VALIDATION OF THE CHAPIN SOCIAL INSIGHT TEST AS A MEASURE OF ROLE TAKING

M. CYNTHIA LOFTUS VERGARI

Abstract

A study was conducted to assess the validity of the Chapin Social Insight Test (CSIT) as a measure of role taking. Fifty undergraduate students participated in the study.

Convergent validity was established by correlating the CSIT with a Picture Description Task, which served as a measure of role taking. Discriminant validity was determined by correlating the CSIT with the Mach IV Scale and a Manipulative Task, and comparing these correlations with the convergent validity. The correlations obtained suggest that the CSIT may serve as a measure of role taking. However, the sensitivity of its discriminative properties is still open to question.

VALIDATION OF THE CHAPIN SOCIAL INSIGHT TEST AS A MEASURE OF ROLE TAKING

An Abstract

Presented to

the Graduate Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in Psychology

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by

M. Cynthia Loftus Vergari

August, 1978

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To the Graduate Council:

I am submitting herewith a thesis written by M. Cynthia Loftus Vergari entitled "Validation of the Chapin Social Insight Test as a Measure of Role Taking." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in psychology.

Cyril J. Sadowski
Major Professor

We have read this thesis and recommend its acceptance.

Stephen F. Davis
Minor Professor
or
Second Committee Member

Charles R Goh
Third Committee Member

Accepted for the Graduate Council:

William H. Ellis
Dean of the Graduate School

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

The purpose of this study is to assess the validity of the Chapin Social Insight Test (Chapin, 1942) as a paper-and-pencil measure of role taking. Role taking refers to an individual's ability to assume another's perspective in order to understand the motivation of another person (Feffer, 1959; Flavell, Botkin, Fry, Wrigert,& Jarvis, 1968). This construct is the social analog of the Piagetian construct of decentering. In Piaget's genetic epistemology, decentering refers to the ability to shift from one dimension of an object or event in order to perceive the relationship between the dimensions in forming the whole (Inhelder & Piaget, 1958; Piaget, 1950). Just as decentering is essential for the successful understanding of physical relationships, role taking is essential for the successful comprehension of interpersonal relationships.

While research on role taking has centered primarily on changes occurring from early childhood through adolescence (Flavell et al., 1968), Looft (1972) has indicated the need for extending present knowledge of the function of role taking in adulthood and old age. He adds that the development of an easily scored measure of role taking

that is effective with adult samples would facilitate attaining this objective.

The common measures of role taking (e.g., Feffer's Role Taking Task, Flavell's Communication Tasks, Krauss and Glucksberg's Picture Descriptions), while useable with adult samples, are very time consuming to administer and difficult to score. Thus, validation of the Chapin Social Insight Test (CSIT) as a measure of role taking would be beneficial in correcting this situation.

The rationale of the CSIT is essentially the same as that of role taking. The purpose of the CSIT is to assess an individual's ability to appraise others, to sense what they think or feel, and to predict what they may say or do (Gough, 1968). Chapin (1942) defines social insight as "the capacity to see into a social situation, to appreciate the implications of things said and to interpret effectively the attitudes expressed so as to appreciate the significance of past behavior, or to estimate the trend of future behavior" (p. 215). According to the CSIT, an individual possessing social insight is capable of understanding and predicting another's behavior. The same abilities are measured by the commonly used role taking tasks.

Although the CSIT is over 30 years old, it's validity as a measure of role taking has not been directly established (Gough, 1965, 1968). However, studies using a variety

of validational criteria provide convergent evidence which suggests that the CSIT measures role taking ability.

MacKinnon (cited in Gough, 1968) correlated scores on the CSIT with psychologists' ratings of 100 commissioned military officers who were intensively studied over a five day period. Moderate correlations (+.26 to +.31) were obtained between test scores and four qualities usually associated with interpersonal sensitivity: leadership, ability to communicate, ability to evaluate ideas, and good judgement.

Similar evidence comes from a known-groups comparison of occupations which could be considered to require different degrees of social insight (Gough, 1968). The order of the CSIT means were in substantial accord with expectations for the types of groups. Managers and psychology graduate students ranked high while medical students and military officers ranked low. College students, as a group, were intermediate. While validity of the CSIT may be inferred from this research, it appears that further, more definitive work should be done on the test's validity.

A second aspect of this study was to determine the discriminant validity of the CSIT. Role taking is a conceptually complex construct and is readily confused with other similar constructs. If the CSIT is a valid measure of role taking, it should correlate more highly with another index of role taking measured in a different way than with

indices of another similar construct regardless of how it is measured (Campbell & Fiske, 1959; Kenny, 1976).

In the present study role taking was measured in two ways. The first consisted of a paper-and-pencil test (CSIT) and the second consisted of the subjects' ability to communicate abstract information as indicated by judges' ability to correctly identify a specific picture from a set of similar pictures based on the subjects' descriptions. This task has been validated as a measure of role taking in a number of studies (Glucksberg & Krauss, 1967, 1966; Krauss & Glucksberg, 1969; Krauss & Rotter, 1968).

The other construct used in this study is Machiavellianism (Christie & Geis, 1970), which refers to an individual's disposition toward manipulating others. This construct was chosen for demonstrating the discriminant validity of the CSIT because the validational studies cited by Gough (1968) primarily have shown that people who are effective in positions where others must be manipulated or influenced obtain higher CSIT scores than those who are less effective in such positions. Moreover, the studies have shown that those in positions where others must be manipulated (e.g., managers, psychology graduate students, etc.) obtain higher CSIT scores on the average than people in nonmanipulative roles. In order to influence or manipulate others effectively, role taking would be required, but this would not imply that people with developed role taking

skills necessarily would be manipulative. Two measures of Machiavellianism (Mach) were used. The first is Christie's Mach IV Scale (Robinson & Shaver, 1973) which has been extensively validated (Christie & Geis, 1970). The second method consists of judges' ratings of the extent of manipulation revealed in subjects' descriptions of how they would act in situations where manipulation of others would possibly be advantageous for the actor.

CHAPTER II

METHOD

Subjects

The subjects were 50 undergraduate students, 24 males and 26 females, enrolled in lower division psychology courses at Austin Peay State University. Subjects received credit for their participation which counted toward research requirement options in the courses.

Materials

Chapin Social Insight Scale (CSIT). The CSIT is designed to measure social insight among subjects of either sex, ages 13-14 and over. It consists of 25 situations, each having four responses from which to choose, with one response designated as correct. The responses are weighted with a possible low score of zero and a high score of 41.

Split-half reliability of the CSIT was established on a sample of 100 adult males (Gough, 1968). A corrected correlation coefficient of +.78 was obtained. Using samples of 494 males and 215 females, item-versus-total-score correlations (point biserial) were computed. Coefficients of +.71 were obtained for males and +.68 for females after a correction-for-length method was applied.

Validational methods used include correlations of CSIT scores with several different criteria, including

supervisory aptitude, leadership, communication skill, and creativity. Further information regarding the scale can be found in Gough (1968).

Picture Description Task. In a series of studies, Krauss and Glucksberg have investigated children's ability to take a listener's needs into account (Glucksberg & Krauss, 1966, 1967; Krauss & Rotter, 1968; Krauss & Glucksberg, 1969). In the picture description task the child is given a form to describe. The rater must be able to discriminate the appropriate form based on the child's description of it. As expected, mean scores increased with age and grade of the speaker (Krauss & Glucksberg, 1969), supporting the hypothesis that the effectiveness of the child's verbal descriptions is related to his increasing ability to take his listener's needs into account.

In the present study three line drawings of an elephant were used. The drawings differed only in detail and surroundings. Subjects were given one of the drawings and asked to provide a written description of it. Raters were asked to distinguish which of the three drawings the subject was describing. Subject's scores were based on whether or not they had effectively described the appropriate form, i.e., the number of raters who identified the picture described by the subject. Copies of the three pictures are presented in Appendix A.

Mach IV Scale. This instrument attempts to measure a person's general strategy of dealing with people, especially the extent to which he feels others are manipulatable. The scale consists of 20 items, each item set in a standard 7-point Likert format (agree strongly = 7, no answer = 4, and disagree strongly = 1). A person's score is his or her sum over the 20 items.

Original reliability estimates were established on a sample of 1700 college students from Iowa, North Carolina and New York. The average item-test correlation for the items in the Mach IV Scale was +.38. Split-half reliability was based on subsequent samples and averaged +.79.

This scale has been extensively used in studies involving Machiavellianism. Christie and Geis (1970) have compiled a book which includes validational studies of the Mach Scales and lists related research in which the scales were used. In a study by Geis, Christie, and Nelson (1970) high Machs were shown to possess more skill than low Machs in developing innovative manipulations. Christie and Boehm (1970) documented that high Machs are more receptive to situations in which manipulative actions are possible. Bogart, Geis, Levy, and Zimbardo (1970) conducted a study to determine which group (high or low Machs) was more open to manipulation. The results showed that high Machs were more likely to make independent decisions and then act on them, regardless of what influence was applied.

Low Machs proved to be more easily influenced. A copy of this scale is included in Appendix B.

Manipulative Task. As a result of extensive research using the Mach Scales, differential characteristics of high and low Machs have been identified (Christie & Geis, 1970). High scorers have been shown to be emotionally detached, manipulative, successful, persuasive, and not very suggestible. Low Machs tend to be open to emotional responses, while high Machs tend to rely heavily on their cognitive definitions of a situation. High Machs appear to be less sensitive to social pressure and are less likely to comply or change their attitudes as a result of social pressure. High Machs experience less dissonance than do low Machs, since the former have little invested in their own beliefs or in the beliefs of others. They generally set the tone of any interaction and are usually identified as leaders.

Three situational questions have been devised to measure some of the characteristics listed above. Subjects were asked to respond to the situations. A panel of three judges determined how manipulative the responses were based on the characteristics mentioned. A copy of the three questions is included in Appendix C.

Procedure

Task administration. The tasks were administered by the investigator in a group setting for all but two of the subjects. The groups ranged in size from four to 11. Each

participant completed all of the tasks in one session. The session lasted a maximum of 90 minutes, and participants worked at their own pace. To control for possible transfer effects, the order in which the tasks were administered was counterbalanced and the specific order given to each individual was randomly determined. Each subject was asked to sign two informed consent statements prior to the testing and a debriefing statement after the testing session was completed. Copies of these are included in Appendixes D and E.

Judges' ratings. The effectiveness of role taking on the Picture Description Task was determined by judges being able to identify the picture described by the subject. Three judges were used, two females and one male. The judges ranged in age from 27 to 31. Each judge worked independently. Scores on this task can range from zero to three for any individual subject.

Each judge also rated the Manipulative Task. The judges were presented with the criteria for Machiavellianism proposed by Christie and Geis (1970). They rated each situation on a 5-point Likert-type scale anchored by the labels Extremely Non-manipulative and Extremely Manipulative. Scores for the task were summed over the three situations, with a possible range of three to fifteen.

CHAPTER III

RESULTS

Means, standard deviations and other descriptive information regarding the scales are presented in Table 1. Before discussing the convergent and discriminant validity, a discussion of the properties of the scales will be presented. Since one of the pictures described by the 17 subjects (nine males and eight females) was immediately identifiable, there resulted a problem of range restriction on the Picture Description Task scores. Because of this problem, which would act to attenuate any obtained relationships, the results are presented for both 50 and 33 subjects. Descriptive information regarding the scale properties with the 17 subjects deleted is presented in Table 2.

Reliabilities

Chapin Social Insight Scale (CSIT). Chapin (1942) reported a split-half reliability of .75 with a somewhat longer version of the scale. As can be seen in Tables 1 and 2, the reliability of the CSIT was substantially lower than that presented by Chapin. This undoubtedly reflects the small sample size and the range of obtained scores.

Picture Description Task. As can be seen in Table 1, for the entire sample of 50 subjects, the reliability of

Table 1

Means, Standard Deviations, Range and Reliability Coefficients for the Sample of 50 Subjects

Measure	Mean	Standard Deviation	Possible Range	Obtained Range	Reliability
CSIT	20.25	5.01	0-41	11-31	.360[a]
Mach IV	71.12	14.28	20-140	20-105	.672[a]
Manipulative Task	26.06	6.00	15-45	15-39	.660[a]
Picture Description Task	2.40	.84	0-3	0-3	.661[b] (.800)[c]

[a]Coefficient alpha.

[b]Based on KR-20.

[c]Mean interjudge agreement.

Table 2

Means, Standard Deviations, Range and Reliability Coefficients for the Sample of 33 Subjects

Measure	Mean	Standard Deviation	Possible Range	Obtained Range	Reliability
CSIT	20.12	4.85	0-41	11-31	.381[a]
Mach IV	71.06	13.30	20-140	37-105	.641[a]
Manipulative Task	26.55	5.97	15-45	16-39	.678[a]
Picture Description Task	2.21	.95	0-3	0-3	.579[b] (.717)[c]

[a]Coefficient alpha.

[b]Based on KR-20.

[c]Mean interjudge agreement.

the Picture Description Task scores was relatively high. Moreover, the average agreement among the judges was also high, agreeing on the average on 80% of the pictures. The mean percentage of correct identifications by the judges was .806. Because of this high frequency of correct identifications, there was total agreement between the judges on 62% of the cases. This resulted in a restricted range of scores which would act to attenuate any relationships between the Picture Description scores and any of the other variables. An analysis of the judges' identifications of the three pictures indicated that this was primarily due to the ease of identifying the third picture (see Appendix A). The judges were able to correctly identify this picture in slightly more than 92% of the cases, on the average, across three judges. This was substantially greater than the mean identification accuracy of pictures 1 and 2, which were .77 and .73, respectively. Therefore it was decided to delete the data for the subjects who described this picture. As can be seen in Table 2, this resulted in increasing the variability of the scores on this task without substantially affecting the reliability.

Mach IV Scale. As can be seen in Tables 1 and 2, the reliability of the Mach IV scores was moderately high. Also the range of the scores was not substantially affected when the data from the 17 subjects who described picture three were deleted.

Manipulative Task. The reliabilities for the Manipulative Task presented in Tables 1 and 2 were moderately high. The average interrater reliability was quite high, $\bar{r}$ = .41 and .44, for the sample sizes of 50 and 33 subjects, respectively.

Validity

Convergent Validity. The correlation matrix for the sample of 50 subjects is presented in Table 3, and the correlation matrix for the sample of 33 subjects is presented in Table 4. In Table 3 it can be seen that the correlation between the CSIT and the Picture Description Task is positive, although it does not approach significance. This most likely reflects the distribution differences between the two tasks. Because of this, the scores on the two tasks were dichotomized and the *phi* coefficient was calculated. The median for the CSIT scores was 18.5, with an equal number of subjects above and below the median. In order to dichotomize the Picture Description scores, it was decided to define a high score as being total agreement among the judges (n = 31) and a low score as being an absence of total agreement among the judges (n = 19). The degree of association between the two variables was marginally significant, *phi* = .206, $p < .08$, one-tailed. A similar procedure was undertaken for the sample of 33 subjects, since it can be seen in Table 4 that the correlation between the CSIT and the Picture Description

Table 3

Correlations between the Chapin Social Insight Test, Picture Description Task, Mach IV Scale and Manipulative Task for 50 Subjects

Measure	CSIT	Mach IV	Manipulative Task	Picture Description Task
CSIT	—	-.288**	.198	.177
Mach IV		—	.247*	-.072
Manipulative Task			—	.088
Picture Description Task				—

*$p < .05$, one-tailed.

**$p < .05$, two-tailed.

Table 4

Correlations between the Chapin Social Insight Test, Picture Description Task, Mach IV Scale and Manipulative Task for 33 Subjects

Measure	CSIT	Mach IV	Manipulative Task	Picture Description Task
CSIT	—	-.144	.201	.127
Mach IV		—	.305*	.013
Manipulative Task			—	.205
Picture Description Task				—

*$p < .05$, one-tailed.

Task again was positive but not significant. For the CSIT scores, 16 subjects fell above the median, while 17 were below the median. For the Picture Description Task, again using total agreement as the criterion for dichotomizing the scores, the judges correctly agreed on the 16 subjects, while there was an absence of total agreement for 17 of the subjects. The resulting relationship between the variables in this case was significant, phi = .335, $p < .03$, one-tailed. Thus it would appear that the CSIT does measure role taking ability. However, because of the problems with the task used to measure role taking and because of restrictions due to sampling, its sensitivity is still open to question.

Discriminant Validity. Correlations between the Mach IV scores and the Manipulative Task sources are presented in Tables 3 and 4. For the sample of 50 subjects, the correlation was significant, $r = .247$, $p < .05$, one-tailed. The correlation between these two tasks with 33 subjects was also significant, $r = .305$, $p < .05$, one-tailed. These lower correlations indicate that the Mach IV and the Manipulation Task measure some common factor, although the two are by no means isomorphic.

As can be seen in Tables 3 and 4, CSIT scores correlated negatively with the Mach IV scores. For the sample of 50 subjects, the correlation was significant, $r = -.288$,

$p < .05$, two tailed. For the sample of 33 subjects, the correlation was also negative, although nonsignificant, $r = -.144$.

It can also be seen in Tables 3 and 4 that scores on the Picture Description Task correlated negatively with Mach IV scores, although these correlations did not differ from zero. To further check the association between the Picture Description Task and the Mach IV scores, a phi coefficient was calculated between the dichotomized Picture Description Task scores and Mach IV scores. The median for the Mach IV scores was 72.5. For the sample of 50 subjects, there was a negative, although nonsignificant, relationship between the Picture Description Task scores and Mach IV scores, phi = -.124. For the sample of 33 subjects, 16 were classified as high Machs and 17 were classified as low Machs. The obtained relationship between Picture Description and Mach IV was also negative but nonsignificant, phi = -.214.

The correlations between the CSIT and Manipulative Task scores were positive and nonsignificant, $r = .198$ and .201, for the samples of 50 and 33, respectively. The product moment correlations between the Picture Description Task and the Manipulation Task are also positive and nonsignificant, $r = .088$ and .205 for the samples of 50 and 33, respectively. As before, phi coefficients were calculated. The Manipulative Task scores were

dichotomized at their median of 25.5, with an equal number above and below the median for the sample of 50 subjects. The relationship between the dichotomized Picture Description scores and the Manipulative Task scores was nonsignificant, *phi* = -.113. For the sample of 33 subjects, the relationship was also nonsignificant, *phi* = -.054.

These results indicate that manipulativeness, regardless of how it is measured, is not the same as either social insight or role taking. In fact, the data suggest that they might even be oppositional constructs. The fact that the signs of the correlation between the CSIT and Picture Description Task with the Manipulative Task scores were positive most likely reflects sampling problems and also the greater emphasis on verbal skills with the Manipulative Task than the Mach IV.

CHAPTER IV

DISCUSSION

While the data suggest that the CSIT may serve as a measure of role taking, the evidence is not strong. As can be seen in Tables 3 and 4, for both the samples of 50 and 33 subjects, the product moment correlations obtained between the CSIT and the Picture Description Task were positive, although nonsignificant. Further, the calculation of the *phi* coefficient for 33 subjects was positive and significant. Using the sample of 50 subjects, *phi* was again positive and marginally significant. The nonsignificant product moment correlations may reflect the range restriction of the Picture Description Task. For this task, both the possible and obtained range of scores for both samples was 0 - 3, and the distributions were highly negatively skewed for both samples. Thus, the product moment correlations were attenuated and the *phi* coefficients were greater.

Other factors also seem likely to have acted to attenuate the hypothesized relationship between the CSIT and the Picture Description Task. The sample reliabilities were lower than would be expected, most likely due to the small sample size and the relative homogeneity of the sample, i.e., all college students. The use of a

homogeneous sample of relatively competent college students may have caused the skewed distribution on the Picture Description Task. Moreover, the Social Insight and Picture Description measures themselves might have acted to reduce the association. The tasks used in this study measure different aspects of role taking. While theoretically the CSIT and the Picture Description Task conceptually measure the same construct, role taking, there are differences in what each task actually measures. The CSIT is designed to measure an individual's ability to see into a social situation and understand the dynamics of that situation. The Picture Description Task, while assumed to measure insight, also measures the individual's ability to utilize insight in order to communicate with another. Because of the ease of discrimination among the pictures used in this study, the Picture Description Task did not clearly differentiate between degrees of role taking ability. Thus, a stronger indication that the CSIT measures role taking may have been obtained through the use of a more sensitive measure of communication.

As expected, the Mach IV correlated positively and significantly with the Manipulative Task for both samples of 33 and 50 subjects. This not only indicates that the two tasks do measure a common factor, but also that otherwise uninformed observers can detect the Machiavellian tendencies of others.

Both the CSIT and Picture Description scores correlated negatively with Machiavellianism. These negative relationships were somewhat unexpected since research cited by Gough regarding the CSIT and research cited by Christie and Geis regarding Machiavellianism have shown that groups of subjects in occupations which necessitate influencing others tend to be high on these constructs. However, in none of these studies were both social insight and Machiavellianism assessed simultaneously. The present results suggest that people who are high in social insight may exhibit different styles of dealing with others than do people who are highly Machiavellian. It is quite possible that being sensitive to other people's needs and being capable at manipulating others without regard to their feelings are both effective means of influence under different circumstances. Moreover, since the correlations between the CSIT and Mach IV Scale are not extremely large, it is possible that people who are in positions which require influencing others can be high in both qualities.

Correlations obtained between the CSIT and the Picture Description Task with the Manipulative Task were all positive, although nonsignificant. While these results appear somewhat problematic, they may reflect an overlap in role taking skills inherent in these tasks. The Manipulative Task, while attemptimg to determine how Machiavellian each subject was, also presents an

indication of the extent to which a subject can communicate how one might respond in different situations. This secondary aspect of the Manipulative Task is absent in the Mach IV Scale, and may account for the discrepancy in the pattern of relationships.

In conclusion, the present study indicates that the CSIT does measure role taking. However, further research is needed. First, it is still necessary to demonstrate the sensitivity of the discriminative properties of the CSIT. A comparative study of the effectiveness of the CSIT and other social insight scales, e.g., the Tolor-Reznikoff (1960) Test of Insight, might provide such information. Secondly, a study of the relationships between the CSIT and other measures of role taking, e.g., Feffer's Role Taking Task or Flavell's Communication Task, would add further weight to the validity of the CSIT as a measure of role taking.

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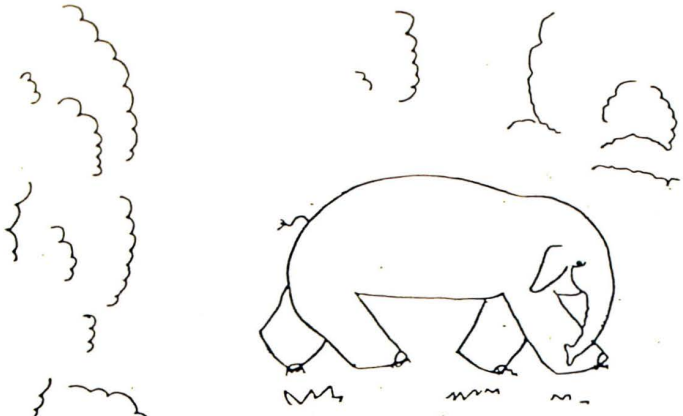
APPENDIXES

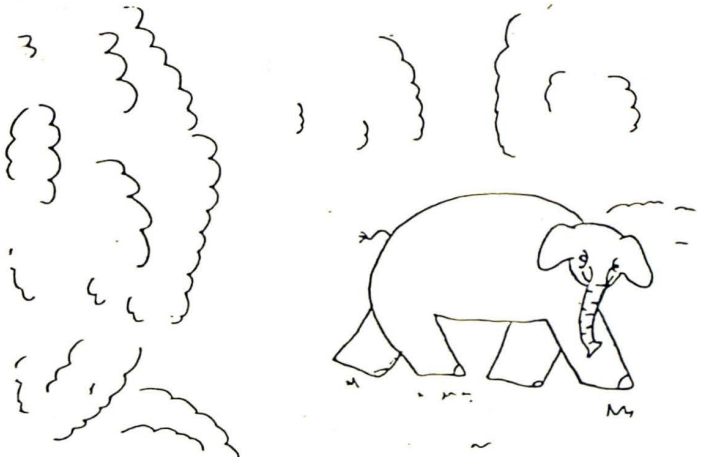
APPENDIX A

Picture Description Task

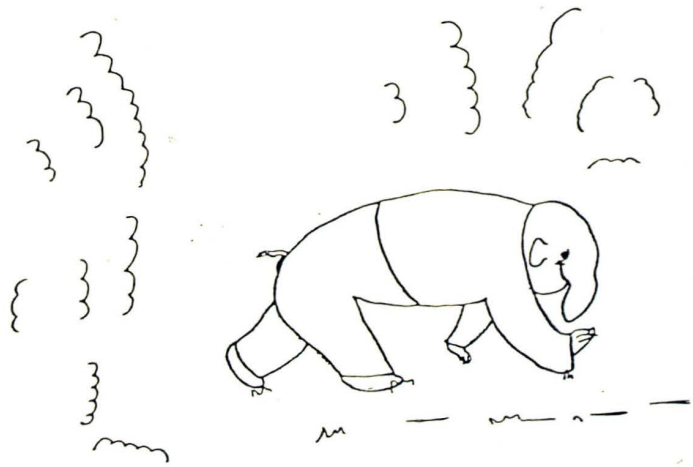
PLEASE PROVIDE A WRITTEN DESCRIPTION OF THE ENCLOSED DRAWING. PRETEND THAT YOU ARE DESCRIBING THE DRAWING TO SOMEONE WHO IS BLINDFOLDED. GIVE AS MUCH INFORMATION AS YOU THINK NECESSARY.



Picture 1



Picture 2



Picture 3

APPENDIX B

Mach IV Scale

Listed below are a number of statements. Each represents a commonly held opinion and there are no right or wrong answers. You will probably disagree with some items and agree with others. We are interested in the extent to which you agree or disagree with such matters of opinion.

Read each statement carefully. Then indicate the extent to which you agree or disagree by circling the number in front of each statement. The numbers and their meaning are indicated below:

If you agree strongly, circle +3
If you agree somewhat, circle +2
If you agree slightly, circle +1

If you disagree slightly, circle -1
If you disagree somewhat, circle -2
If you disagree strongly, circle -3

First impressions are usually best in such matters. Read each statement, decide if you agree or disagree and the strength of your opinion, and then circle the appropriate number in front of the statement. Give your opinion on every statement.

If you find that the numbers to be used in answering do not adequately indicate your own opinion, use the one which is closest to the way you feel.

1. Never tell anyone the real reason you did something unless it is useful to do so.
   +3 +2 +1 -1 -2 -3
2. The best way to handle people is to tell them what they want to hear.
   +3 +2 +1 -1 -2 -3
3. One should take action only when it is morally right.
   +3 +2 +1 -1 -2 -3
4. Most people are basically good and kind.
   +3 +2 +1 -1 -2 -3
5. It is safest to assume that all people have a vicious streak and it will come out when they are given a chance.
   +3 +2 +1 -1 -2 -3
6. Honesty is the best policy in all cases.
   +3 +2 +1 -1 -2 -3

7. There is no excuse for lying to someone else.
+3 +2 +1 -1 -2 -3

8. Generally speaking, men won't work hard unless they're forced to do so.
+3 +2 +1 -1 -2 -3

9. All in all, it is better to be humble and honest than to be important and dishonest.
+3 +2 +1 -1 -2 -3

10. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons which carry more weight.
+3 +2 +1 -1 -2 -3

11. Most people who get ahead in the world lead clean, moral lives.
+3 +2 +1 -1 -2 -3

12. Anyone who completely trusts anyone else is asking for trouble.
+3 +2 +1 -1 -2 -3

13. The biggest difference between most criminals and other people is that the criminals are stupid enough to get caught.
+3 +2 +1 -1 -2 -3

14. Most men are brave.
+3 +2 +1 -1 -2 -3

15. It is wise to flatter important people.
+3 +2 +1 -1 -2 -3

16. It is possible to be good in all respects.
+3 +2 +1 -1 -2 -3

17. Barnum was wrong when he said that there's a sucker born every minute.
+3 +2 +1 -1 -2 -3

18. It is hard to get ahead without cutting corners here and there.
+3 +2 +1 -1 -2 -3

19. People suffering from incurable diseases should have the choice of being put painlessly to death.
+3 +2 +1 -1 -2 -3

20. Most men forget more easily the death of their father than the loss of their property.
+3 +2 +1 -1 -2 -3

APPENDIX C

Manipulation Task

PLEASE PROVIDE A WRITTEN DESCRIPTION EXPLAINING WHAT YOU WOULD DO IN THIS SITUATION. BE AS THOROUGH AS POSSIBLE.

You are the coach of a football team. It is the last game of the season. With only two minutes left in the last quarter, your team is down by one point. One of the second string players, Pete, is a graduating senior. He needs to play in one more game in order to earn his football letter. You and he have discussed this already and you've promised to play him in this game. You have forgotten about your promise until now--with two minutes to go in the game and the other team ahead. What would you do?

PLEASE PROVIDE A WRITTEN DESCRIPTION EXPLAINING WHAT YOU WOULD DO IN THIS SITUATION. BE AS THOROUGH AS POSSIBLE.

You are a salesperson in a shoe store. You earn a commission for each pair of shoes you sell. A customer asks to try on a pair of shoes in a size 8. You bring the customer the size she has requested. The customer tries on the shoes and tells you that they are very tight. It is obvious to you that she is in discomfort when she has the shoes on. You do not have a larger size in this particular style. What would you do in this situation?

PLEASE PROVIDE A WRITTEN DESCRIPTION EXPLAINING WHAT YOU WOULD DO IN THIS SITUATION. BE AS THOROUGH AS POSSIBLE.

You are an insurance salesperson. You have not made your share of sales during this quarter and you are worried about losing your job. When you return home after work, you find an invitation to attend your tenth class reunion. What factors would you consider in deciding whether or not to attend the reunion?

APPENDIX D

Informed Consent Form

1. I understand that I am being asked to participate in a study in which I will complete two sets of tasks. The first set of tasks will measure my ability to understand the motivation of other people. The second set of tasks will measure my ability to motivate others. The four tasks will be administered in one session. This session will last approximately two hours.

2. I understand that the purpose of this study is to validate one of the tasks (the Chapin Social Insight Test) as a measure of role taking. Role taking refers to the ability to put oneself in another's position. The validation of the Chapin Social Insight Test will be determining the relationship between the scores on the two sets of tasks.

3. I understand that my participation is voluntary, and that I may withdraw from the study at any time with no negative consequences.

4. I understand that my responses to the four tasks will be held in full confidence and that I will not be identifiable by name in any way.

5. I understand that the data which is obtained will not be used for anything other than the purpose stated without further permission from me.

SIGNATURE _____

DATE _____

DEPARTMENT OF PSYCHOLOGY

Austin Peay State University

INFORMED CONSENT STATEMENT

I agree to participate in the present study being conducted under the supervision of a faculty member of the Department of Psychology at Austin Peay State University. I have been informed, either orally or in writing or both, about the procedures to be followed and about any discomforts or risks which may be involved. The investigator has offered to answer any further inquiries as I may have regarding the procedures. I understand that I am free to terminate my participation at any time without penalty or prejudice and to have all data obtained from me withdrawn from the study and destroyed. I have also been told of any benefits that may result from my participation.

_____ _____

Student Number Name (please print)

_____ _____

Date Signature

APPENDIX E

Debriefing Statement

In this study each subject was asked to complete four tasks. The tasks were: the Chapin Social Insight Test (CSIT), Picture Description Task, Manipulative Task, and Machiavellianism IV Scale. The first two tasks mentioned were administered to provide me with information about what amount of social insight each subject had. The third and fourth tasks provided information about how manipulative each subject was.

The study was designed to validate the CSIT as a measure of role taking. Since the Picture Description Task has already been validated as a measure of role taking, subjects' scores on the CSIT and Picture Description Task should correlate highly. The Manipulative Task and Mach IV Scales were used because they measure manipulativeness, a construct which includes insight but also includes other predispositions. Consequently there should be a relationship between the CSIT and the Manipulative Tasks, but it should not be as great as between the CSIT and the Picture Description Task.

SIGNATURE _____

DATE _____