**CHAPTER 6-ERIKSON'S PSYCHOANALYTIC EGO PSYCHOLOGY**

**CHAPTER OUTLINE**

I. **Ego Psychology**-theory that the ego is not always controlled by biological impulses, but often functions independently of these urges, thereby providing the individual with an opportunity for creative action and positive growth.

II. Personality Development

A. **epigenetic principle**-development unfolds in a predetermined sequence across a series of stages.

B. Stages of Ego Development

**Stages** **Crisis**  **Ego Strength**

1. oral-sensory basic trust versus mistrust. hope

2. muscular-anal autonomy versus shame and doubt. will

3. locomotor-genital initiative versus guilt purpose

4. latency industry versus inferiority competence

5. adolescence identity versus role confusion fidelity

6. young adulthood intimacy versus isolation love

7. middle adulthood generativity versus stagnation care

8. late adulthood ego integrity versus despair wisdom

C. Ego Identity Statuses in Adolescence

1. **identity diffusion**-individuals who have never experienced a crisis concerning their goals have nevertheless made firm commitments concerning them.

2. **foreclosure**-individuals who have never experienced a crisis concerning their goals have nevertheless made firm commitments concerning them.

3. **moratorium-**individuals are actively considering alternatives to resolve crisis issues.

4. **identity achievement**-individuals have undergone a period of crisis and consequently have developed firm commitments concerning their life goals.

D. Intimacy Statuses in Early Adulthood

1. **intimate individuals**-relationships are characterized by depth and commitment.

2. **preintimate individuals**-deep relationships, but are reluctant to commit themselves to enduring relationships.

3. **stereotyped individuals**-relationships are shallow and exploitative.

4. **pseudointimate individuals**-those who have enduring relationships, but whose relationships lack depth.

5. **isolated individuals**-individuals who have withdrawn from social relationships.

6.**merger individuals**-people who have lost their sense of identity and who live through their partners.

E. Generativity Statuses in Middle Adulthood

1.**stagnant style**-adults who make little or no effort to develop their skills or to nurture the younger generation.

2.**conventional style**-their concern for the development of the younger generation is selective because they seek to guide and nurture only those young people who mirror their values and goals.

3.**agentic style**-contribute to society through their work, but are primarily concerned with their own growth and not the growth of young people.

4.**communal style**-neglect their own personal development as they indiscriminantly sacrifice themselves for the younger generation.

5.**generative style**-highly committed to their work and to the care of young people.

F. Ego Integrity in Late Adulthood

1. **grand-generativity**-individuals in old age who continue to develop their talents and to contribute to individuals of all ages.

III. Therapeutic Assessment Techniques (Same techniques as Freud, but interpretations center around the search for identity).

A. free association

B. dream analysis

C. transference

IV. Theory's Implications for Therapy

A. **Neurosis and psychosis**-failures to resolve crises in one or more earlier stages.

V. Evaluative Comments

A. Comprehensiveness-broad scope.

B. Precision and testability-not very precise and very difficult to test adequately.

C. Parsimony-too simplistic; too much reliance on the identity construct.

D. Empirical validity- solid empirical support for the last 4 stages; need more research focus on the first 4 stages.

E. Heuristic value-major contributions to disciplines such as philosophy, religion, cultural anthropology, historians, psychology, psychiatry, and social work.

F. Applied value-has high applied value in many disciplines including child psychology and psychiatry, marriage counseling, education, vocational counseling, and social work.

**CHAPTER 7-KOHUT’S SELF PSYCHOLOGY**

**CHAPTER OUTLINE**

I. **Self Psychology**-theory that the self is the center of psychological motivation, organization, and change in personality. It also assumes that psychological damage to the self produces psychopathology.

A. **objects-relations theory**-the course of human development depends on the quality of the relationships established between individuals, particularly between parents and their children.

1. **self-objects**-representations of psychologically important people who can help us cope with and resolve problems.

II. Personality Development

A. **primary narcissism**-initial state of well-being and satisfaction in which all of the infant’s needs are gratified and the infant feels an oceanic perfection and bliss.

B. **grandiose self**-primitive view of oneself as great.

1. need to be mirrored-a yearning for admiration and approval.

C**. idealized parental image**-children’s initial view of their parents as perfect, that is, as all-knowing and all-powerful.

1. **need to idealize**-need to seek security by identifying with all-powerful figures, usually parents.

D. **Empathic parents**-parents capable of assuming the perspective of the child, to know and understand his or her experiences.

E. **optimal frustrations**-ideal, not traumatic, frustration of a person’s needs (by parents) that fosters new learning and personal growth.

F. **transmuting internalizations**-process whereby individuals learn more realistic and effective ways of thinking, feeling, and behaving as a consequence of interactions with empathic parents.

G. **nuclear self**-foundation of personality, established through a learning process initiated by empathic parents, in which individuals modify their unrealistic beliefs about themselves and their caretakers.

H. **cohesive self**-personality that is organized, healthy and functions effectively, because its narcissistic energies are primarily invested in the pursuit of realistic goals.

I. **autonomous self**-self of an individual who has achieved optimal mental health.

III. Disturbances to the Self

A. **psychosis**-severe disturbance of the self in which defenses do not cover major defects in the self.

B. **borderline states**-disorders of the self in which damage to the self is permanent or protracted. In contrast to the psychoses, the central defect is better covered by major defenses.

1. **schizoid personality disorders**-defective self structures are protected against further damage by aloofness and superficial involvement in relationships.

2. **paranoid personality disor**ders-deficiencies in self structures are shielded against further damage by using hostility and suspicion to keep potentially injurious objects at a safe distance.

C. Narcissistic personality disorders

1. **understimulated self**-individuals feel empty, bored, and depressed because their parents have failed to respond empathically to their mirroring and idealizing needs.

2. **fragmenting self**-person feels uncoordinated, in some cases, the person may feel tired, mentally slow, and/or awkward following threatening experiences.

3. **overstimulated self**-individuals exposed to excessive stimulation in childhood, because their fantasies of greatness were continually reinforced by unempathic caregivers,

4. **Overburdened self**-person has not had an opportunity to merge with the calmness of an omnipotent self-object, usually a parent. The result is lack of the self-soothing capacity that could have been learned through such contact.

D. Narcissistic behavior disorders

1. **mirror-hungry personalities**-individuals who crave self-objects whose confirming and admiring responses will increase their feelings of self-worth.

2. **ideal-hungry personalities**-individuals who experience themselves as worthwhile as long as they can relate to people they can admire.

3. **alter-ego personalities**-individuals who feel worthwhile only if they have a relationship with a self-object who looks and dresses like them and has similar opinions and values.

4. **merger-hungry personalities**-individuals who experience others as their own self.

5. **contact-shunning personalities**-intense longing to merge with self-objects, such individuals are highly sensitive to rejection. To avoid this pain, they avoid social contact.

IV. Development of the Healthy Self

A. **autonomous self**-self of an individual who has achieved optimal mental health and a freedom from inhibitions that interfere with his or her ability to act productively.

V. Therapeutic Assessment Techniques

A. **role of empathy in ther**apy-the ability to assume the perspective of another person, to know and understand his or her experiences.

B. **free association**

C. **dream analysis**

D. **transference**

1**. mirror transference**-transference in which a person who had not been adequately mirrored, that is, confirmed and given approval by his mother relives these experiences with the therapist.

2. **idealizing transference**-process in which a patient whose needs to be protected by an admired, powerful parent in early childhood were frustrated relives these experiences.

3. **alter-ego transference**-process in which a patient whose needs for belonging as a member of the group have not been met by family members relives these experiences with an accepting therapist.

E. **counter-transference**-therapist’s tendency to react to the patient on the basis of his or her (therapist's) own narcissistic needs and conflicts.

VI. Theory’s Implications for Therapy: goal of therapy is to redirect narcissistic energies from the unrealistic self structures to the nuclear self and ego.

VII. Evaluative Comments

A. Comprehensiveness-broad scope.

B. Precision and testability-not very precise and very difficult to test adequately.

C. Parsimony-too reductionistic.

D. Empirical validity- so far, not much empirical support for much of the theory, with the exception of theorizing about unhealthy narcissism.

E. Heuristic value-highly heuristic, at least in stimulating professionals in psychoanalysis to reconsider many of the concepts they hitherto had adopted uncritically.

F. Applied value-has high applied value in generating profitable research on narcissism.

**CHAPTER 8-ALLPORT'S TRAIT THEORY**

**CHAPTER OUTLINE**

I. A Humanistic View of Personality

A. **Becoming-**process involving movement toward self-realization.

B. **Personality**-set of traits that determine the person's characteristic thoughts and behavior.

II. Theory of Traits

A**. Trait**-neuropsychic disposition which causes person to act consistently across a variety of situations.

1. **cardinal**-characteristics that serve as the motivating force for virtually all of an individual’s behavior.

2. **central**-characteristics that control an individual’s behavior in many situations, but are less comprehensive than cardinal traits.

3. **secondary**-peripheral characteristics that exert little control over a person’s behavior.

4. **common dispositions-**traits shared with others.

5**. personal dispositions**-traits unique to the individual.

III. Personality Development

A. Evolution of the Self or Proprium

1. **bodily self**-feelings about oneself based on feedback from one’s physical senses.

2. **self-identity**-sense of self has having continuity and sameness.

3. **self-esteem**-feelings about one’s worth.

4. **self-extension**-sense of identity with one’s possessions, family, home, and country.

5. **self-image**-role played in order to win the approval of others.

6. **self-as-rational coper**-awareness of oneself as someone capable of rationally formulating and utilizing strategies in order to solve problems and attain personal goals.

7. **propriate striving**-motive that propels the individual toward the attainment of important, long-range goals. These drives involve an increase, rather than a decrease, in tension.

8. **self-as-knower**-integrative sense of self as one who consists of many different facets.

IV. Development of the Mature Self

A. **functional autonomy**-process whereby a behavior that was once controlled by a basic motive comes to operate independently of that motive.

B. Characteristics of Maturity

1. **extension of the sense of self**-ability to participate in activities with others that go beyond striving to gratify one's own selfish needs; genuine concern for others.

2. **warm relatedness to others**-able to be intimate and compassionate in one's relationships with others.

3. **self-acceptance**-understanding and acknowledgement, not only of one's strengths, but one's weaknesses as well.

4. **realistic perception of reality**-accurate perception of the world as it actually exists.

5. **self-objectification**-ability not to take oneself too seriously.

6. **unifying philosophy of life**-development of a set of life goals and values that guide the person's behavior.

a. role of religion

1. **intrinsic religiosity** -orientation adopted by people to help them make sense of their experiences and to surrender themselves to a power higher than themselves.

2. **extrinsic religiosity**-orientation used by people for self-serving purposes.

V. Therapeutic Assessment Techniques

A. **nomothetic**-approach to the study of behavior that seeks to establish laws by specifying the general relationships between variables.

B. **idiographic**-approach to the study of behavior that seeks to understand the uniqueness of a specific individual through intensive investigation.

1. personal documents (Jenny Gove Masterson)

VI. Theory's Implications for Therapy

A. Growth dependent on "love given and love received"

VII. Evaluative Comments

A. **Comprehensiveness**-moderate in scope; focus on healthy development.

B. **Precision and testability**-not very precise and difficult to test adequately.

C. **Parsimony**-too simplistic.

D. **Empirical validity**-empirical support is weak.

E. **Heuristic value**-stimulating to personality psychologists because it forces them to bear in mind that the discipline must take into account the uniqueness of the individual.

F. Applied value-theory of the development of the self has high applied value for clinicians and counselors.

**CHAPTER 9-CATTELL'S STRUCTURE-BASED SYSTEMS THEORY**

**CHAPTER OUTLINE**

I. **Structure-based systems theory**-set of traits that guide behavior, but can be modified by complex interactions with the culture and situations.

A. Theoretical approach to study of personality

1. **inductive-hypothetico-deductive spiral**-approach to theory construction and validation in which facts are collected first and then generalized into hypotheses, which lead to deductions that can be tested empirically.

B. Empirical approach to study of personality

1. **Factor analysis**-technique designed to simplify a complex set of data by accounting for them in terms of underlying factors, usually fewer in number than the original number of variables in the original data set.

a. **R technique**-form of factor analysis used to infer underlying source traits in large subject populations.

b. **P technique**-form of factor analysis that permits assessment of the unique trait structure of an individual.

II. Defining Personality

A. **traits**-relatively permanent and broad reaction tendencies that serve as the building blocks of personality; traits initiate and guide behavior.

1. **constitutional**-traits determined by biology.

2. **environmental**-mold-traits determined by experience.

3. **ability**-skills that enable individuals to cope effectively with problems posed by the environment.

4. **temperament**-innate tendencies to react to the environment in particular ways; includes such variables as the person’s moodiness, excitability, and activity level.

5. **dynamic**-characteristics that embrace people’s motives and interests.

a. **dynamic lattice**-organized system of traits within human personality.

b. **subsidiation**-process involving the interrelatedness of traits within the dynamic lattice or organizational structure of personality; attitudes are dependent on sentiments; sentiments are dependent on ergs.

6. **surface**-observable trait that is controlled by an underlying source trait.

7. **source**-underlying characteristic inferred from the intercorrelations among a number of measured variables, or surface traits.

III. Personality Sphere-listing of all the traits used to describe behavior in a culture.

A. **Sixteen Personality Factor Test**-factor-analytically derived questionnaire designed to measure the primary or basic underlying traits of personality.

B. **Clinical Analysis Questionnaire**-test designed to measure normal and deviant personality traits; includes the 16 PF traits and 12 other psychopathological traits.

IV. **Econetic Model**-model that postulates a complex interaction between traits and the physical, social, and cultural environments in the prediction of behavior

A. **Environmental Sphere**-listing of all the terms used in a culture to designate situations.

V. **Dynamic Calculus**-set of mathematical formulas (specification equations) that integrate traits, environment, and motivational factors in the prediction of behavior.

A. **specification equations**-formulas that specify the ways in which traits are weighted in relation to given situations and then combined to predict behavior.

VI. Personality Development

A. **Role of Heredity and Environment**-both biology and learning affect the development of traits.

1. **classical conditioning**-type of learning in which a stimulus that is originally incapable of evoking a response becomes capable of evoking it after continued pairing of this stimulus with one that naturally produces the response.

2. **instrumental conditioning**-type of learning in which the presentation of a rewarding or punishing stimulus is made contingent on the occurrence of a response or behavior; also known as operant conditioning.

3. **integration learning**-type of learning in which people utilize their reasoning abilities and value systems to maximize the attainment of long-range goals.

B. Abnormal Development

1. **neurosis**-disorder in which person is highly anxious and emotionally unstable.

2. **psychosis**-very severe disorder in which person often loses contact with reality and may be a threat to himself or others.

VII. Therapeutic Assessment Techniques

A. **L-data**-information about a person’s life based on the actual observance of the person’s behavior or on records of the person’s behavior.

B. **Q-data**-information about a person=s behavior obtained through self-ratings on a questionnaire.

C. **T-data**-information based on an observer’s judgments of how a person reacts to the environment; the data are collected in situations that do not permit the person to know what aspect of his or her behavior is being evaluated.

VIII. Theory's Implications for Therapy-relies heavily on the use of psychometric instruments in the diagnosis of the disorder and to gauge effectiveness of treatment.

IX. **Beyondism**-new morality based on scientific research and data. Cattell believed this new set of ethics would help society progress beyond its current state of instability, confusion, and crisis.

A. **restrictive eugenics**-program to reduce the birth rate of the mentally handicapped. Cattell advocated this program in the belief that such individuals are a costly burden to society and slow its evolutionary growth.

B**. creative eugenics**-program designed to increase the birth rate of more intelligent people in the belief that such individuals will develop sounder ethical values and contribute more to society’s well-being.

X. Evaluative Comments

A. Comprehensiveness-broad in scope.

B. Precision and testability-precise and testable.

C. Parsimony-high in parsimony.

D. Empirical validity-empirical support for the predictive validity of the 16 PF test is good in the area of occupational psychology, but little support for the econetic model as yet.

E. Heuristic value-theory has not proved very stimulating to mainstream researchers, but some of Cattell's pioneering ideas about the role of traits have had an impact on contemporary personality psychologists, especially those interested in the Big Five factors (See Chapter 18).

F. Applied value-considerable influence in the clinical diagnosis of psychopathology and tremendous impact on occupational psychology.

**CHAPTER 10-EYSENCK'S BIOLOGICAL TYPOLOGY**

**CHAPTER OUTLINE**

I. **Personality**-relatively enduring organization of a person's character, temperament, intellect, and physique which determines his unique adjustment to the environment.

A. **Typology**-a means of classifying behavior through the use of continuous, highly abstract concepts (types) that encompass clusters of correlated traits.

B. Types of personality

1. **extraversion**-individuals who have an outgoing and sociable approach to life.

2. **neuroticism**-emotionally unstable people

3. **psychoticism**-individuals with severe disorders; they are cruel, inhumane, hostile, and egocentric, yet highly original. Eysenck believed that some psychotics can be creative, *but* only in the limited sense that they can give many original responses to various stimuli that others cannot.

a. **divergent thinking**-geniuses and psychotics both have the ability to think along many different paths, to consider alternatives not ordinarily considered in trying to solve problems.

b. **convergent thinking**-only geniuses, but not psychotics, have the ability for convergent thinking. Such thinking involves focusing on one idea from an array of possible ideas in arriving at creative solutions to problems. Divergent and convergent thinking are *both* necessary for creativity, and only geniuses are capable of both types of thinking.

II. **Inhibition Theory**-explanation of behavioral differences on the basis of inhibitory cortical processes that hinder nervous system arousal.

A. **extraverts**-relatively strong inhibitory processes and weak excitatory processes.

B. **introverts**-strong excitatory processes and weak inhibitory processes.

III. **Arousal Theory**-explanation of behavioral differences in terms of the interactions between inherited levels of nervous system arousal and levels of environmental stimulation.

A. **ascending reticular activating system (ARAS)**-part of the central nervous system located in the lower brain stem; it is involved in the arousal of the cerebral cortex.

B. **autonomic nervous system**-part of the peripheral nervous system usually not under the individual's voluntary control that regulates the operation of internal organs and glands; it consists of sympathetic and parasympathetic subsystems.

C. extraverts-brains have lower innate levels of arousal and are less responsive to stimulation.

D. introverts-brains have higher innate levels of arousal and are more sensitive to stimulation.

E. examples of research findings-introverts performed more poorly on a reading comprehension test while watching a TV drama than extraverts; extraverts tend to consume more chocolate, coffee, tea, and soft drinks than do introverts.

F. neuroticism and autonomic activation

1. **visceral brain**-parts of the brain that underlie emotional feelings and expression; also known as the limbic system.

2. neurotics have lower thresholds for activity in the visceral brain and greater responsiveness of the sympathetic nervous system (division of the autonomic nervous system that mobilizes the body's resources for action); thus, neurotics overreact to even mild forms of stimulation.

G. psychoticism and hormones

1. **androgens**-male sex hormones; in mammals, the principal one is testosterone.

2. maleness linked to antigens, and schizophrenics have antigens in their bodies.

IV. Personality Development: personality is to a large extent biologically-based, but personality can be shaped by the influence of the environment.

A. Heredity plays a large role in development; same 3 personality types (extraversion, neuroticism, and psychoticism found in many cultures, suggesting a strong genetic basis for personality

1. Twin studies used as evidence for genetic basis of personality.

a. **monozygotic**-twins who develop from the splitting of a single fertilized egg (also called identical twins).

b. **dizygotic**-twins that develop simultaneously from two separate fertilized eggs (also called fraternal twins).

B. Role of socialization

1. Extraverts learn the rules of socialization less quickly and efficiently than introverts; extraverts generally tend to be less socialized than introverts; extraverts are more likely to show more antisocial behavior and become criminals than introverts.

C. Intelligence is a major personality factor; largely genetic, but can be shaped by learning environment.

1. **electroencephalogram (EEG)**-recording of electrical activity in the cerebral cortex obtained by means of electrodes placed on the skull.

2. **evoked potentials**-patterns of waves that occur in the brain following its stimulation.

V. Therapeutic Assessment Techniques-relied on host of experimental techniques to study personality.

A. **eyeblink conditioning**-classical conditioning paradigm in which a tone is used as the conditioned stimulus, and a puff of air to the eye is the unconditioned stimulus. Conditioning occurs when the conditioned stimulus alone is sufficient to produce the eyeblink response.

B. **electrodermal response**-changes in the electrical conductance of the skin that are associated with arousal.

C. **pupillary response**-changes in dilation of the pupils of the eyes associated with arousal.

D. research on lower animals.

VI. Theory's Implications for Therapy

A. **Behavior Therapy**-multifaceted approach to the treatment of disorders based on the principles of learning.

1. **counterconditioning**-procedure often utilized for therapeutic purposes, in which a conditioned response (CR) is weakened by associating the stimulus (CS) that evokes it with a new response that is antagonistic (incompatible) with the CR.

2. **modeling**-demonstration of behavior by one person so that another person can imitate it.

3. **flooding**-form of behavior therapy in which the client is exposed to the most intense stimuli that evoke fear, typically for prolonged periods of time, in an effort to extinguish it.

4. **systematic desensitization**-technique designed to reduce the strong anxieties associated with various stimuli; the client is gradually exposed to them and, at each level in the anxiety hierarchy, learns new responses through counterconditioning.

VII. Evaluative Comments

A. **Comprehensiveness**-broad in scope.

B. Precision and testability- generally precise and testable.

C. **Parsimony**-fails to meet the parsimony criterion; too simplistic.

D. **Empirical validity**-much empirical support for Eysenck's arousal theory, especially in regard to the behavior of extraverts and introverts; much more work needs to be done for the neurotic and psychotic types.

E. **Heuristic value**-theory is proving to be very stimulating to researchers, not only in Great Britain, but in other countries as well.

F. **Applied value**-considerable influence on researchers in cognitive behavior therapy.

**CHAPTER 11-KELLY'S THEORY OF PERSONAL CONSTRUCTS**

**CHAPTER OUTLINE**

I. **Cognitive theory**-focuses on the ways in which we process information about the world, forming constructs, and then using the constructs to make predictions about the operation of our worlds. The aim of construct utilization is to increase our understanding and control of the world around us.

A. **constructs**-ways of representing our experiences; they are abstractions that are defined in terms of the similarities and contrasts of their poles.

B. **constructive alternativism**-basic assumption that human beings are capable of changing their interpretations of events.

C. Kinds of constructs

1. **superordinate**-construct that controls many other constructs.

2. **subordinate**-construct that is controlled by other constructs.

3. **core**-fundamental belief that is part of the individual’s personal identity.

4. **peripheral-**belief that is relatively unimportant to the person and that can be changed rather easily.

5. **preemptive**-construct that includes only its own elements and maintains that these elements cannot apply to other constructs.

6. **constellatory**-construct that allows its elements to belong to other constructs concurrently; however, once identified in a particular way, these elements are fixed.

7. **propositional**-construct that leaves all of its elements open to modification.

II. Basic Assumption and Corollaries

A. **Fundamental postulate**-people's beliefs or constructs guide their behavior.

B. Corollaries

1. **construction**-a person anticipates events by assuming there is regularity between them.

2. **individuality**-proposition that people differ in their constructions of reality.

3. **organization-**proposition that the individual’s constructs are arranged in particular ways within his or her personal system.

4. **dichotomy**-proposition that constructs are bipolar.

5. **choice-**proposition that people select between alternatives in dichotomized constructs in making their judgments about reality.

6. **range**-constructs vary in the scope of events they cover.

7. **fragmentation**-proposition that an individual’s personal construct subsystems may be disjointed and mutually incompatible and that the person is often unaware of the inconsistency.

8. **commonality**-proposition that similar construct systems in different individuals lead to similarities in their behavior.

9. **sociality**-proposition that healthy interpersonal relationships depend on mutual understanding of each other’s construct systems.

III. Personality Development-development revolves about the person's attempts to maximize understanding of the world through the continuing definition and elaboration of his or her construct system.

IV. Therapeutic Assessment Techniques

A. Role Construct Repertory Test (Rep Test)

V. Theory's Implications for Therapy

A. Clients use invalid constructs; therapists must assist clients' growth by employing the technique of controlled elaboration-technique in which clients are encouraged to clarify and think through their problems in consultation with the therapist; this process enables them to revise or discard old constructs and to formulate new and more effective ones.

B. **Fixed-role therapy**-procedure designed to produce personality changes in clients by constructing roles for them that help them overcome their weaknesses and enable them to reconstruct themselves and their life situations.

1. **self-characterization sketch**-initial step in fixed-role therapy, in which clients are asked to write a brief character outline of themselves as it might be written by an intimate and sympathetic friend.

2.**enactment sketch**-client is asked to play a role designed to contrast sharply with the client’s current self-perception, as revealed in the self-characterization sketch, and thus to produce major changes in the client.

VI. Evaluative Comments

A. **comprehensiveness**-limited in scope.

B. **precision and testability**-precise and testable.

C. **parsimony**-fails to meet the parsimony criterion; too simplistic.

D. **empirical validity**-empirical support is strong for some aspects of the theory.

E. **heuristic value**-theory is proving to be stimulating to researchers in Great Britain.

F. **applied value**-considerable influence on business managers and occupational counselors. Applied value of the theory is steadily increasing.