

California Psychological Inventory

(from <http://cmhs.utoledo.edu/npiazza/Adv%20Personality/CPI.htm>)

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Introduction

The CPI was originally introduced in 1956.

Revised form released in 1987.

Current format reflects minor changes to comply with ADA and EEOC requirements.

Purpose. To assess everyday variables (folk concepts) that ordinary people use in their daily lives to understand, classify, and predict their own behavior and that of others.

Comparison with the MMPI-2

The CPI has 194 items in common with the MMPI.

General intent of the CPI is to look at interpersonal not intrapsychic functioning.

CPI developed for use with nonclinical groups.

CPI scales based on a single normal distribution and not a bi-modal distribution.

Reliability

Overall reliability is reported to be .70.

Test-retest reliabilities for the individual scales range from .53 for empathy to .80 for Self-control.

Internal consistency reliabilities range from .52 for Self-acceptance to .85 for vector 3, .81 for vector 1, and .80 for Self-control.

Weaknesses

Lack of factor analysis.

Many scales are highly correlated and conceptually similar.

Insufficient number of studies used for configural analysis.

Strengths

Extensive research and continuous improvement.

Because it uses common folk concepts, it is readily understood by lay people.

About the only comprehensive measure of normal personality available.

The only other popular measure of normal personality is the 16PF.

Uses & Applications

Employee selection.
Career guidance and development.
Work group or team building.
Succession planning.
Individual understanding and development.

General Interpretation

Verify that the profile has been plotted using the appropriate sex norms
Evaluate for "fake good," "fake bad," or random profiles

Validity Scales

Raw score for Gi > 31 suggests faking good.
Raw score for Wb < 20 suggests faking bad or exaggerated negative self-concept with feelings of dysphoria.
Raw score for Gi < 8 suggests possible faking bad.
Raw score for Cm < 29 in males or Cm < 24 in females.
High scores on Cm suggest that the examinee responded in a valid fashion.

Validity Equations

The "fake good" equation
.15Do+.18Em+.35Gi-.11Wb-.13To-.12Fx > 56.65
The "otherwise invalid" equation
.68Cm-.18Wb+.12Ac > 58.55
Random vs. fake bad equation
.13In+.22Gi-.06Cm+.14 Py+.13Fx < 50.00
Random > 50.00
Fake bad < 50.00

Structural Scale Interpretation

Gough eventually identified three vectors that were assessed by the CPI.

Vector 1 = Introversion versus extraversion
Vector 2 = Norm or rule-following versus norm or rule-challenging
Vector 3 = Level of realization or positive development

The outcome was the development of three scales, one for each vector: v.1, v.2, & v.3

High Vector Meanings

High v.1: scorers tend to be viewed as reticent, shy, reserved, moderate, modest, and reluctant to initiate or take decisive social action.
High v.2 scorers are well-organized, conscientious, conventional, dependable, and controlled.

High v.3 scorers feel capable, able to cope with the stresses of life, and reasonably fulfilled or actualized. They are relatively free of neurotic trends and conflicts, and possess a higher level of adjustment.

Low Vector Meanings

Low v.1 scorers tend to be outgoing, confident, talkative, and possess social poise and presence.

Low v.2 scorers are rebellious, restless, pleasure-seeking, and self-indulgent.

Low v.3 scorers feel they are lacking in resolve, vulnerable to life's traumas, and not at all fulfilled or actualized. They are unsure, dissatisfied, and uncomfortable with uncertainty and complexity. They are reporting a lower level of adjustment.

The Cuboid Model

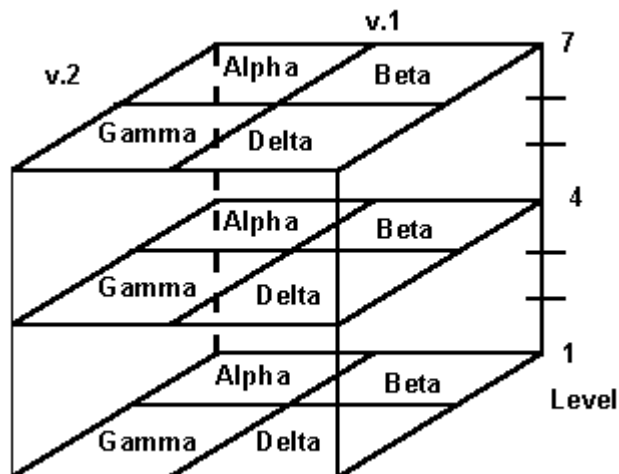
Scales v.1 and v.2 can be said to describe four types of psychological organization of personality: alpha, beta, gamma, and delta.

Scale v.3 is used to determine the degree to which the positive potential for a particular personality type has been developed.

Development occurs along a scale from 1 (lowest) to 7 (highest).

Highly developed types possess most of the strengths and few of the weaknesses inherent in that type

Cuboid Model Illustrated



Cuboid Model Described

Two major vectors

Interpersonal orientation (internal v. external)

Normative perspective (favoring v. questioning)

Result in four types: Alpha, Beta, Gamma, Delta

Along 7 levels of realization

1 = poor realization of positive potential

4 = average realization of positive potential

7 = superior realization of positive potential

The Personality Types

Alpha Types

Alphas invest themselves in the shared, interpersonal world, and in adherence to norms.

Alphas are doers, people who carry out the sanctioned mandates of the culture.

They are ambitious, assertive, enterprising, and outgoing.

At their best, they can be charismatic leaders and instigators of constructive social action.

At their worst, they can be self-centered, opportunistic, defensive, and manipulative.

Beta Types

Betas center their interests internally, and on the acceptance of norms and precepts.

They are the preservers of values, sources of wisdom, and the nurturers and restorers of tradition.

They are steady, cautious, moderate, and conventional.

At their best, they can be inspirational models of goodness and insight.

At their worst, they can be conformist, constricted, fearful, and anergic.

Gamma Types

Gammas are externally oriented, but make their decisions on personal values.

Gammas are the doubters, the skeptics, who strive to change the status quo.

They are adventurous, clever, headstrong, and progressive.

At their best, they are innovative, insightful, and creative.

At their worst, they are rebellious, intolerant, self-indulgent, and disruptive.

Delta Types

Deltas are focused on their own internal and personal value systems.

Deltas are reflective, sensitive idiosyncratic, preoccupied, quiet, reserved, and detached.

At their best, they are ideationally and imaginatively creative, esthetically perceptive, and visionary.

At their worst, they are fragmented, self-defeating, withdrawn, and prone to decompensation.

Cluster Analysis

Evaluate the profile by examining the average elevations on different groups of scales.

The scales are organized on the profile sheet according to class.

An alternative approach to scale clusters is based on factor analysis.

Clusters whose scores fall largely

at or above 50T suggest areas of strength.

below 50T suggest areas of weakness or poor adjustment.

Class Evaluations

Class I scales: Measure interpersonal style, effectiveness, and adequacy

Class II scales: Measure intrapersonal controls, personal values and beliefs, maturity, and sense of responsibility

Class III scales: Measure intellectual style and achievement orientation

Class IV scales: measure conceptual and intellectual interests

Factor Evaluations

Factor I scales: Measure interpersonal effectiveness and adequacy, poise, self-assurance, initiative, and resourcefulness.

Factor II scales: Provide a general index of personal adjustment, mental health, and social conformity.

Factor III scales: Assess the extent to which a person can think and behave independently.

Factor IV scales: Measure the extent to which a person adheres to social norms and conventions.

Factor V scales: Assess a person's degree of aesthetic interests, dependency, and sensitivity.

Individual & Configural Evaluations

Individual scale evaluations.

McAllister (1988) or Groth-Marnat (1990)

Configural evaluations.

McAllister (1988) or Groth-Marnat (1990)

CPI PATTERNS AND MANAGERIAL STYLE

Assessing Managerial Leadership Style and Skills Refers to basic drive for influence and approach to working with others to achieve results.

Willingness to take charge

Do between 65 and 70

The closer F/M is to 50 and above, the "softer" the approach

Action orientation

Most managers average between 45 and 50 on F/M and around 50 on Sc (self-control).

Lower scores on F/M and Sc indicate fast pace, and lack of caution and task focus.

Higher scores on Sp (social presence) indicate energy and drive. Lower scores indicate the opposite.

Use of power and intimidation

Do > 75; Sp and Sa > 65; F/M < 40; and lower Em.

Cheerleader/motivator style

Do, Sp, Sa, So, Cs > 65

Low key, behind the scenes style

Do > 60; Cs, So < Do; Sc > 55

Negotiation skills

Class I scales will be generally elevated over Class II.

High Py score

The more marked the difference between Class I and Class II scores, the more likely the individual is to be a "wheeler dealer."

Problem-Solving Style Refers to orientation toward analysis, decisiveness, and use of others' ideas or input.

Caution vs. Decisiveness

Slow, careful, deliberate: Sp, In, Ai will be lower, while Ac, Sc, and F/M will be higher.

Quick, independent, decisive: Sp, In, Ai will be higher, while Ac, Sc, and F/M will be lower.

Involvement of others in the process

To and Fx are higher; In is lower.

Consideration of alternatives vs. rigidity

Fx > 60 and Ie > 50 indicate a willingness to consider alternatives.

Fx < 45 and To < 55 indicate rigidity.

Decision making independence. Independent decision-makers will possess:

Elevated In, Sa
Lower Gi
Ai over Ac
Creativity
Sa, Ai, Fx are high
So is low

Motivation

Need for achievement.

High achievers average Ai and Ac > 60; Ie > 55.

Organizational conformity

High v.2 (i.e., Alpha or Beta type).

High Ac, Re, and So; Gi > 55 indicates comfort with conformity.

Need for recognition

High Sp, Sa, and Cs

Need for approval

Ac > Ai by at least 5 points.

Gi > 55.

Interpersonal Style Refers to orientation toward relationships, concern and support for people and their feelings, social comfort, and need to interact with others.

Social skills

Cs, So, Sp, & Sa > 60 indicate individuals who interact comfortably with others in most settings and are quite verbal.

Support, service, and helpfulness.

Em, Re, So, To > 60 and F/M > 50.

Relations with superiors.

Higher Class I than Class II scales.

Elevated Gi; Ac > 60

Diplomacy and tact.

Gi and Py > 60; Sc > 55; F/M > 50

Political astuteness

Sa and Py > 55; Gi > 50

Administrative Style Refers to attention to structure, organization, details, planning, and follow-through.

Need for structure

Ac, Re, and So > 60; Sc > 50.

Monitoring and follow-up

Ac, Re, and So > 60; Sc > 50 (same as above)

Fx < 50

Adaptability Refers to capacity to function effectively in a wide range of situations, to cope with change or stress, to be self-reliant or self-directed, and to have confidence.

Self-confidence

Sa > 60

Openness to change

Fx > 60

Sc between 40 and 60

F/M > 35

Stress tolerance

look for v.3 level > 4.