

**PSYC 3900**  
**TESTS AND MEASUREMENTS**  
**3 CREDIT HOURS**

Teachers open the door, but you must enter by yourself.  
- Chinese Proverb

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**DEWAR COLLEGE OF EDUCATION**  
**VALDOSTA STATE UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY**  
**Conceptual Framework: Guiding Principles (DEPOSITS)**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOK(S)**

Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2013). *Psychological testing and assessment: An introduction to tests and measurement* (8th ed.). San Francisco, CA: McGraw-Hill.

**COURSE DESCRIPTION**

Principles, techniques, and theory underlying construction and use of tests for educational and psychological measurement. **Prerequisite: PSYC 3500 with a grade of "C" or better.**

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum: <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>

**LEARNING OUTCOMES: B.A./B.S. PSYCHOLOGY DEGREE**

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating

- multiple sources of information.
2. Review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity.
  4. Articulate controversial and ethical issues in psychology.
  6. Use appropriately the technical language of the science of psychology in oral and written communication.
  11. Use appropriate computer technology to complete relevant assignments.
  12. Interact effectively and work productively with others.

### **COURSE OBJECTIVES**

This course is designed to introduce the student to basic concepts involved in psychological assessment and measurement. The general goals of this course are to introduce students to the nature, problems and potential of psychological testing. The course will include both a traditional teaching model (i.e., textbook, lecture and tests) as well as a strong experiential component (hands-on projects, test development, etc.). By the end of this course, students will:

1. Understand basic concepts of test/measure construction.
2. Understand concepts of standardization and interpretation of norms.
3. Understand how to evaluate the "goodness" of a measure.
4. Gain experience in developing and evaluating a measure.
5. Become familiar with the various theoretical, ethical and professional issues in assessment.
6. Be able to evaluate the psychometric characteristics of published psychological measures.

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

There will be four examinations over the material covered in this class. You also will have assignments involving the evaluation of psychometric properties of measures. You will be required to use SPSS throughout the semester.

**Class exercises.** You will be given several homework assignments that will enhance your knowledge of measurement.

**Chapter quizzes.** There are chapter quizzes during the course, so do not fall behind in the readings.

**If you fail to do two or more assignments, then you will be penalized one grade level at the end of the course.** All course assignments are due within 10 minutes of the beginning of class. After that time, a 20% penalty will be applied to the assignment. Any assignment more than one day late **WILL NOT** be accepted.

**Test construction.** As part of a class project, you will participate in designing and evaluating a measure that will result in a research-style paper including a title page, method, results, and tables/appendices. Papers that are late **WILL NOT** be accepted.

Although the paper will be relatively short, it will require a good deal of effort on your part. All papers will be written in a clear and concise manner. **DO NOT** hand in rough drafts; all submitted papers and assignments should be free of spelling, typographical, and grammatical errors. Papers and assignments that contain excessive errors (e.g., more than 4 spelling, grammatical, or otherwise) or do not fulfill the assignment will be given a 70% at best. Keep an electronic or hard copy backup for all of your assignments. Writing-related help:

Helpful writing tips: <http://chiron.valdosta.edu/mawhatley/writing.htm>

The Elements of Style: <http://www.bartleby.com/141/index.html>

## Notes on Assignments

The test construction project will be typed on standard size paper, double-spaced, and 1" margins and follow APA Style. Unless conveyed to you, each assignment should have a cover page that contains a title, your full name with middle initial (e.g., Mark A. Whatley), and course identification (i.e., PSYC 3900). **DO NOT** hand in rough drafts; all submitted papers should be free of spelling, typographical, and grammatical errors. **Papers or other assignments that contain more than three major errors (e.g. spelling, grammatical, or otherwise) or do not fulfill the assignment will be given a 65% at best.** Keep an electronic or hard copy backup for all of your assignments. Some helpful suggestions to guide you:

Helpful writing tips: <http://mypages.valdosta.edu/mwhatley/writing.htm>

The Elements of Style: <http://www.bartleby.com/141/index.html>

1. Avoid "it" - e.g., It has been shown...
2. Avoid "ing" words - e.g., Writing in the book, she....
3. Avoid indefinite references - e.g., they have requested...
4. Begin each paragraph with a topic sentence followed by 3 or 4 sentences of material supporting and/or relating to the topic sentence.
5. Use headings.
6. Proofread carefully.
6. Consult your dictionary and thesaurus.
7. Pay attention to the structural aspects of your writing; how you say something can be as important as what you say. Eliminate unnecessary words.

**Important advice you should follow.** The written assignments will require you to go through more than one or two drafts. Hence, the written assignments will require time and effort on your part. If you decide to wait until the last minute to begin working on a written assignment, then DO NOT expect a favorable grade. I **will not** be sympathetic to stories about malfunctioning computer equipment, professional typists, boyfriends or girlfriends who did not finish your typing job when promised. If you plan ahead, then you have a much greater chance of avoiding any last minute problems. Remember, you are the sole person responsible for your performance in this class; do not look for a scapegoat.

A very important part of your career in psychology involves the ability to write clearly and concisely. If you fail to write clearly and concisely, then your success in your chosen career and this class will be questionable.

### **COURSE EVALUATION**

The chapter quizzes are 15 questions, taken online in BlazeVIEW, and timed. There will be four exams, including the final exam, which are also taken online in BlazeVIEW, and timed. The quizzes have a 13 minute time limit and exams a 50 minute time limit. All exams consist of 60 multiple-choice items plus 5 extra-credit questions. All exams are based on material covered in the textbook, lectures, assignments, and any videos. The exams are designed more toward testing your understanding and ability to apply concepts than testing strict memorization. The exams are not cumulative and are based on material covered in the textbook, lectures, and videos.

**Assessment protocol.** Even though most of the assessments are taken online, they are not designed to be open-book or a group effort. On all exams (not the quizzes), you may prepare

and use one 8.5" x 11" cheat-sheet. The notes on your cheat-sheet (both sides) must be handwritten; any other medium and it violates the assessment protocol. You have approximately 13 minutes to complete each quiz (roughly 50 seconds per question) and 50 minutes to complete each exam (50 seconds per question). The exam will be taken online from start to finish. Do not "copy" the test or distribute it to anyone. If something happens during your exam (e.g., internet interruption, aliens abduct you, etc.), you are responsible for documenting the interruption like is required for documenting an illness by having a doctor's note. In addition to the above mentioned points, you may not:

- be in close proximity to another classmate while completing an assessment.
- use additional technology to complete the assessment (e.g., phone, texting, internet, etc.).
- have another student complete the assessment for you.
- use a book or lecture notes on a quiz or exam.

**Violation of assessment protocol.** The statistics feature in BlazeVIEW monitors and reports how you take this exam and can be used to demonstrate you violated the assessment protocol. For example, it logs IP addresses that can be used to trace the location from which the exam was completed to show if you were sitting in close proximity to another classmate while taking the exam. This and other features in BlazeVIEW can be used to show you violated assessment protocol. If you violate assessment protocol, you will receive a "zero" on the exam, quiz, or homework assignment. If you violate it a second time, you will receive an automatic "F" in the course.

**Recover points.** You can earn back some of the points you missed on the first exam only, excluding any extra-credit questions. The make-up is due 3 days after the exam date, no exceptions. You can email it to me earlier, so plan ahead. If you email the assignment to me, you must save the file as your last name underscore first name (e.g., Whatley\_Mark) in order to get credit. Visit the following URL and follow the instructions:

<http://mypages.valdosta.edu/mwhatley/recoverpoints.htm>

Makeup exams will be given only under special circumstances. For example, "I was in a car accident" is an example of a special circumstance; whereas, "I forgot" or "I was sleeping" is not. If an exam must be missed, then you must notify me before the exam time.

**Midterm Date:** March 6<sup>th</sup> - THURSDAY

**Final Exam Date and Time:** FRIDAY, MAY 9<sup>th</sup>

**2:45 - 4:45**

**You must take your final exam during your scheduled final exam time.**

Final grades will be based on:

A = 90%

B = 80%

C = 70%

D = 60%

F = below 60%

Point totals

Exam 1	60
Exam 2	60
Exam 3	60
Exam 4	60
Quizzes	165
Paper	50

## Homework Assignments

Library Assignment	10
GFD Assignment	25
Calculating Percentiles	10
Calculating Standard Scores	25
Sensation Seeking Scale Assignment	10
Test-Retest and Inter-rater Reliability	20
Validity Worksheet	12
Reliability Worksheet	25
Item Analysis Worksheet	30
Personality Assessment: Myers-Briggs	10

## **ATTENDANCE POLICY**

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to five possible reasons: (a) illness of student or serious illness of a member of the student's immediate family; (b) death of a member of the student's immediate family; (c) attendance on a sponsored University trip; (d) major religious holidays; and (e) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

**Important information.** As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

## **COURSE WITHDRAWAL POLICY**

Students who withdraw from the course must follow Valdosta State University's withdrawal policy: <http://www.valdosta.edu/academic/WithdrawalPolicy.shtml>

Students who withdraw **BEFORE** mid-term will be assigned a nonpunitive W. Students must petition the Office of the Registrar in order to withdraw after the mid-term point of the semester as published in the school calendar as required by Board of Regents' policy.

## **PROFESSIONALISM**

All emails will be written in a manner expected of a college student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me "professional correspondence." The email will start with a proper greeting or salutation, such as "Dr. Whatley," "Hi," "Hello," etc. Although used frequently among friends and acquaintances, "Hey" or "What's Up" are not formal greetings. Please do not send me irrelevant emails, or forward emails that you think are "cute," etc.

When you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the following in the subject line of your email:

PSYC 3900: Course Question

**Note: Emails that do not follow the above guidelines will be ignored.**

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g., resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g., resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. This policy can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section. The most severe academic action that may be administered by any faculty member is a grade of "F" in the course. The most severe disciplinary action that may be administered by the VSU Judicial Committee is expulsion or suspension.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend, or some other resource. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization,

content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. The intent of the institution is not to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. The intent of the institution is to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at:

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

### **INSTRUCTOR**

Dr. Mark A. Whatley

Office: Psychology Building, Room 2220

Phone: (229) 293-6320 or 333-5930 (Secretary)

E-mail: [mwhatley@valdosta.edu](mailto:mwhatley@valdosta.edu)

Office hours: MW, 11:00 - 1:00; T, 3:30 - 5:00; or by appointment.

Website: <http://mypages.valdosta.edu/mwhatley>

### **A FINAL WORD**

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting a change in some of these procedures or policies,

but you *should not* count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me *as soon as possible* should any difficulties arise in your life that might interfere with your performance in the course. Waiting until final grades are distributed to talk to me is altogether too late. **I reserve the right to add, remove, or modify course assessments as necessary.**

### **TENTATIVE COURSE SCHEDULE**

Week of

01/13	Introduction Chapter 1: Psychological Testing and Assessment
01/20	Martin Luther King, Jr. Holiday: Monday Campus Closed Chapter 1: Psychological Testing and Assessment
01/27	Chapter 2: Historical, Cultural, and Legal/Ethical Considerations
02/03	Chapter 3: Statistics Refresher Class Project Work
02/10	Chapter 3: Statistics Refresher <b>EXAM 1: Friday (BlazeVIEW)</b>
02/17	Chapter 4: Of Tests and Testing
02/24	Chapter 4: Of Tests and Testing Chapter 5: Reliability
03/03	Chapter 5: Reliability Chapter 6: Validity
03/10	Chapter 6: Validity <b>EXAM 2: Friday (BlazeVIEW)</b>
03/17	Spring Break
03/24	Chapter 8: Test Development Chapter 9: Intelligence and Its Measurement
03/31	Chapter 9: Intelligence and Its Measurement Chapter 10: Tests of Intelligence
04/07	Chapter 10: Tests of Intelligence <b>EXAM 3: Friday (BlazeVIEW)</b>
04/14	Chapter 12: Personality Assessment: An Overview

04/21 Chapter 13: Personality Assessment Methods

04/28 Chapter 13: Personality Assessment Methods

05/05 Last Class Day – Monday

**FINAL EXAM**

**FRIDAY, MAY 9<sup>th</sup>**

**2:45 - 4:45**

<b>Program and Course</b>	<b>Activity</b>	<b>Assessment</b>
Tests and Measurements <b>(PSYC 3900)</b>		
<b>VSU General Education Outcomes</b>		
3. Students will use computer and information technology when appropriate.	Homework Assignments, Recover points, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Class Discussion, Homework Assignments, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.	Homework Assignments, Recover points, Project.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.	Homework Assignments, Project.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.
<b>BA/BS Psychology Degree Outcomes</b>		
1. Use the scientific method as a primary basis for engaging in critical thinking.	Lecture/Discussion, Class activities, Project.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.
2. Review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences.	Class activities, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
4. Articulate controversial and ethical issues in psychology.	Class activities, Project.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.
6. Use appropriately the technical language of the science of psychology in oral and written communication.	Reaction paper, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
11. Use appropriate computer technology to complete relevant assignments.	Homework Assignments, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
12. Interact effectively and work productively with others.	Class Activities, Homework Assignments.	The instructor uses appropriate grading criteria to evaluate students' work.

<b>Educational Outcomes of BA and BS Psychology Degrees</b> <i>Identified courses address listed outcomes explicitly.</i>	<b>PSYC Course Numbers</b>
1. use the scientific method as a primary basis for engaging in critical thinking	3300, 3600, 3900, 4950, 4991-4993
2. review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences	3600, 3900, 4000, 4050, 4990
3. design, run, and analyze research studies and write reports using APA style	3300, 3600, 4000, 4050, 4150, 4300, 4500, 4991-4993
4. articulate controversial and ethical issues in psychology	3600, 3900, 4800, 4950
5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation	3110, 3130, 3200, 3210, 3220, 3300, 3710, 3800, 4100, 4150, 4500
6. use appropriately the technical language of the science of psychology in oral and written communication	All courses
7. articulate the developmental changes resulting from hereditary and environmental factors	3200, 3210, 3220
8. compare and contrast theoretical perspectives within psychology	3110, 3130, 3400, 3450, 3700, 3800, 4900, 4950
9. describe the impact of society and culture on human diversity	3200, 3210, 3220, 3400, 3450, 3700, 3710
10. examine and evaluate career and educational opportunities available with an undergraduate psychology degree	2500, 4950, 3000 Advising
11. use appropriate computer technology to complete relevant assignments	All courses
12. interact effectively and work productively with others	3110, 3130, 3900, 4500, 4900, 4950

### CURRENT APPLICATIONS

#### CROSS-SITUATIONAL CONSISTENCY IN PUNCTUALITY: ARE SOME PEOPLE NOTORIOUSLY LATE?

"Five people showed up late to class the other night. This would be no big deal, except that the class they were late for was a class on how not to be late. The class, called 'Never Be Late Again,' is given once a month in a downtown San Francisco hotel by the Learning Annex...Della, a truck driver, said she has been late to work all her life. If she is late one more time, even by a single minute, she stands to lose her job. 'I need help,' she said."

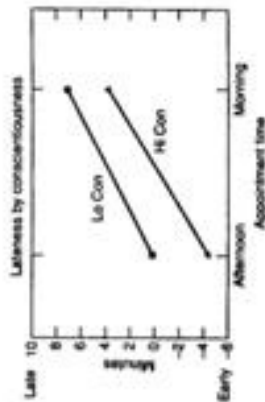
John Carroll,  
San Francisco Chronicle,  
May 3, 1991, p. e10

Is it true that there is considerable cross-situational consistency in how late people are? Dudyeha (1936) was the first psychologist to study punctuality empirically. He recorded children's arrival times to various school and social activities and found a modest degree of consistency. More recently, Mischel and Peake (1982) assessed various behavioral manifestations of conscientiousness, including several measures of subjects' arrival times. Using correlational indices, they concluded that behavioral consistency across situations was low at best.

Ware and John (1995) asked a slightly different question: Does the broad Conscientiousness factor from the Five-Factor Model help us predict individual

differences in punctuality? The subjects were Berkeley students in the Masters of Business Administration Program whose arrival times at a managerial assessment program were recorded on several days. Conscientiousness was measured with the NEO-PI self-report scale two weeks beforehand into high and low Conscientiousness groups. Individual differences in lateness were substantial; subjects' arrival times ranged from 30 minutes early (a score of  $-30$ ) to 46 minutes late (a score of  $+46$  on lateness).

There were two kinds of situations: one was an easy appointment time (5 p.m. in the afternoon), and the other was a difficult appointment time (8 a.m. in the morning). The findings are illustrated in the figure below. As situationist accounts of behavior would suggest, the average participant was 2 minutes early for the afternoon appointment but 6 minutes late for the early morning one. Now consider the trait effect: the students high in Conscientiousness consistently arrived earlier than the students low in Conscientiousness, by about 5 minutes, and this effect held in both situations. Generally students were consistent in their relative promptness across the situations and their conscientiousness scores predicted lateness to a statistically significant degree (see accompanying figure).



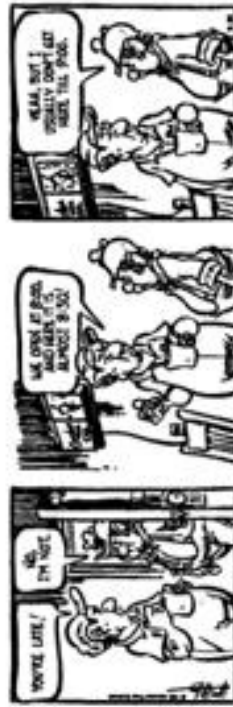
How large is this conscientiousness effect? Five minutes late on one day may not seem that much. But consider that 50 percent of the students were classified as relatively low on Conscientiousness and they arrived an average of 5 minutes later for each of their appointments. That adds up to an hour late in 12 appointments. At a job, it would translate into almost a half hour of work missed per week, two hours per month, and 24 hours (that is, three whole work days) per year. Thus, what seems like a small effect can quickly

snowball. No wonder that Della, the truck driver, is in trouble at her job! These findings illustrate that both the situation and our personality traits affect how we behave at any given time. There is some cross-situational consistency in lateness but the personality trait of Conscientiousness is only one of many influences that determine whether we are late in any one specific situation.

sources: Dudyeha, 1936; Mischel & Peake, 1982; Ware & John, 1995.

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by Jerry Blittie



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