

Midterm Test #2: Maslow, Rogers, Bandura & Mischel

Instructions: You have 50 minutes to complete the following 40 multiple-choice questions. Please print your name at the top of this paper, and return it with your scan sheet. On the scan sheet, print your ID number in the leftmost 7 boxes in the section at the top left marked "IDENTIFICATION NUMBER", and fill in the appropriate circle beneath each box. **Please be sure to code your ID correctly, since it is the ONLY way the computer has of identifying you!!** Please PRINT your name in the space marked "NAME" at the top right of the form. In answering questions, be sure to mark darkly. **IF YOU CAN STILL READ THE NUMBER IN THE BUBBLE YOUR MARKING IS TOO LIGHT.**

1. Which of the following statements is **LEAST CONSISTENT** with the views of **humanistic** personality theories?
 - a. Understanding the wholeness of personality is more important than searching for the basic units out of which personality is constructed.
 - b. **We should not allow subjective perceptions of what is relevant guide objective research in personality. [correct]**
 - c. The search for meaning and meaningfulness is at the heart of personality development.
 - d. The development of full potential is each individual's most important motive.
 - e. all of the above are CONSISTENT with the humanistic approach
2. If we contrast **Maslow's** views on **human motivation** with those of other theorists we find that:
 - a. like Rogers, Maslow believed that there are several fundamental human motives.
 - b. **like Jung, Maslow did believe that human motives could be modified or influenced by experience. [correct]**
 - c. like Jung, Maslow believed that the process of developing or actualizing the self does not usually begin until mid-life.
 - d. all of the above
 - e. none of the above. [accepted]
3. When Maslow described human needs as '**instinctoid**', he meant to suggest that human needs:
 - a. were not innate, but shaped by society, culture and personal experience.
 - b. were a product of evolutionary pressures, and were shared with many other animal species.
 - c. **(unlike animal instincts) could be repressed, or modified by experience. [correct]**
 - d. were innate, and resistant to environmental or cultural modification.
 - e. none of the above.
4. When Maslow said that our behaviors are **overdetermined**, he meant that:
 - a. they had a strong instinctive basis.
 - b. **they tend to fulfill several need or motives simultaneously. [correct]**
 - c. we tend to continue our behavior even after the motive that prompted the behavior has been satisfied.
 - d. our behavior is determined both by innate needs, and by social pressures.
 - e. none of the above
5. According to Maslow, which of the following would **NOT** be true? [old - mod - keep]
 - a. Esteem needs are more psychological than are needs for belongingness.
 - b. Physiological needs emerged earlier in evolution than did safety needs.
 - c. **In a small number of individuals, needs for esteem appear after needs for love and belongingness. [correct]**
 - d. Cognitive and aesthetic needs may appear at any time.
 - e. all of the above are TRUE
6. Ashley's behavior is dominated by strong desires to achieve predictability, order and security in her life. Maslow would say that:
 - a. **once these needs are satisfied, Joan will experience needs for love and belongingness. [correct]**
 - b. Joan has already substantially satisfied her needs for esteem.
 - c. Jean has already substantially satisfied her safety needs.
 - d. Jean has moved beyond the hierarchy of D-motives.
 - e. more than one of the above.

7. According to Maslow, **D-cognition** ____, while **B-cognition** ____.
- involves a focus on current reality involves a focus on future goals
 - involves active search for stimuli involves more passive reception of information [correct]**
 - occurs only in short sporadic bursts occurs continually for long periods of time
 - is poorly organized and unfocused is well-structured and focused
 - all of the above
8. Maslow suggested **exceptions** to the rule that the D-motives always occur in a fixed hierarchy. For example:
- for some people, the order of importance of two adjacent levels of needs in the hierarchy may be reversed.
 - people may undervalue a need (eg hunger) if they have never experienced it, and will deprive themselves of it to satisfy a higher need.
 - for some people, the drive for creativity may be more important than all other drives.
 - some people hold moral values so high that they will give up everything for an idea or value.
 - all of the above [correct]**
9. "I think that it is important for me to trust my feelings about what is right and best for me." This statement illustrates which aspect of Maslow's Eight-Fold Way?
- Self development
 - honesty
 - growth choices.
 - judgment [correct]**
 - none of the above.
10. If we compare the Maslow's ideas about **self-actualizing** with Rogers' ideas about the **actualizing tendency** we find that:
- Rogers believes that actualization is an innate tendency; Maslow believes that it is acquired. [accepted]
 - both agree that actualization does not begin until more fundamental human motives are satisfied.
 - both agree that there are several other human motives, and that actualization is qualitatively different from these others.
 - all of the above
 - none of the above. [correct]**
11. Maslow believed that the most common cause of human unhappiness and pathology is:
- the inability to meet the need for love and belongingness. [correct]**
 - the inconsistency between what we want to do, and what we feel we ought to do.
 - the failure to achieve self-actualization.
 - our inability to subordinate lower-order needs to higher-order needs.
 - none of the above.
12. Which of the following is **NOT** one of the characteristics of Maslow's **self-actualized individual**?
- He perceives reality accurately, unhampered by defensiveness.
 - She accepts himself and others, and the world in general.
 - He is concerned with real-world problems, rather than with himself.
 - She has the capacity for self-extension, and the formation of many interpersonal relationships. [correct]**
 - all of ARE characteristics of the self-actualized individual.
13. Which of the following is **NOT** one of the criticisms commonly levelled against Maslow's theory?
- The theory is based on methods that are subjective, and lack scientific rigor.
 - The theory does not say very much about the factors that are important in personality development.
 - The theory does not account for people who become self-actualized despite living in deprived environments.
 - The theory underestimates the role of environment and experience in the development of self-actualization. [correct]**
 - all of the above ARE common criticisms of Maslow
14. As your text notes, in existentialism, _____ consists of your biological experiences and _____ consists of your psychological experiences.
- Umwelt ... Eigenwelt [correct]**
 - Eigenwelt ... Mitwelt
 - Mitwelt ... Umwelt
 - Umwelt ... Mitwelt
 - None of the above

15. For Carl Rogers, the **phenomenal field**:

- a. is that part of internal and external experience that is felt as uniquely part of the Self.
- b. consists of whatever memories and feelings cannot be allowed to gain access to consciousness.
- c. is the set of stimuli and feelings that are available to the individual's conscious awareness at any given moment. [correct]
- d. is the relationship between two individuals when they are in full and empathic contact.
- e. none of the above.

16. If we compare Carl Rogers' description of **self-actualization** (the actualizing tendency) with that of Jung and Maslow we find that Rogers believed that:

- a. self-actualization is a process that takes place primarily in the unconscious. Jung also believed this.
- b. self-actualization did not begin until the individual had first satisfied other needs. Both Jung and Maslow agreed.
- c. self-actualization includes all biological drives. Maslow agreed.
- d. all people are motivated by the actualizing tendency, Maslow agreed, but Jung did not.
- e. none of the above [correct]

17. Rogers argues that the **organismic valuing process**:

- a. is the central motive, or fund of psychic energy, that leads to the enhancement and growth of the individual.
- b. determines what is included in, or excluded from, the individual's phenomenal field.
- c. is an unconscious process that leads us to approach and/or maintain experiences that are consistent with the actualizing tendency. [correct]
- d. is an introjected and internalized representation of the unconditional positive regard received from others.
- e. none of the above.

18. In Rogers' theory, the relationship between the **actualizing tendency** (AT) and the **organismic valuing process** (OVP) is such that:

- a. the OVP draws the individual toward experiences or situations which are most appropriate for expressing the AT. [correct]
- b. the OVP contains (or is) the innate motivational energy that the AT uses to power behavior.
- c. the AT selects growth experiences or situations, and the OVP causes the individual to be attracted to such experiences or situations.
- d. the OVP ensures that the AT is not directed toward goals that are inconsistent with the ideal self.
- e. none of the above.

19. Rogers believes that **unconditional positive regard** is important to the individual because:

- a. without it, the organismic valuing process will not develop.
- b. with it, the individual will not experience or develop conditions of worth. [correct]
- c. without it, the individual will not develop a Self.
- d. with it, the actualizing tendency will cease to function.
- e. none of the above.

20. Rogers' conception of the **Self** involves the idea that the Self:

- a. is present at birth, and guides the individual's personality development.
- b. develops after birth, and is a special part of the individual's phenomenal field. [correct]
- c. fails to develop (or ceases to exist) if the individual does not receive unconditional positive regard.
- d. is one of the two structures of the psyche, partly conscious and partly unconscious.
- e. both b and c

21. According to Rogers, the relationship between the **self** and the **ideal self** is such that:

- a. it is the cooperative and synergistic relationship between the self and ideal self that leads to personality growth.
- b. the development of the ideal self hinders the natural and normal development of the self. [correct]
- c. the ideal self develops as an unconscious mirror image of the self, balancing, complementing and completing the conscious self.
- d. the ideal self is the innate, biologically-determined image of perfection that we all possess, and toward which the self develops.
- e. both a and d.

22. When Jane was a child, her parents punished many of her behaviors and emotions by withdrawing their love. Today she still avoids feelings or actions that her parents would dislike, and feels guilty about many things she does. Her parents were teachers, and Jane is in Teachers' College to please them, even though she really wants a career in music. Rogers would say that:
- Jane is likely to have frequent experiences of incongruence. [correct]
 - too many of Jane's feelings and actions are allowed into her phenomenal field.
 - Jane's actualizing tendency has become weaker over the years.
 - that her parents' punishments probably prevented her from internalizing her conditions of worth.
 - all of the above
23. Basically, Rogers believed that **psychopathology** arises:
- when the conditions of worth prevent the individual from using the organismic valuing process to guide his life choices. [correct]
 - when the lack of unconditional positive regard prevents the development of the ideal Self.
 - when the ideal Self is incongruent with the conditions of worth.
 - when the absence of positive regard prevents the development of the organismic valuing process.
 - none of the above
24. If we compare the **self-actualizing individual** of Maslow, and the **fully-functioning individual** of Rogers we find that there are many similarities. Which of the following characteristics is **NOT** shared by both?
- She is invariably creative.
 - She has many emotionally intimate relationships. [correct]
 - She perceives herself accurately, and without defensiveness.
 - She trusts her inner sense of what is right and appropriate for her.
 - all of the above are shared by both
25. Which of the following is **NOT** one of the outcomes Rogers expects from a successful therapeutic relationship?
- Clients experience life events more subjectively. [correct]
 - Clients are better able to detect incongruities between their concept of the self and their experiences.
 - Clients are able to reorganize their concept of the Self to include experiences that had previously been denied awareness.
 - Clients feel themselves to be the locus of evaluation and control in their lives.
 - all of the above ARE expected outcomes
26. According to your text, students from individualistic cultures who failed a test of creativity _____, whereas Japanese students _____.
- wanted to take the test again ... searched for ways to think well of themselves
 - searched for ways to think well of themselves ... did not show this response. [correct]
 - showed no signs of distress ... showed signs of great distress
 - felt bad about themselves ... felt bad about their group
 - None of the above
27. According to your text, both the _____ are aspects of procedural self-knowledge.
- relational self and the implicit self [correct]
 - collectivist self and the individualist self
 - rational self and the explicit self
 - 'I' self and the 'me' self
 - None of the above
28. According to self-discrepancy theory (described in your text), the emotion that arises from discrepancies between ideal and actual selves is:
- fear
 - depression [correct]
 - anxiety
 - hostility
 - None of the above
29. John B. Watson's **radical behaviorism** was a reaction against:
- the failures of introspection as a research method. [correct]
 - the reluctance of experimental psychologists to draw inferences about the contents and operations of mind.
 - the inability of classical learning theory to explain cognitive processes, especially memory.
 - the move of European psychologists away from the study of behavior towards a focus on conscious experience.

- e. none of the above.
30. Mischel criticized trait theories of personality on the grounds that:
- the correlation between observed behavior and traits as measured by personality tests, was about .30.
 - the typical correlations between responses or behaviors in different situations to be about .30 (personality coefficient)
 - behavior is not as consistent as, trait theory said it was.
 - behavioral consistencies cannot best be detected by assuming the operation of broad, internal traits or dispositions.
 - all of the above [correct]
31. The concept of **reciprocal determinism**, as used by Bandura and Mischel implies that:
- the individual's actions in a situation may alter that situation, and require the individual to reappraise the changed situation.
 - the individual acts in a certain way because as a result of his or her cognitive interpretation of a situation.
 - an individual cannot accurately appraise a situation until he or she has taken some action in that situation.
 - other people and their actions are more important than an individual's person variables in determining what an individual does in a situation.
 - both a and b [correct]
32. As your text notes, George Kelly's **personal construct theory** emphasizes that individuals:
- construct reality through neurotic distortions.
 - build an authentic existence through the acceptance of personal responsibility.
 - construct a hierarchy of needs that motivates behavior.
 - build the experience of reality through unique sets of ideas about the world. [correct]
 - None of the above
33. According to Bandura and Mischel, **social learning person variables**:
- are the traits that characterize an individual's consistent behavior in a variety of situations.
 - are those aspects of an individual's cognitive processing that are derived from early childhood experiences of reward and punishment, especially for imitating the behavior of others.
 - are the cognitive processes that an individual uses to perceive and evaluate a situation. [correct]
 - are those characteristics of an individual that allow him or her to acquire new behaviors by observing the actions of others.
 - none of the above
34. In Mischel's view of personality, **competency/self efficacy**:
- refers to what a person knows and is (or thinks he is) capable of doing in terms of activities, aptitudes, social skills, abilities, intelligence and problem-solving strategies. [correct]
 - the individual's ways of interpreting the world and events in it.
 - includes the way the individual sees himself.
 - refers to the individual's values structures. Behavior is more influenced by internal than by external reinforcements
 - none of the above.
35. As your text notes, _____ had a substantial intellectual influence on Mischel's ideas about the cognitive-affective personality system.
- George Kelly [correct]
 - Sigmund Freud
 - Gordon Allport
 - Hans Eysenck
 - None of the above
36. As your text notes, Bandura's concept of self-efficacy is similar to what Rotter called:
- situational relativism.
 - expectancies [correct]
 - reinforcement values.
 - behavior potential.
 - the eigenwelt
37. According to Bandura and Mischel, an individual's **encoding strategies and personal constructs** are his or her:
- self-perceptions concerning abilities, skills and values.
 - abilities to symbolically rehearse and retain information about past experiences.
 - habitual ways of perceiving and interpreting events and people in their environment, including themselves. [correct]
 - all of the above

- e. none of the above.
38. Bandura and Mischel describe an individual's of **self-regulatory systems**. One function of these systems is to:
- a. provide feedback concerning the adequacy of an individual's performance in a situation with respect to the individual's self-imposed standards.. [correct]
 - b. provide feedback to ensure that the individual's motivation level is appropriate to the energy demands of the situation.
 - c. provide feedback from the situation to ensure that the individual's behavior changes appropriately as the situation changes.
 - d. ensure that the energy devoted to the evaluating a situation is equally distributed among the individual's various cognitive processes.
 - e. none of the above.
39. Which is **NOT** one of the central intrinsic goals featured in self-determination theory, as described in your text?
- a. autonomy
 - b. relatedness
 - c. competence
 - d. hedonia [correct]
 - e. All of the above ARE intrinsic goals according to self-determination theory
40. As your text notes, Dollard and Miller view psychological conflict as the result of:
- a. conflict between the id and the superego.
 - b. conflict between primary and secondary drives.
 - c. habit hierarchy disorder.
 - d. approach-avoidance conflict. [correct]
 - e. None of the above

-- The End --