15	5	5	3	3	2	3	3	4	2	6	3	■			
15	6	18	34	22	18	17	21	135	14	67	29	39	19	15	40
016	01														
16	2	99	99	99	99	99	99	99	99	99	99	99			
16	3	99	99	99	99	99	99	99	99	99	99	99			
16	4	99	99	99	99	99	99	99	99	99	99	99			
16	5	99	99	99	99	99	99	99	99	99	99	99			
16	6	99	99	99	99	99	99	99	99	99	99	99	99	99	99

SECONDARY SCALE - Homogenous Item Composites (CHIC's)

	IAN	CAROL	ALISON	STEPHEN	SOPHIE	ADRIAN	GRAEME	MARK	ALISTAIR	SIMON	JOHN	JILL	RACHEL	MO	TIM
INTELLECTANCE															
Good Memory	5	4	5	4	3	1	1	2	1	5	3	4	5	4	3
School Success	3	2	2	2	2	0	3	0	0	3	1	2	3	3	1
Maths Ability	0	0	1	1	1	0	0	0	1	4	0	4	4	2	2
Science Ability	1	4	3	1	1	4	1	4	4	4	4	2	6	5	3
Reading	1	1	1	1	4	0	1	2	1	2	4	1	4	3	2
Cultural Taste	2	2	4	3	3	0	2	0	2	3	3	3	3	2	3
Curiosity	0	3	2	1	1	2	2	2	3	3	3	2	3	2	0
Intellectual Games	0	0	2	1	1	3	1	3	3	4	2	2	4	2	4
ADJUSTMENT															
Not Anxious	3	4	3	1	4	2	1	1	0	0	0	1	1	4	1
No Social Anxiety	5	6	1	3	2	0	6	3	2	0	4	3	3	5	6
No Guilt	4	2	0	5	2	4	3	3	5	0	0	3	4	5	5
Not Depressed	5	6	4	6	6	5	5	5	6	2	3	6	5	6	5
No Somatic Complaint	6	5	6	6	6	6	5	4	5	4	5	6	6	3	4
Calmness	3	3	2	4	3	3	2	2	4	3	2	0	3	2	4
Self-confident	3	1	1	1	1	3	3	3	2	0	1	1	1	2	3
Identity	2	0	2	6	2	5	6	6	2	1	4	4	1	5	3
Self-focus	2	1	0	3	1	2	1	2	3	1	3	3	0	1	3
PRUDENCE															
Good Attachment	1	4	0	2	4	5	4	6	4	0	1	6	0	6	6
Planfulness	1	1	2	1	1	3	3	5	0	1	2	1	0	4	1
Appearance	1	0	4	2	3	4	4	3	1	3	0	4	1	4	2
Mastery	0	4	5	4	0	5	4	4	5	3	0	4	0	4	0
Perfect	1	3	1	2	0	3	4	4	2	3	0	2	1	3	0
Impulse Control	3	3	2	2	3	3	0	3	0	0	3	2	0	2	1
Avoids Trouble	2	6	7	3	6	6	7	6	5	5	2	6	6	7	7
Not Experience Seeking	4	1	0	3	1	1	1	2	0	1	1	0	0	1	0
Not Thrill Seeking	3	4	4	6	4	4	5	3	2	3	4	4	2	4	3
Not Spontaneous	3	2	1	4	2	2	2	3	1	1	4	2	0	4	2

	IAN	CAROL	ALISON	STEPHEN	SOPHIE	ADRIAN	GRAEME	MARK	ALISTAIR	SIMON	JOHN	JILL	RACHEL	JO	TIM
AMBITION															
Generates Ideas	3	0	3	3	3	3	3	4	4	2	3	5	3	2	3
Leadership	6	0	7	5	3	4	6	4	6	4	5	7	5	6	6
Status Seeking	0	0	4	3	0	2	3	3	3	2	3	3	2	4	2
Impression Management	5	1	6	2	5	2	6	4	4	4	6	4	5	5	3
Competetive	4	3	5	5	0	4	4	5	5	4	3	5	5	4	4
SOCIABILITY															
Entertaining	4	1	1	1	4	2	1	3	2	1	3	4	2	1	4
Exhibitionistic	5	0	4	2	5	3	5	2	5	4	4	3	2	4	5
Likes Crowds	0	0	2	1	0	2	4	2	4	2	4	1	0	3	3
Likes Parties	3	3	4	1	3	5	4	4	4	3	5	3	0	2	3
Expressive	5	3	2	2	3	3	4	2	0	2	1	0	0	5	2
LIKEABILITY															
Easy-to-live-with	5	5	5	4	5	5	4	3	5	5	4	5	5	5	3
Even-tempered	1	4	3	4	4	5	5	1	5	4	5	6	5	2	3
Caring	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4
Trusting	1	2	2	3	1	3	1	1	1	2	2	2	3	2	2
Likes People	6	6	6	5	6	6	6	6	6	6	6	6	3	6	6
Autonomy	3	1	2	3	2	4	2	1	4	3	3	4	3	4	3

C H A P T E R 10.

Findings and Conclusions

The purpose of this chapter is to draw together the
relevant facts that have been identified during the course of
this research. It will include the twenty-seven identified
characteristics of high ability, those characteristics of the
socially able outlined in the literature on personality, and
those traits which have been associated with the socially able
through the case data and Hogan Personality Inventory. Some
reference will be made to the findings of Jarecky (1975) and
his attempt to identify the characteristics of high social
ability.

From the definition of high social ability used in
this research, "The exceptional capacity to form mature,
productive relationships and develop social interactions
amongst peers and others", there is the clear intention to
identify individuals

who are not necessarily leaders but who provide a supportive

and stabilizing function and enhance and develop social

relationships. If Toffler (1970:p375) is correct when he says

that "We can also anticipate increasing difficulty in making

and maintaining rewarding human ties, if life pace continues

its acceleration", then the more we know about social

interactions the better we might be to counteract such a trend

to the benefit of society.

The fundamental hypothesis of this research is that

there are individuals who have high social ability, just as

individuals have highly developed intellectual ability, musical

ability or sporting ability. We may term this as a 'talent' or

a 'gift' depending on the way those terms are defined. The

terminology and its consequences were discussed in the

Introduction to the research on pages 11 - 13.

A further consideration in the research is to how

that high social behaviour is displayed and whether it is

culturally determined. The definition of high social ability

recognized the need to be what Eysenck (1971) calls being

"culturally fair". Erikson (1950) is of the firm belief that there are some universal social norms. The research attempts to identify social characteristics which are free of cultural bias.

In Chapter 1 the objectives of the research are set out and explained. The first task was to identify those social characteristics, through displayed behaviour, which might be deemed as being highly social according to our definition. Such behaviour, it was reasoned, was perhaps most closely observed by those selecting individuals for jobs and making personal assessments on a regular basis. For this reason, employers/managers and teachers were chosen as 'experts' to undertake the initial identification stage.

The Delphi technique was selected as the 'tool' for identification because of its creative properties, its property of minimizing personality and group pressures on individual decisions, and for its convenience of use with such a diverse and disparate group of respondents. This part of the research generated twenty-seven statements or characteristics of high social ability. That list was then validated by a wider

audience of 218 respondents drawn from Further and Higher

Education, Careers Teachers, Schools, Managers and the General

Public. (See page 181). The final list is as follows:

1. Able to communicate with all social groups and ages.

2. Displays qualities of honesty, integrity and loyalty.

3. Has the ability to listen.

4. Displays a happy, friendly and open disposition.

5. Able to adapt to different situations.

6. Shows consideration rather than being self-centred.

7. Has the ability to establish rapport.

8. Has a sense of humour.

9. Criticises constructively rather than destructively.

10. Free from obnoxious odours and habits.

11. Has acceptable behaviour and manners.

12. Is self-confident.

13. Has empathy.

14. Popular and friendly.

15. Able to accept fun being made at his/her expense.

16. Able to emanate energy and enthusiasm.

17. Courteous and well-spoken.

18. Has no dirty habits.

19. An optimist as against a pessimist.

20. Able to act judiciously.

21. Well informed and educated.

22. Has an outgoing personality.

23. Able to foresee and circumvent problems.

24. Has charisma.

25. Has a reasoned but not necessarily compliant attitude to
social norms.

26. Aware of current affairs locally, nationally and
internationally.

27. Of above average intelligence.

It was argued on pages 262 - 263 that the twenty-seven characteristics might, through the process of inspection, be grouped into general factors used by trait theorists. Appendix G on page 274 suggested five groupings: creativity, verbal ability, moral reasoning, empathy, introversion-extroversion. This led in Chapter 6 to a review of trait theories and the speculation that some form of personality test

or tests might be used in the research as a useful addition to the data already collected.

At the outset of the research case studies were to be used to build up a picture of high social ability.(See page 25). Those case studies were generated from a sample of ninety-three students between the age of eighteen and twenty-three. From this sample fourteen individuals were designated by their peers as being socially able and eight as not so able. Of these twenty-two individuals, fifteen were used for case study. Their selection was arbitrary as some failed to respond to the request for information and others just were impossible to trace once they had left their educational establishment for the wide world.

The Hogan Personality Inventory (see Chapter 7) was chosen as a standardized personality test to provide a further dimension for the case data. Its six factors and associated trait expressions provided a backup to the case data, thus enhancing our understanding of each individual. There was never any intention to provide a total match between the statements of high social ability, the theoretical terminology, and the

Hogan Personality Inventory. However, there are links in that

they provide differing representations of the same thing. It is

as if a sculptor, a painter, and a photographer were all

creating an image of the same individual. I would argue that

because of the differing means of representation that picture

of the individual is enhanced.In Chapter 9 the cases were

recorded and some links between the relevant points from

personality theories, the characteristics of high social

ability, and emergent themes from the case data were made.

The literature on personality is wide and complex,

however, I have attempted to identify salient points (see pages

389-395) from the major schools of thought and the themes

within them. In summary, the following points emerge:

1. There is general agreement that personality is influenced

by inherited characteristics and learned behaviour as we

interact with the environment.(Hergenhahn,1984:p3). Whether the

learned behaviour is through 'operant conditioning'

(Skinner,1974) or 'modelling' (Bandura,1963) is not important,

but that individuals may develop the effectiveness of their

social interactions from the basis of their inherited

characteristics through those experiences within the environment in which they are placed.

2. Individuals who have what Rogers (1959) calls 'positive regard' are more likely to develop positive and valued interactions. He defines this as "the need to be loved, liked, or accepted by another" (Rogers,1959;pp223-224). It may be seen in the ability to establish rapport, to be happy and friendly, and in having self-confidence. A realistic self-concept, and thus that security which provides the foundation for mature relationships, is the result of a a clear and mutually supportive ideal- and real-self. This may be seen in honesty and integrity, adaptability, criticising constructively, and showing consideration.

3. Individuals who are socially adept will be free from, or able to handle satisfactorily, anxiety and stress. The socially able may be subject to stress just as much as anyone else, but they have the ability to face that stress without neuroses or psychoses developing.

4. They are more than likely to have what Adler (1964) calls 'social interest'. The socially able have objectives in their

lives which include others and a harmony within society.

Perhaps we might describe it as "care for others".

5. The term empathy is used to develop the theme of harmony

and tenderness (Sullivan,1953) and work by Johnson et.al.(1983)

shows that social self-confidence, even temperedness,

sensitivity, and nonconformity are important traits within this

area.

6. Socially adept individuals are likely to be psychologically

healthy.

7. Intelligence plays an important part in effective social

interactions.(Bandura and Walters,1963; Kelly,1955;

Maslow,1971.) As Hogan et al (1978) and Mischel (1986) point

out, there is a function between intelligence and personality

but that the relationship, as yet, is unclear. Kelly (op cit.)

would suggest that it is the ability to provide and interpret

cues, but whilst there is evidence to suggest this, the

relationship is not necessarily a direct one. Adaptation to

different situations, the ability to establish rapport, to

criticise constructively, empathy, acting judiciously,

forseeing and circumventing problems all require intelligence.

SALIENT POINTS FROM THE LITERATURE	CHARACTERISTICS FROM THE RESEARCH
1. Inherited Characteristics and Learned Behaviour	Has charisma (2)
2. Positive Regard - love, affiliation Realistic Self-concept	Ability to establish rapport (7) Self-confident (12) Honesty, integrity and loyalty (2a) Adaptability (5) Criticising constructively (9)
3. Able to handle Anxiety and Stress	Has ability to listen (2b) Displays a happy, friendly and open disposition (4) Has an outgoing personality (22)
4. Social Interest - social objectives, likes people, - care for others	Has acceptable behaviour and manners (11) Able to emanate energy and enthusiasm (16) Courteous and well spolken (17) Has a reasoned but not necessarily compliant attitude to social norms (25)
5. Empathy	Has empathy (13) Shows consideration (6) Able to act judiciously (20)
6. Psychological Health	Has a sense of humour (8) Is self-confident (12) Popular and friendly (14) Able to accept fun being made at own expense (15) An optimist as against a pessimist (19)
7. Intelligence	Able to communicate (1) Criticises constructively rather than destructively (9) Acts judiciously (20) Well informed and educated (21) Able to forsee and circumvent problems (23

TABLE 4/10

-515-

We have now the twenty-seven characteristics of high

social ability which have been generated through the Delphi

Technique and associated processes and a list of seven

important areas of personality which the literature has

generated as being significant for the socially able. If we

compare both sets of data it can be seen that they are mutually

supportive. (See Table 1 on page 510)

There is general agreement that some personality

characteristics are inherited, the disagreement being what

characteristics and by how much? Loevinger (1976:pp36-40)

discusses the organic and mechanistic approach to this

question. However, it is clear that social expertise is also

influenced by the experience and background the individual

finds himself in. Many of the twenty-seven characteristics

identifiedhave an experiential factor associated with their

effective performance. The literature is very clear that right

social experiences are necessary both for 'normal' development

as well as for highly social development.

Rogers (1959) uses the expression 'positive regard'

to signify that understanding of self which leads to security

and maturity. Such a person will have "honesty, integrity and

loyalty" as well as being "considerate", constructively

critical" and "self-confident". There is general agreement on

inspection of the twenty-seven characteristics that the

socially able have maturity which comes from secure self-

feelings. Mischel (1986:p248-249) remarks that "The roots of

our self-concepts are the impressions and evaluations that

other people have of us in our interactions with them through

the course of life." Ogilvie (1987:p384) uses the concept of

the "undesired-self" to show that the socially able individual

has realistic view of self and recognizes both the personalitat

and the personlichkeit.

The ability to handle anxiety comes clearly from the

literature as well as the list of characteristics. "A happy and

friendly disposition", "has the ability to listen", "shows

consideration", "able to accept fun being made at his/her

expense", are all indicators. Kagan (1971,p102) defines anxiety

in terms of being able to cope with the unfamiliar. Erikson

(1950:p392) distinguishes between fears and anxieties. Fears

"are states of apprehension which focus on isolated and
recognizable dangers so that they may be judiciously appraised
and realistically countered" whilst anxieties "are diffuse
states of tension (caused by loss of mutual regulation and
consequent upset libidinal and aggressive controls) which
magnify and even cause the illusion of an outer danger, without
pointing to appropriate avenues of defence mastery". Whichever
definition is used, it is clear that the socially able handle
anxiety in a satisfactory manner and present this ability to
others.

Whilst the identified characteristics use expressions
like "establish rapport", "emanating energy and enthusiasm",
"outgoing" and "charisma", Adler (1964) talks of "social
interest" and "gemeinschaftsgefuhl", Sullivan (1953) uses
"tenderness", and May (1969) uses "mitwelt". All are attempting
to describe the effective social interaction with people. The
socially able have a willingness to respond to those around
them, almost a love of people, the 'philia' which May (op cit.)
uses so effectively. There is a dynamic which draws others to
them - not necessarily the power that the word 'charisma' or

even 'leader' might provoke - but an attraction or wish to associate.

Empathy is a term used by Sullivan (1953), implied by the existential psychologists (see Chapter 8) and used as a trait term by the trait school of psychologists. Rogers (1980:p142) remarks that empathy "means the temporary living in other's life, moving about in it delicately without making judgments". Ritchie (1982:p108) notes that "the most clear-cut implications of this research is that interpersonal sensitivity appears to be developmental in nature. The results suggest that as children grow older, they become more perceptive of the interpersonal dynamics between others". Barnett et al (1986) and Cialdini et al (1987) both note that personal experience of sadness increases heightened feelings of sadness for others. From the identified characteristics of high social ability, empathy is both quoted as a characteristic and implied in other characteristics.

The literature indicates that the highly social are psychologically healthy. Hogan (1976:p19) points to three characteristics of psychological health. Firstly, that there is

an absence of self-deception; secondly, there is a kind of
inner peace which is the result of achieving personal
objectives; and lastly, that the individual "is integrated into
a matrix of enduring social relationships". Through
characteristics of high social ability like "able to accept fun
being made at own expense", "is self-confident", and "an
optimist as against a pessimist", it is clear that the socially
able are psychologically healthy.

Intelligence plays an important part in the list of
identified characteristics. "Able to communicate", "criticises
constructively", "able to act judiciously", "foresee and
circumvent problems", as well as "aware of current affairs..."
and "above average intelligence" are all indicative of an
intelligence factor. Miller (1956) notes that socioempathy
covaries with intelligence, Maccoby (1968) found that cognitive
ability contributes to moral behaviour, and Getzels and Jackson
(1959) indicated that effective socialization correlates with
intelligence. The literature indicates that intelligence is an
important aspect of effective social interaction but it is not
yet clear what the nature of that intelligence is or to what

extent. There is room for further interesting research here.

Before looking at the case data from the

questionnaire, let us look at the data from the **Hogan**

Personality Inventory. Feist (1985:pp334-336) in considering

the place of psychometrics in psychology remarks that the

approach of psychometrics "is scientifically sound; the

results, though promising, are nevertheless disappointing". The

same may be said for the results of the Hogan Inventory.

Table 2 on page 517 shows the results of the Primary

Scale of Intellectance, Adjustment, Prudence, Ambition,

Sociability and Likeability, with the Validity score

demonstrating how committed, and thus accurate, the responses

have been. Validity thus shows that all respondents have

responded accurately enough for the data to be used. However,

Sophie, Mark, and John only just came within the acceptable

limit of a raw score of 10. As Sophie, out of the three, was

deemed by her peers as being socially able, one would have

expected her to take a more serious approach to the test.

On page 520 there is a list of the Primary Scales

with a descriptive interpretation of the high and low scores.

PRIMARY SCALE (raw scores)

TABLE 2

	IAIN	CAROL	ALISON	STEPHEN	SOPHIE	ADRIAN	GRAEME	MARK	ALISTAIR	SIMON	JOHN	JILL	RACHEL	JO	TIM	LOW CUTOFF SCORES F	M
INTELLECTANCE A/High Score		[16]	[20]		[16]					28	20	[20]	[32]	[23]	[18]	15	17
Low Score	12			14		10	[11]	[13]	[15]								
ADJUSTMENT A/High Score	33	[28]		35										[33]	[34]	27	32
Low Score			[19]		[27]	30	[32]	[29]	[29]	11	22	[27]	[24]				
PRUDENCE A/High Score				29		36	[34]	[39]				[31]		[39]		29	28
Low Score	19	[28]	[23]		[24]				[20]	20	17		[0]		[22]		
AMBITION A/High Score			[25]				[22]	[20]	[22]		20	[24]	[20]	[21]		15	18
Low Score	18	[4]		18	[11]	15				16					[18]		
SOCIABILITY A/High Score	17		[18]		[15]	15	[18]	[13]	[15]	12	17	[11]		[15]	[17]	9	10
Low Score		[7]		7									[4]				
LIKABILITY A/High Score		[22]	[22]	22	[22]	27	[22]		[25]	24	24	[27]	[23]	[23]		21	21
Low Score	20							[16]							[21]		
VALIDITY A/High Score		[13]	[15]	15		15	[14]		[16]	14		[15]	[15]	[14]	[14]	11	11
Low Score	11				[10]			[11]			11						

KEY

▢ Individuals selected as highly sociable.

The scoring for the Inventory can be found in Table 3 below.

Table 3/10.

	Women		Men	
Scale	Low	High	Low	High
Intellectance	15	20	17	21
Adjustment	27	33	32	37
Prudence	29	35	28	33
Ambition	15	19	18	21
Sociability	9	12	10	13
Likeability	21	23	21	23

Cutoff Scores for the Hogan Personality Inventory

It is not uncommon in psychological statistics to find only small variations and for those small variations to be significant. On first inspection the data does not appear to indicate any particular pattern, however, on comparing small variations in high and low peer-selected respondents some points do arise.

1. In general, those designated as being socially able tend to score higher on **Intellectance.** This would be confirmed when data from the list of characteristics and the literature data is compared.[Note that Simon and John, who were

- 518 -

considered not to be socially able, measure high on intellectance, whilst Graeme, Mark and Alistair, who were low on social ability, score high on Intellectance.]

2. On **Adjustment**, the majority of those selected as being socially able score low. What might be the reason for this? Horney (1945:p290) notes that anxiety is natural to us all and that it is only the neurotic who is unable to resolve that anxiety. If we consider Cialdini's (1987) findings (see page 514) when personal experience correlates significantly with empathy, then one would expect those low on Adjustment to measure high on Likeability, which is the scale containing empathy. If empathy is putting oneself into another's place, then experience of a like situation will heighten the empathic understanding. [In fact, Jo is the only one of those designated as socially able who does not show this.]

3. On **Ambition** most of the socially able individuals score high. It is probable that these individuals have what Allport (1955) terms "propriate strivings", the formation of long-term goals, and leading to actualization.

Interpretation of Hogan's Primary Scale

Intellectance

Intelligent, well-educated, creative, interested in ideas and knowledge for their own sake. Confident, having broad interests.

Adjustment

Friendly, cheerful, outgoing, resilient, consistent, organized, and productive.

(LOW SCORE - moody, reserved, impulsive, inconsistent, disorganized, and stress prone.)

Prudence

Conscientious, dependable, honest and also rigid, critical and inflexible.
(LOW SCORE - restless, impulsive, inconsistent, undependable and also assertive, sociable and outgoing.)

Ambition

Hard-working, energetic and leaderlike.
(LOW SCORE - passive, lazy, submissive, withdrawn, and having few interests.)

Sociability

Gregarious, affiliative, outgoing, talkative, happy, ambitious, spontaneous and perhaps exhibitionistic.
(LOW SCORE - solitary, shy, quiet, moody, reserved and withdrawn.)

Likeability

Consistent, well-adjusted, warm, tolerent, tactful and co-operative.
(LOW SCORE - moody, irritable, quarrelsome, unfriendly, careless and cold.)

Validity

Designed to seek out those who respond carelessly to the inventory.

4. **Prudence** is low for six individuals with high social

    ability. Of those six, only Carol and Rachel have low

    Sociability. Low Prudence and low Sociability indicate that

    those individuals are reserved, impulsive and moody.

    The Secondary items (HICs), Table 4 found on pages 523 and

    524, confirm this.

5. **Sociability** is high for eight of the ten individuals with

    high social ability and also for four who are deemed as

    having low social ability. When the HICs are inspected

    Carol, Rachel and Stephen are not extrovert, not happy in

    crowds, and Rachel and Stephen are not keen on parties.

    What we have here is the Jungian concept of cognitive

    style. Carol and Rachel are highly intelligent and their

    introversion may be what Jung calls the 'thinking-

    introvert' who emphasizes the understanding of subjective

    ideas and is commonly found in philosophers and

    existentialist psychologists. Stephen would appear to be

    just moody and stubborn.

6. **Likeability** is common to most of the group but really only

    significant when associated with other items like

Adjustment, as explained by Hogan (1986:p21) when he says

that "Scales should not be interpreted in isolation. They

are interpreted most meaningfully within the context of the

scores on the other scales". Perhaps this combination of

factors above all others is the best indicator of the

socially able as defined in the research.

We have now attempted to relate the twenty-seven

identified characteristics of high social ability, the findings

from the search into the literature on personality, and the

datum derived from the Hogan Personality Inventory. Our last

source of datum are the case studies which were compiled

through questionnaire, interview, and, in some cases, personal

knowledge. Both Skinner and Cattell recognize the value of

case evidence in making a personality assessment. Let us now

consider that evidence and relate it to the seven themes which

have now been identified.

Table 5 on pages 526 - 528 set out an analysis of the

themes already mentioned. The number below each label in the

boxes heading the chart refer to the listed items on pages 507-

510. The case respondents' names are in the left hand boxes

TABLE 4

SECONDARY SCALE – Homogenous Item Composites (HICs)

	Iain	Carol	Allison	Stephen	Sophie	Adrian	Graeme	Mark	Alistair	Simon	John	Jill	Rachel	Jo	Tim
CULTURAL TASTE	2	2	4	3	3	0	2	0	2	3	3	3	3	2	3
CURIOSITY	0	3	2	1	1	2	2	2	3	3	3	2	3	2	0
NOT ANXIOUS	3	4	3	1	4	2	1	1	0	0	0	1	1	4	1
NO SOCIAL ANXIETY	5	6	1	3	2	0	6	3	2	0	4	3	3	0	6
NO GUILT	4	2	0	5	2	4	3	3	5	0	0	3	4	5	5
NOT DEPRESSED	5	6	4	6	6	5	5	5	6	2	3	6	5	6	5
CALMNESS	3	3	2	4	3	3	2	2	4	3	2	0	3	2	4
SELF CONFIDENCE	3	1	1	1	1	3	3	3	2	0	1	1	1	2	3
IDENTITY	2	0	2	6	2	5	6	6	2	1	4	4	1	5	3
SELF-FOCUS	2	1	0	3	1	2	1	2	3	1	3	3	0	1	3
GOOD ATTACHMENT	1	4	0	2	4	5	4	6	4	0	1	6	0	6	6
APPEARANCE	1	0	4	2	3	4	4	3	1	3	0	4	1	4	2
MASTERY MOTIVE	0	4	5	4	0	5	4	4	5	3	0	4	0	4	0
IMPULSE CONTROL	3	3	2	2	3	3	0	3	0	0	3	2	0	2	1
AVOIDS TROUBLE	2	6	7	3	6	6	7	6	5	5	2	6	6	7	7
NOT EXPERIENCE SEEKING	4	1	0	3	1	1	1	2	0	1	1	0	0	1	0
NOT THRILL SEEKING	3	4	4	6	4	4	3	3	2	3	4	4	2	4	3
NOT SPONTANEOUS	3	2	1	4	2	2	2	3	1	1	4	2	0	4	2
GENERATES IDEAS	3	0	3	3	3	3	3	4	4	2	3	5	3	2	3
LEADERSHIP	6	0	7	5	3	4	2	4	6	4	5	7	5	6	6

	IAIN	CAROL	ALISON	STEPHEN	SOPHIE	ADRIAN	GRAEME	MARK	ALISTAIR	SIMON	JOHN	JILL	RACHEL	JO	TIM
STATUS SEEKING	0	[2]	[4]	3	[0]	2	[3]	[3]	[1]	2	3	[3]	[1]	[4]	[2]
IMPRESSION MANAGEMENT	5	[1]	[6]	2	[5]	2	[6]	[4]	[4]	4	6	[4]	[3]	[5]	[3]
COMPETITIVE	4	[3]	[5]	5	[0]	4	[4]	[5]	[5]	4	3	[5]	[5]	[4]	[4]
EXHIBITIONISTIC	5	[0]	[4]	2	[5]	3	[5]	[2]	[5]	4	4	[3]	[2]	[4]	[5]
LIKES CROWDS	0	[0]	[2]	–	[0]	2	[4]	[2]	[4]	2	4	[1]	[0]	[3]	[3]
LIKES PARTIES	3	[3]	[4]	–	[3]	6	[4]	[4]	[4]	3	5	[3]	[0]	[2]	[3]
EXPRESSIVE	5	[3]	[2]	2	[3]	3	[4]	[2]	[0]	2	–	[0]	[0]	[3]	[2]
EASY TO LIVE WITH	5	[5]	[5]	4	[5]	5	[4]	[3]	[5]	5	4	[5]	[5]	[5]	[2]
EVEN TEMPERED	–	[4]	[3]	4	[4]	6	[5]	[1]	[5]	4	5	[6]	[5]	[2]	[3]
CARING	4	[4]	[4]	3	[4]	4	[4]	[4]	[4]	4	4	[4]	[4]	[4]	[4]
TRUSTING	–	[2]	[2]	3	[1]	3	[1]	[1]	[1]	2	2	[2]	[3]	[3]	[2]
LIKES PEOPLE	6	[1]	[6]	6	[6]	6	[6]	[6]	[6]	6	6	[6]	[3]	[6]	[6]
AUTONOMY	3	[1]	[2]	3	[2]	4	[2]	[1]	[4]	3	3	[4]	[3]	[4]	[3]

KEY

□ Individuals designated as having high social ability

together with their peer assessment. A summary of the findings

from the case evidence in Chapter 9 is provided for each

respondent under the various headings.

Taking the inherited and environmental evidence first

(Boxes F and G), it can be seen that grandparents play an

important role model for half the respondents, and all (except

for the two who failed to respond adequately) had some person

for whom they expressed admiration. There is some evidence from

Tim, Simon, Jill, Alison, Graeme and Sophie that they have been

influenced by the behaviour of their grandparents. It is also

clear that Tim, Rachel, Simon, Jill, Iain, Carol, Stephen,

Alison, and Sophie have been influenced by parental behaviour.

For instance, Tim sees himself as inheriting his father's

argumentative nature; Rachel has been affected by her weak

mother and inconsiderate father; Simon by his loving mother

and ambitious father; Jill from her strong and kind father, and

Sophie from a pair of gregarious parents.

What is apparent, but has to be subject to

supposition unless further detailed research is undertaken, is

that role models have been of influence either to enhance some

CASE DATA : BREAKDOWN OF ESSENTIALS

NAME	A — INTELLIGENCE [7]	B — SOCIAL INTEREST [4]	C — EMPATHY [5]	D — SELF-CONCEPT [2]	E — PSYCHOLOGICAL HEALTH - ANXIETY [3+6]	F — LEARNED BEHAVIOUR [1]	G — TABLE MODELS USED
TIM	Intelligent and a sportsman	Able to provide and respond to social cues.	Some empathy but does not suffer fools	Realistic self-concept positive self-regard. Able to laugh at self	Relaxed although some anxiety - knows how to handle it.	Has grandfathers tendency to argue.	Grandparent Father Mother
JOSEPHINE	Highly intelligent	Easy mixer and highly experienced	Low empathy	Realistic positive regard. Matched self- and social-concepts	Little anxiety and knows how to deal with it	Army background and moved around world	Grandmother Mother Father Boyfriend
JOHN	Slightly above average intelligence	Difficulty in accepting some social norms. Difficulty in giving and interpreting social cues	Little or no empathy	Limited positive regard. Negative self-concept	Anxious - hides behind exhibitionism. Some serious interpersonal problems	Divorced parents. Mother remarried	Teachers Mother Step father
RACHEL	Highly intelligent Sportswoman. Dry, sarcastic wit	Easily accepts group norms. Able to provide and interpret social cues	Empathetic	Has positive regard. Rather a conflict between real and ideal-self. Does not like 'creeps'	Some real anxieties but shows a calm exterior - able to deal with inner conflict however	Divorced parents	Grandmother Mother Sports Coach Father (in negative w...)
SIMON	Slightly above average on school performance but much higher on personality inventory	Loner. Difficulty in providing acceptable social cues	Little or no empathy	Little positive regard. Conflict between social- and real-self	Anxious - easily aroused to anger. Moody	Divorced parents	Grandmother Mother
JILL	Highly intelligent. Verbally able	Has Adlerian 'social interest'. Adept at giving and receiving	Highly empathetic	Some lack of positive regard. Realistic self-concept	Some anxiety - brother seen as favourite. Able to deal with...	Mother rejected her at birth - seen as weak	Grandfather Father

	Name	Intelligence	Social cues	Empathy	Self-concept / regard	Emotional / anxiety	Family background	Relationships
+	ALISTAIR	Above average intelligence Verbally very able	Good social interaction Able to provide and receive social cues	High empathy	Realistic self-concept Limited positive regard	Slightly anxious but able to deal with this Sense of humour	Secure and happy family background	Mother Father Schoolfriend
–	IAIN	Intelligent Sportsman	Patterns of HIC's indicate antisocial behaviour Provides social cues but does not receive them	Little empathy	High positive regard – everyone accept me as I am Self-concept unrealistic Critical of others	Quick temper Not anxious or depressed	Parents both graduates with careers	Mother Critical of father
–	CAROL	Highly intelligent Well-developed verbal ability	Provides and receives social cues	Highly empathetic	Realistic self-concept Low positive regard	Some anxiety here but knows how to adjust	Both parents graduates	Mother Father
–	STEPHEN	Average intelligence Expelled from school	Social values questioned Solitary Difficulty in giving satisfying social cues	Some empathy	Limited positive regard Conflicting self-concept	Insecure – some anxiety Moody	Secure and happy family	Grandfather Mother Father
–	ALISON	Slightly above average intelligence Well-developed verbal ability	Provides and reads social cues well	Empathetic	Independent Good positive regard Realistic self-concept Self-actualizing (evidence of B-values)	Some anxiety – does not show emotions Some depression Able to deal with these	Father died when quite young	Grandmother Mother Mother
–	ADRIAN	Below average intelligence	Social cues from other not easily integrated	No indication of empathy	Low positive regard Unrealistic self-concept	Anxiety here but covered by exhibitionism		

Name						
GRAEME	Average intelligence Perfectionist Well-developed verbal ability	Able to provide and receive social cues Has Adlerian 'social interest'	Highly empathetic	Realistic self-concept Positive regard	Some anxiety but able to deal with it. Has a sense of humour	Secure and happy family Relationship	Grandparents/ Mother/ Father
MARK	About average intelligence	Some evidence that has social ability	Some empathy indicated by HIC's	Realistic self-concept Limited positive regard	Some anxiety Moody		
SOPHIE	Slightly above average intelligence Well-developed verbally	Acceptable social values Able to provide and receive satisfactory social cues	Empathetic	Some positive regard Realistic self-concept	Emotional - freely exhibited Sense of humour Some anxiety but able to deal with it.	Royal Navy family - father rarely at home	Father

behaviours or to deter from other behaviours. Those who score

low in terms of social behaviour, like Simon, Iain and John are

not necessarily the result of poor social models or a socially

deprived environment. John and Simon come from a divorced

parental situation, but so does Rachel and she has been

designated as socially able. It might be argued that

environment and role models are influential in personality

development, but they are not the only influence.

Adler's 'positive regard' and the self-concept would

seem to have a powerful influence over social competence. John,

Simon, Stephen, and Adrian have a low positive regard and this

makes them unsure of self and produces a gap between the real-

self and the ideal-self. In the case of Iain, he has positive

regard but his view of the real-self as opposed to the ideal-

self is generally unrealistic. He does not see himself as

others see him. In general, the socially able do have positive

regard, but, and this is the important factor, they have a

realistic self-concept. They see themselves as they really are

and do not make excuses for their shortcomings - true positive

regard - or pretend to be something they are not. Part of the

regard or trust that others have for them seems to be the fact

that they lack pretention and are not afraid to show a large

part of their real-self, warts and all. Leary (1957:p31) notes

that "Adjustment in terms of over-all personality organization

consists in flexible, balanced, appropriate, accurate

interpersonal behavior. In terms of the subdivision of

personality - the levels of public interaction, perception, and

private symbolism - it consists of appropriate, accurate, and

balanced interpersonal behavior respectively." The key words

are 'flexible', 'balanced', 'appropriate', and 'accurate' and

these must come as a result of a realistic self-appraisal.

In terms of psychological health, the socially able,

as we have seen, lack self-deception. Where there is anxiety it

is handled with care so as not to intrude into interpersonal

relationships. Hogan (see page 514) talks about "an inner

peace" as being a factor in psychological health and I would

describe it as the lack of inner turmoil; an honest endeavour

to handle and even share anxieties. (This runs along with a

realistic self-concept and a willingness of the socially able

to be open.) The desire and direct pleasure from being part of

a "matrix of enduring social relationships" is a further facet
of the psychologically healthy and the socially able. John,
Simon, Iain, Stephen and Adrian have anxiety, tend to bubble
over with anger at times, and draw back from a matrix of
relationships. Feist (1985:pp387-393) lists the properties of
the psychologically healthy individual as:

An efficient perception of reality.

Acceptance of self and others in nature.

Autonomy.

Continued freshness and appreciation.

Social interest or a feeling with humanity.

Good interpersonal relations.

Creativeness.

Resistance to enculturation.

Whilst he insists that these are also facets of self-
actualization, about which I cannot agree, it may be seen that
the socially able, like Tim, Rachel, Jill, and Alison, have
most of these properties and may even be self-actualizing.
Certainly, it may be argued that the socially able in the cases
have the majority of these properties.

Social interest may be described as having objectives in one's life which enhance and harmonize society. It is the willingness to supply and respond to what Kelly (1955) calls social cues. Gough (1965:p366) reports that the socially adept "are seen as perceptive and imaginative, quick to respond to nuances and to sense what others think and feel; conversely, the low-scorer (on the Chapin Social Insight Test) is seen by those who know him well as inhibited, cautious, bound by convention, and lacking in verve and independence". Josephine, Jill, Alistair, Carol, Alison, Graeme and Sophie all admit to liking people and to have a place for them in their lives. Generally, they seem more able to provide and interpret social cues.

Empathy is defined by Hogan (1973:p284) as those persons "characterized by a patient and forbearing nature, by affiliative but socially ascendant tendencies, and by liberal and humanistic political and religious attitudes". Hogan and Briggs (1983:p4) found that empathic individuals are socially self-confident, even tempered, sensitive, and nonconforming. Apart from Josephine, all those individuals designated as being

socially able have a greater empathy factor than those

designated as having low social ability. Jill. Alistair, Carol

and Graeme may be seen to be highly empathic. (See Likability

and the HICs relating to Caring, Trusting, Likes People.) The

liberal and humanistic attitudes appear to be particularly

important. The point was also made on page 508 that low

Adjustment and high Likeability on the Hogan Personality Scale

indicate empathy and certainly all the socially able except

Carol, Mark, Jo and Tim have this combination. However, Carol,

and Jo have high Likeability, which is indicative of empathy.

Kelly (1955), Newcombe (1961), Gough (1965), Hogan

and Garvey (1976), Chen (1980), Feist (1985) all indicate that

there is evidence that intelligence correlates with developed

social ability. From the case evidence and the Hogan

Personality Inventory there is a clear indication that the

socially able have a high Intellectance score. Feist (op cit.)

includes 'creativity' in his list of properties and Rogers

(1980) uses the notion of creative power. Bandura (1963) and

Kelly (op cit.) presuppose some aspect of intelligence in their

theories. Adler (1964) uses the expression the 'creative

self', whilst Maslow (1970) uses the concept of B-values for self-actualization. Hogan's (op.cit.) concept of Intellectance is a complex concept, as is intelligence itself, but what is obvious is that the socially able have well-developed cognitive ability.

Consideration of the work of Jarecky (1975)

One of the aims of this research was to consider the findings of Jarecky (op cit.) and to make some comparisons.

Jarecky uses the definition "an exceptional capacity for mature, productive relationships with others - both peers and adults" for what he terms 'social giftedness'. He worked with a group of 76 fourteen year-old boys and girls. The work is based on test scores from seven tests which were selected on the basis of intuitive judgements as to the characteristics of social giftedness from a small sample of members of the American Association for Gifted Children. The tests used were:

Groupmate Choice - a simple sociometric grouping where pupils

are asked who they would like to work with.

Guess Who? Questionnaire - a further sociometric device where

pupils are asked to put names to descriptive statements.

Thirty-one statements were used in all.

Rating Scale - student teachers were assigned to two groups

of pupils and were asked to rate the behaviour using a

"modified version of the Integral Scale adapted from a study by

Newman and Jones (1946)".

Teacher Rankings - an estimate of overall social ability by

classroom teachers.

Self-concept Composition - a composition entitled 'The sort

of person I am'.

The Vineland Social Maturity Scale - administered by an

investigator, the test is based on the work of Doll (1953). The

scale measures self-help, self-direction, locomotion,

occupation, communication, and social relations.

ACE Psychological Examination - anecdotal records were kept.

As a result of his work, Jarecky came up with ten

characteristics of social giftedness which are:

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1. They were generally physically attractive and neat in appearance.

2. They were clearly accepted by an overwhelming majority of the people whom they knew, peers and adults alike.

3. They were generally involved in some sort of social enterprise to which they made positive constructive contribution.

4. They were generally looked to as arbiters or as "policy makers" or arbiters in their own group.

5. They related to peers and adults on an egalitarian basis, resisting insincere, artificial or patronizing relationships.

6. They maintained no facades. Their behaviour was non-defensive in character.

7. They appeared free of emotional tensions; that is, they were unafraid to express themselves emotionally, but their demonstrations of emotion were always relevant.

8. They maintained enduring relationships with peers and adults. Socially gifted adolescents did not experience rapid turnover in friendship.

9. They stimulated positive productive behaviours in others.

10. They were gay young people who, in general, seemed to

personify an unusual capacity for coping with any social

situation. They managed to do so with a delightful mixture

of intelligence, humour, and insight.

(Quoted in Barbe and Renzulli (1975) pp257 -258.)

Before dealing with the findings of the research, a

word or two about the research itself. The instruments for the

research were chosen on the basis of being "derived from the

literature and from questionnaire responses submitted by

members of the American Association for Gifted Children". The

actual text of the Ph.D. thesis gives no more than this. The

age of the respondent pupils is young for social ability to

have settled. (Hogan and Garvey,1976). It is the age of

adolescence when there are huge shifts in behaviour

patterns.(Conger,1973; Ausubel et al,1977; Forisha-

Kovach,1983).

The twenty-seven students used by Jarecky were drawn

from "middle-to-upper-middle socio-economic bracket in

practically all cases". We are told in the thesis that "the

fathers were professional men, businessmen, merchants, or

highly skilled workers". Of the pupils themselves, he says that

the group has "high intellectual ability" and that the "mean

score stood at the 80th percentile of ninth grade norms". In no

way can his pupils be said to be representative of the total

population. Because of their social background, one would

expect them to be "neat in appearance" and be "accepted by an

overwhelming majority of the people whom they knew". The

reference to them being "physically attractive" is pejorative

and one would expect them to be involved "in some sort of

social enterprise".

There are, however, inspite of the shortcomings of

the research, some interesting points. The reference to being

"policy makers", "maintaining no facades", "free of emotional

tensions" and "stimulating positive productive behaviours" are

all indicators of positive regard and a realistic self-concept

leading to a psychologically healthy individual. The ability to

"relate to peers and adults", "maintaining enduring

relationships", and "coping with social situations" are all

indicative of social interest and that harmony associated with it. There was an indication of empathy in "arbiters and policy makers" and "related...on an egalitarian basis". In general, the findings are supportive of the findings of the present research. However, Jarecky's findings are so general as to be applicable to large numbers of young people. It is the intention of this research to be more specific and to identify specific behaviours which set those with high social ability apart.

Observations and Conclusions

Kretch and Crutchfield (1958:p272) write of personality: "In truth, man is at once both biological, animal, and social product, both master and servant of fate, both rational and irrational, both driver and driven. His behavior

can be fully explained only by placing each aspect in its

proper perspective. Of all the dynamic physical systems

constituting the universe, man is the most complex." How true

the observation and any attempt to identify one aspect of

complex man, such as social man, must suffer from the fact that

man is a whole and not a series of parts. This research has

tried to look at the whole and draw out of that complex those

aspects which are social man. It has tried to be culturally

fair, even though man is a creature of his culture, and to

minimize value judgments. The characteristics which refer to

"freedom from obnoxious odours and habits"," has acceptable

behaviour and manners"," courteous and well spoken" and perhaps

"well informed and educated" do in some ways refer to

etiquette. But that etiquette is not specified and will vary

from culture to cultre. The characteristics seem to be

culturally fair but further research needs to determine that.

The research set out to identify the characteristics

of the socially able. A list of twenty-seven characteristics

were identified. An in-depth study of fifteen individuals was

made through case data and using the Hogan Personality

Inventory. Alongside this, a literature search revealed a number of personality characteristics which one might expect of the socially able. The research of Jarecky (1975) was considered alongside the present research. The process of comparing and contrasting all the datum available reveals the following characteristics of the socially able:

1. Their behaviour cannot be accredited to a specific factor but is a combination of inherited characteristics and environmental reactivity.

2. The socially able have self-confidence and maturity which is the result of a realistic view of themselves based on understanding of self and respect for others.

3. They are free from, or able to handle, anxiety and understand it in others.

4. They care about wider society and strive, perhaps unknowingly, for a greater harmony within society.

5. They have empathy.

6. They are psychologically healthy.

7. In general, they have an above average intelligence which enable them to provide and interpret social cues.

The final point must be a consideration of the

questions that commenced it relating to social giftedness or

high social ability in young adolescents. The Introduction to

this thesis presented the arguments for using the expressions

of either 'gift' or 'talent'. The characteristics that have

been identified are descriptive of a small group of individuals

who have high social ability. We now have to consider whether

this group may be described as 'gifted' or 'talented'.

According to those definitions, found on page 12, those

characteristics now attributed to the socially able may be

described as a 'talent' rather than a 'gift'. I argued that

'giftedness' was the possession of all-round high abilities and

encompassed more than one of the special areas of ability

represented diagramatically on page 7. A 'talent' was a

specific high ability represented by usually one area in that

model. There is no evidence within this research that those

individuals described here with such characteristics have an

all-round ability. However, that does not preclude the

possibility of a gifted individual having amongst his/her gifts

that exceptional capacity to form mature, productive

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relationships and develop effective social interactions amongst

peers and others.

Criticisms and Suggestions for Further Research

Unlike research undertaken in the laboratory, that

done in the field, and in particular, social science research,

is subject to variables which are difficult to control. This

research is no exception and its limitations need to be

recognized.

The Delphi Technique proved to be most useful in

generating statements relating to high social ability. However,

some of those statements are dual statements and perhaps caused

some confusion over their interpretation. In theory, the

statements generated from the Delphi have to stand as

designated by the respondent, but it may have been better in

hindsight to have gained the respondent's permission to split

them up into single simple sentences. Further research would

need to take this into account.

It may be argued that the characteristics of high

social ability were generated within a middle class culture.

Table 1 on page 181 indicates the groups used for validation

and whilst one cannot assume that all teachers, managers, sixth

form students and students in higher education are middle class

there is likely to be a preponderance of middle class values

within the groups used. Work needs to be undertaken in other

socio-economic groups to find out if the characteristics of

high social ability are constant in all socio-economic groups.

I have argued that the research is "culturally fair"

(see page 540) and assumed that the twenty-seven

characteristics will be applicable in all cultures. Further

research in other cultures needs to be undertaken in order to

confirm or confound this.

A further piece of research that needs to be done

relates to male/female perceptions. As indicated on page 44,

only 6 females were included in the group of 60 managers. This

research assumes that there is no difference in perception.

Some work needs to be done to find out if the female perception

of high social ability is the same as that of the male.

The literature and the research suggest that genetic

factors as well as environmental factors influence high social

ability.(see page 507) There are indications that high social ability runs in families. Role models also seem to influence the ability to interact in a trusting and valued way. The present research was not designed to undertake such a task but further research needs to be developed in this area.

Lastly, there are strong indications that intelligence plays an important part in high social ability. What the nature of that intelligence is and the part it plays is not clear. What is clear is that a great deal more research is necessary in this area if we are to fully understand social ability, its identification and measurement.

This research has only scratched the surface of the whole issue of social giftedness. There is much more to be done in the field, and God willing, I hope to continue the work. It has been quite a challenge, as I know it will be in the future, but it has also been an enjoyable and exciting period of my life. I hope I have conveyed to the reader some of this excitement and perhaps I might enthuse other researchers to follow in my footsteps.

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