

Chapter 9: Intelligence and Psychological Testing

Principle Types of Tests

1. Mental Ability Tests
 1. Intelligence Tests: Measures general mental ability. Assess more intellectual potential rather than knowledge
 2. Aptitude Tests: Focus on types of mental abilities (ex. abstract reasoning, numerical ability, perceptual speed and accuracy, space relationship)
 3. Achievement Tests: Specific, measures previous learning instead of potential (ex. reading, history)
2. Personality Tests: measures various aspects of personality, motives, interests, values, attitude

Key Concepts of Psychological Testing

- Standardization: uniform procedure and scoring (everyone gets the same test)
 - Test Norms: Provide information on where a score on a test ranks in relation to other scores on the same test
 - How you score relative to other people (ex. below, average, above)
 - Convert score into percentile score to have meaning, indicate % of people you scored at or above
 - Standardization Group: Sample of people that norms are based on
- Reliability: measurement consistency of a test/measurement technique (ex. watch, test)
 - Check reliability
 - Test-retest Reliability: ex. assertiveness is stable, test results shouldn't change when retested if test is reliable
 - Correlation Coefficient: Numerical index of relationship between two variables
 - -1 \ strong neg. correlation, 0 weak correlation, 1 / strong pos. correlation
 - $< .70$ is acceptable reliability
- Validity: Ability of a test to measure what it was designed to measure
 - Check Validity
 - Content-Related Validity: degree of which the content of a test is representative of the domain it's suppose to cover (ex. testing math not yet learned in class is poor validity, more logical than statistical)
 - Criterion-Related Validity: Correlating scores on a test with their scores on an independent measure of the trait (ex. High correlating scores on pilot aptitude test with pilot performance test means aptitude test has high validity)
 - Construct Validity: Extent to which there is evidence that a test measures a particular *hypothetical construct* (No obvious criterion measures exist). All questions should not be correlated with other subjects than the main construct

The Evolution of Intelligence Testing

- Sir Francis Galton - Hereditary Genius
 - Intelligence is inherited (families and descendants continue to be successful), but his tests on sensory did not relate to the criteria
 - Nature vs. Nurture, heredity (genetics) vs. environment (schooling)
- Alfred Binet & Theodore Simon
 - Binet-Simon intelligence scale, tested children on reasoning skills, successful
 - Mental Age: Mental ability of a typical child of a certain chronological (actual) age
- Lewis Terman
 - Intelligence Quotient (IQ): $(MA/CA) \times 100$
 - Stanford-Binet Intelligence scale, all children on the same scale regardless of age
- David Wechsler
 - Wechsler Adult Intelligence Scale (WAIS)

- Introduced both verbal and non-verbal reasoning
- Normal distribution (standard deviation), adopted by most tests

Debate about Structure of Intelligence

- Charles Spearman's *g*
 - Factor Analyses: Correlations among many variables are analyzed to identify closely related clusters of variables
 - Cognitive abilities share a core factor, *g* for general ability
- L. L. Thurstone
 - 7 Primary Mental Abilities: word fluency, verbal comprehension, spatial ability, perceptual speed, numerical ability, inductive reasoning, and memory. Many distinct mental abilities.
- *G* divided into *fluid intelligence* (reasoning, memory capacity, speed of information processing) and *crystallized intelligence* (ability to apply acquired knowledge and skills in problem solving)

Reliability and Validity of IQ Tests

- Normal Distribution: Systematic bell-shaped curve representing a distribution pattern
- Deviation IQ Scores: locates subjects precisely within normal distribution using standard deviation as a unit of measurement.
- Mostly reliable (>.90), but can change based on external factors (stress, poor motivation, atmosphere)
- Qualified Validity: Valid indicators of academic/verbal intelligence, not intelligence in a truly general sense such as social intelligence and practical intelligence
 - Only moderate correlation with school success, doesn't factor personality traits (organized, lazy, motivation)
 - Doesn't predict how well you can get a job (doesn't factor social/networking skills)
- Stable but not fixed, (early age and change in life)
- May not apply well to different cultures. Cognitive thinking and what you experience is different in different cultures, can't use a test designed in one culture to test another

Extremes of Intelligence:

1. Intellectual Disability/Mental Retardation

- Diagnosis: Based on IQ and adaptive testing
 - Subnormal general mental ability, IQ of 2 or more SD below average
 - Adaptive Skills Deficits
 - Conceptual Skills (managing money, writing a letter)
 - Social Skills (making friends, coping with others)
 - Practical Skills (preparing meals, using transportation, making meals)
 - Originating before 18
- 4 levels: mild(most common, hard to distinguish from normal), moderate, severe, profound
- Causes
 - Environmental (raised in impoverished environment, social class for mild-moderate)
 - Biological (usually physical and known, lack of oxygen, genes, all social classes equally at risk biologically with severe-profound)

2. Giftedness

- Identification Issues
 - IQ tests don't consider creativity, leadership, or special talent. Can Nelson Mandela or Athletes score high on IQ tests?
 - The tests may not capture giftedness (ex. adhd)
- Stereotypes: weak, socially inept, emotionally troubles
 - Lewis Terman - contradicted these stereotypes, above average physically ...
 - Ellen Winner - Moderately (contradicted) vs. Profoundly (proved) gifted
- Giftedness and High Achievement in Life - Beyond IQ
 - Joseph Renzulli

- Exceptional Intelligence/ability + Exceptional Creativity + Exceptional Commitment = Eminence (genius contributions, very few gifted people achieve this)
- Simonton - Drudge Theory: Endless tedious practice, determination
- "Hidden Giftedness"

Hereditary and Environment Determinants of Intelligence

- Hereditary Influence
 - Prove with twin and adoption studies
 - As genetic relatedness decrease, so does correlation in intelligence
 - Genes only affect intelligence to a certain point, twins are raised together
 - Heritability Ratio: Estimate the proportion of a trait in a population that is determined by genes (ex. 80% genes 20% environment)
- Environment Influence
 - Adoption studies, adopted children show resemblance of IQ of adoptive parents
 - Cumulative deprivation/enrichment hypothesis, erosion in IQ scores at poor orphanage
 - Generational Changes: Flynn Effect, great increase in IQ overtime, can't be genetics
- Sandra Scarr: Reaction Range, genetically determined limits on IQ/other traits. Where you land on is based on environment, but limited due to genetics

Cultural Differences in IQ Scores

- Heritability as an explanation
 - Arthur Jensen, genetic factors are strongly the cause of ethnic difference in IQ
 - Richard Herrnstein and Charles Murray - *The Bell Curve*, disadvantaged groups can not avoid fate of IQ because it is their genetic destiny
 - J. Phillippe Rushton - Race, Evolution, and Behaviour, races can be ranked on IQ
- Environment as an explanation
 - Leon Kamin's cornfield analogy - socioeconomic disadvantage
 - Claude Steele - stereotype vulnerability, negative stereotypes can lead to poor IQ
 - Cultural Bias - Learn, think, and behave differently in different cultures

New Directions in the Assessment and Study of Intelligence

- Guilford's 150 distinct mental abilities, increased emphasis on specific abilities
- Cognitive Conceptualizations of Intelligence
 - Robert Sternberg's triarchic theory and successful intelligence, focus on how people use their intelligence rather than the amount: contextual, experiential, and componential
- Expanding Concept of Intelligence
 - Hoard Gardner's 8 intelligences: Logical-Math, linguistically, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist
 - Daniel Goleman's emotional intelligence: ability to perceive and express emotion

Chapter 10: Motivation and Emotion

Motivational Theories and Concepts

- Motives: Needs, wants, desires, interests that lead to goal-directed behaviour
- Drive (Push) Theories
 - Seeking Homeostasis: a state of psychological equilibrium (ex. temperature)
 - Drive: internal state of tension that motivates an organism to engage in activities that would reduce the tension (ex. motivated to eat to reduce hunger discomfort)
- Incentive (Pull) Theories
 - Incentive: An external goal that has the capacity to motivate behaviour (ex. a promotion)
 - Expectancy-Value Model to understand human behaviours

- Evolutionary Theories
 - Motives/behaviours to maximize reproductive success (ex. dominance, aggression)
- Range/Diversity of Human Motives, most theories except evolutionary distinguish between:
 - Biological (limited and universal) vs. Social (unlimited and different for everyone) Motives

Motivation for Hunger and Eating

- Biological Factors
 - Brain Regulation
 - Lateral hypothalamus (on) and ventromedial nucleus of hypothalamus (off) switch
 - Arcuate and paraventricular nucleus play bigger roll in modulation of hunger
 - Neural circuitry
 - Glucose and Digestive Regulation
 - Glucostatic theory: blood glucose level is monitored in the brain to influence hunger
 - Hormonal Regulation
 - Insulin (increases hunger) and leptin (diminishes hunger)
- Environmental Factors
 - Availability and Related Cues
 - Palatability (taste), quantity available, variety, presence of others, appearance
 - Learned Preferences and Habits
 - Preferences acquired through learning and experience, when and what to eat
 - Stress
 - Link between heightened arousal/negative emotion and overeating
- Roots of Obesity
 - Genetic Predisposition
 - Twin studies show you can inherit a genetic vulnerability to obesity
 - Excessive Eating and Inadequate Exercise
 - Set/Settling Point
 - Set-Point: Body monitors fat-cell levels to keep them (and weight) fairly stable
 - Settling Point: Weight drifts around the factors that determine food consumption and energy expenditure achieves an equilibrium, resets based on variables
 - Dietary Restraint, "I am either on a diet or out of control" mentality
 - Eating Disorders
 - Anorexia
 - Bulimia
 - Binge Eating

Sexual Motivation and Behaviour

- Hormonal Regulation, estrogens, androgens, testosterone
- Evolutionary Factor, survive and pass on genes
- Parental Investment Theory: biological reality, evolutionary significance, behaviour outcomes
 - males less risk, time, energy - maximize reproduction by seeking more sexual partners
 - females more time, risk, energy - look for partner willing to invest material resource
- Gender Differences in Mate Preferences and Sexual Activity
 - males want more sex, attractiveness is important
 - females want less sex, financial/social status more important
- Masters and Johnson - Human Sexual Response Stages:
 - Excitement, vasocongestion: engorgement of blood vessels
 - Plateau
 - Orgasm
 - Resolution, refractory period: time after orgasm where unresponsive to further stimuli
- Pornography
 - Exposure of what they think is acceptable

- Sexual Orientation: hetero/bi/homo sexual, a continuum that changes over time
 - Biological Theories
 - Hormones of mother entering fetus changing brain development
 - Twin and adoption studies, genetic relatedness
 - Freud
 - Wants to be liked by mom, identify as dad, if dad is not there will identify differently

Need to Belong: Affiliation Motivation

- Affiliation Motive: need to associate with others and maintain social bonds, needed to survive
- Ostracism: being ignored and excluded by others in your social environment
- Fear of Rejection: Don't want to be cast out, can be damaging

Achievement Motivation: Need to find excellence, master difficult challenges, outperform others

- Individual Differences in the Need for Achievement
 - Thematic Appreciation Test, write stories to reveal personal motives and traits
- Situational Influences
 - John Atkinson, *motivation* (achieve success/fear of failure, stable personality), *probability* of success (varies from task to task, situational), incentive *value* of success (subjective/situational)

Elements of Emotional Experience Involve:

- Cognitive Component
 - Subjective conscious experience/almost automatic feelings
 - Affective Forecasting: predict one's reaction to future events (people tend to mispredict)
- Physiological Component
 - Autonomic Arousal (bodily changes)
 - Galvanic Skin Response: increase in skin electrical conductivity when sweating
 - Brain activity
- Behavioural Component
 - Body language and nonverbal expressions
- Cultural Elements
 - Primary Emotions (universal) vs. Secondary Emotions (learned)
 - Display Rules: norms that regulate the appropriate expression of emotions

Theories of Emotion

- James Lange "I feel afraid because I tremble"
 - Conscious experience of emotion results from one's perspective of autonomic arousal
- Cannon Bard "The dog makes me tremble and afraid simultaneously"
- Schachter's Two Factor Theory "Label trembling as fear b/c appraise situation as dangerous"
 - Autonomic arousal first, then cognitive interpretation (environment) of that arousal
- Evolutionary Theories
 - To survive/avoid danger, innate reactions to stimuli with little cognitive interpretation

Happiness

- Subjective rather than an objective reality, everyone sees and thinks of the world differently
- Correlated with other variables correlated with other variables
 - extraversion correlated with happiness, correlated with social activity, where is the cause

Chapter 11: Human Development Across the Life Span

Progress before Birth: Prenatal Development

- Course of Prenatal Development
 - Germinal Stage, 0 - 2 weeks after conception
 - Zygote: one-celled organism formed by the union of a sperm and an egg
 - Form Placenta: structure that allows oxygen/nutrients to pass from mother's bloodstream to fetus and wastes pass out to the mother
 - Embryonic Stage, 2 weeks - 2 months
 - Specialized cell division to form organs
 - Fetal Stage, after 2 months
 - Age of Viability: age of which baby can survive premature birth
- Environmental Factors and Prenatal Development
 - Teratogens: external agent that harm the embryo/fetus (ex. drugs, viruses)
 - Maternal Drug Use (ex. tobacco recreational/prescription drugs) Fetal Alcohol Syndrome
 - Maternal Illness and Exposure to Toxins, weak immunity, physical/psychological impact
 - Maternal Nutrition and Emotions, hormone levels, malnutrition can cause complications

Years of Childhood

- Motor Development: Progression of muscular coordination required for physical activities
 - Cephalocaudal Trend: Head to foot trend of motor development
 - Proximodistal Trend: Centre-outward trend of motor development
 - Maturation: Gradual unfolding of genetic footprint
 - Developmental Norms: Median age where individuals display various behaviours and abilities
 - Cultural Variations
- Easy and Difficult Babies: Differences in Temperament
 - Temperament: Characteristic mood, activity level, and emotional reactivity
 - Longitudinal Design: Observe one group of participants repeatedly over time
 - Cross-Sectional Design: Compare groups of participants of different ages at one time
 - Cohort Effects: Differences between age groups due to growing up in different times
 - Thomas, Chess and Birch: 3 Basic Temperament Styles
 - 40% easy, more happy, easy to adapt, adjust, and relaxed
 - 15% slow to warm up, uncomfortable in certain situations
 - 10% difficult, weird sleeping patterns, irritable, resistant to change
 - 25% mixed, stable overtime, good prediction for later
 - Kagan and Snidman
 - inhibited, 15%-20% shy, timid, wary
 - uninhibited 25-30% less restrained, approaching
- Early Emotional Development: Attachment (emotional bonds between child and caregiver)
 - Separation Anxiety: Emotional distress when they are separated from whom they have formed attachment
 - Theories of Attachment
 - Harlow's monkey going to fur mom instead of feeding mom when scared
 - Developing Secure Attachment: cultural variations, bonding and comfort important
 - Evolutionary Perspective: Instinct to protect children, allow genes to survive
 - Patterns of Attachment
 - Mary Ainsworth's Strange Situation Procedure: infants exposed to a series of *separation* and *reunion* episodes to assess quality of attachment
 - Secure, distressed when mom leaves, but happy when mom comes back
 - Anxious-ambivalent, anxious when mom is there, leaving, and coming back
 - Avoidant, doesn't react when mom leaves or comes back
 - Disorganized/disoriented, confused whether to approach or avoid mom

- Personality Development in Childhood
 - Stage Theory Components:
 - Progress through stages in order
 - Progress through stages related to age/certain age span
 - Major discontinuities in development, significant events happen, new establishment
 - Erik Erikson's Eight Stages Spanning the Lifespan, each stage has psychosocial crisis
 - Trust vs Mistrust, Autonomy vs. Shame and Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Confusion, Intimacy vs. Isolation, Generativity vs. Self Absorption, Integrity vs. Despair
- The Growth of Thought: Cognitive Development (transition in patterns of thinking, reasoning, remembering, and problem solving)
 - Jean Piaget
 - Knowledge acquired through:
 - Assimilation: Interpreting/recognizing new information/experiences
 - Accommodation: Change existing mental structure to explain new experiences
 - Stage Theory
 - Sensorimotor: Object permanence, object still exists even when out of sight
 - Pre-operational: Centration, egocentrism, irreversibility, animism
 - Concrete Operational: conservation, hierarchical (2+ levels of) classification
 - Formal Operational: abstraction, logical, systematic thinking
 - Lev Vygotsky, let child initiate knowledge, learn, and explore themselves
 - Zone of Proximal Development: gap between achieving alone and with guidance
 - Scaffolding: Assistance provided is adjusted as learning progresses (give less help)
 - Habituation (gradual reduction of interest) vs Dishabituation (new stimuli gets reaction)
 - Critical (never acquire if missed opportunity) vs Sensitive (can develop later to extent)
 - Theory of Mind: until 4, develop an understanding that other people believe/think/know differently than they do themselves, concept of false beliefs, know minds of others
- Development of Moral Reasoning, opposed to behaviour, more subjective than objective
 - Kohlberg's Stage Theory, right and wrong determined by
 - Preconventional: what is *rewarded* and *punished*
 - Conventional: Approval of others and society's laws should be obeyed rigidly
 - Post-Conventional: own opinions of laws, individual principles/conscious orientation

Transition of Adolescence

- Physiological Changes
 - Pubescence: 2 year span before puberty, changes leading to physical/sexual maturity
 - Secondary Sex Characteristics: Distinguish the sex, not required for reproduction
 - Puberty: Sexual functions reach maturity, marks beginning of adolescence
 - Primary Sex Characteristics: Structures necessary for reproduction
 - Menarche: First occurrence of menstruation
 - Sperm production
- Neural Development: The Teen Brain
 - Risk taking behaviour, prefrontal cortex not fully developed yet
- Search for Identity
 - Erik Erikson, key challenge is forming a sense of identity
 - James Marcia's 4 Identity Statuses
 - Identity Diffusion: absence of struggle of identity, no obvious concern
 - Foreclosure: unquestioned adoption of parental/society values
 - Moratorium: active struggling for sense of identity
 - Identity Achievement: successful achievement of a sense of identity

Expanse of Adulthood

- Personality Development
 - Stable over long periods of time, but some can change (openness to new experience)
- Social Development and Family Life
 - Family Life Cycle: Sequence of stages families tend to go through
 - Adjust for Marriage, marital roles
 - Adjust for Parenthood, stress lower when children move out
- Physiological Changes
 - Menopause, sensory declines ex. vision, auditory,
- Neural Changes
 - Dementia: abnormal condition by cognitive deficits that include memory impairment
 - More prone to mental disorders when older, alzheimer
- Cognitive changes
 - No decline in primary mental abilities/crystallized, just in speed and fluid intelligence

Chapter 12: Personality - Theory, Research, and Assessment

Nature of Personality: Unique constellation of consistent behavioural traits

- Consistency (stable behaviour) and Distinctiveness (behavioural differences among people)
- Personality Trait: Durable disposition to behave in a particular way in a variety of situations
 - Disposition (trait) and 16 Dimensions
 - Factor Analyses: correlations among many variables analyzed to find related clusters
- Robert McCrae's and Paul Costa's Five Factor Model, most traits come from the "big five"
 - Extraversion: outgoing, social, friendly, positive emotionally
 - Neuroticism: anxious, hostile, self conscientious, insecure, impulsiveness, instability
 - Openness to Experience: curiosity, flexibility, imaginative, tolerant to ambiguity
 - Agreeableness: sympathetic, outgoing, cooperative, constructive conflict resolution
 - Conscientiousness: disciplined, organized, punctual, diligent

Psychodynamic Perspectives

- Sigmund Freud's Psychoanalytical Theory
 - Structure of Personality
 - Id: Instinctive and primitive part of personality that operates according to pleasure
 - Pleasure Principle: demands immediate gratification of urges
 - Ego: Decision making component that operates according to reality principle
 - Reality Principle: delay gratification until the appropriate situation
 - Superego: Moral component that incorporates social standards of right and wrong
 - Levels of Awareness
 - Conscious: What you are aware of at a particular point of time
 - Preconscious: Material beneath surface of awareness that can be retrieved
 - Unconscious: The real you that you're not aware of, difficult to get at
 - Conflict, Sex, and Aggression: Intrapyschic conflict > anxiety > reliance on defence mech
 - Anxiety and Defence Mechanisms: great tension from id/superego causing anxiety
 - Defence Mechanism: unconscious reactions that protect from unpleasant emotions
 - Rationalization (false excuses), repression (bury), projection (others on you), displacement (you on substitute target), reaction formation (opposite), regression (immature), identification (form alliance for esteem), sublimation (channel to acceptable)
 - Psychosexual Stages: Characteristic sexual focus that leaves a mark on adulthood
 - Fixation: Failure to move forward from one stage to another as expected
 - Oral, Anal, Phallic (Oepidal Complex: desire opposite sex parent, hostile toward same sex parent), Latency, Genital

- Carl Jung's Analytical Psychology
 - Personal Unconscious: Material not within one's awareness because repressed/forgotten
 - Collective Unconscious: Storehouse of latent memory traces inherited by ancestors
 - Archetypes: Emotional images/thought forms that have universal meaning
 - Introverts: Preoccupied with internal world, thoughts, feelings, and experience
 - Extroverts: Tends to be interested in external world and things
- Alfred Adler's Individual Psychology
 - Striving for superiority, universal drive to adapt, improve and master challenges
 - Compensation: Efforts to overcome inferiorities by developing one's abilities
 - Inferiority Complex (exaggerated weakness/inadequacy), overcompensate to make up
 - Birth Order
- Evaluating Psychodynamic Perspectives
 - Insights Regarding:
 - Unconscious forces can influence behaviour
 - Internal conflicts often generate psychological distress
 - Early childhood experiences can have powerful influences on adult personality
 - People use defence mechanisms to reduce experience of unpleasant emotions
 - Cons
 - Poor testability
 - Inadequate evidence
 - Sexism
 - Unrepresentative Sample

Behavioural (scientific psychological should study only observable behaviour) Perspectives

- Skinner's Ideas Applied to Personality
 - Personality Development as a Product of Conditioning, developed through lifetime
 - Behaviour determined by stimuli (reinforcers, punishment, response)
- Bandura's Social Cognitive Theory
 - Reciprocal Determinism: Internal mental events, external environmental events, and overt behaviour all influence one another
 - Observational Learning: Responding is influenced by the observation of others (models)
 - Model: A person whose behaviour is observed by another
 - Self-Efficacy: Believe one's ability to perform behaviours leading to expected outcomes
- Mischel and the Person-Situation Controversy
 - Situational factors govern behaviour instead of personal variables
- Evaluating Behavioural Perspectives
 - Pros
 - Based on rigorous research
 - Insights of effects of learning/environmental factors to develop personality
 - Cons
 - Dehumanizing nature of radical behaviourism (denying that we have free will)
 - Dilution of the behavioural approach (neglected cognitive processes)
 - Over dependence on animal research

Humanistic (unique qualities of humans, freedom and potential of personal growth) Perspectives

- People can rise above their primitive animal heritage and control biological urges
- "largely conscious/rational beings, not dominated by unconscious, irrational needs, conflicts"
- Phenomenological Approach: Appreciate individuals' subjective experience to understand
- Carl Roger's Person-Centred Theory
 - Self Concept: Own beliefs/picture of oneself
 - Incongruence: Degree of disparity between one's self concept and one's self experience
 - Self Regulation: alter actions and behaviour for congruence and different situations
 - Conditional: Develop the way environment wants you, not truly who you are
 - Unconditional: Parents let you be whoever you want to be, more healthy

- Abraham Maslow's Theory of Self Actualization
 - Hierarchy of Needs: Arrangement of needs according to priority, basic needs then more
 - Self-Actualization: Need to fulfill one's potential, healthy, for continued personal growth
- Evaluating Humanistic Perspectives
 - Pros
 - Highlighting importance of person's subjective view rather than objective
 - Influenced positive psychology, what makes someone healthy
 - Cons
 - Poor testability
 - Unrealistic view of human nature (difficult to find people with self-actualization)
 - Inadequate evidence

Biological Perspectives

- Eysenck's Higher Order Traits Theory
 - Extraversion, Neuroticism, Psychoticism, all inherited
- Behavioural Genetics and Personality
 - Identical twins more similar than fraternal twins, heritability around 40% and above
- Evolutionary Approach to Personality
 - If trait is needed to survive in culture/environment, then more of it will be seen
- Evaluating Biological Perspectives
 - Pros
 - Convincing evidence
 - New research with neuroscience of personality
 - Cons
 - Conceptual problems with heritability estimates
 - Nature and nurture start to carve into each other, hard to separate

Contemporary Empirical Approaches to Personality

- Narcissism: Inflated sense of importance, need for attention and admiration, sense of entitlement, tendency to exploit others
- Perfectionism
 - Self Oriented: Expect myself to be perfect
 - Other Oriented: Expect everyone/everything to be perfect
 - Other Prescribed: Everyone expects me to be perfect

Culture and Personality

- Markus and Kitayama
 - Independence (everyone is unique, western) vs. Interdependence (everyone the same)
 - Collectivist: Put group goals ahead of personal goals, defining oneself in terms group
 - Individualism: Put personal goals ahead of group, identify in terms of personal attributes
 - Self-Enhancement: Focusing on positive feedback from others, exaggerating one's strength, and seeing oneself as above average (common in individualism cultures)