

ASSESSING THE ADLERIAN PERSONALITY PRIORITIES: A FORMAL INSTRUMENT
FOR THERAPEUTIC PRACTICE

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The purpose of this study was to develop an effective formal instrument to assess the Adlerian personality priorities. The development of the Allen Assessment for Adlerian Personality Priorities, AAAPP, seeks to provide a strong comparability to assessing the Adlerian construct of personality priorities as the counselor interview. One hundred and seven participants were given the 1st administration of the AAAPP, Social Interest Scale and a demographic survey. Sixty-four participants completed a 2nd administration of the AAAPP two weeks later. Twenty participants experienced a counseling interview following the 2nd administration. The methods used to evaluate the validity and effectiveness of the AAAPP included: face validity, predictive validity, construct validity, test-retest reliability, multiple regression, Guttman split-half reliability and the Spearman Brown reliability.

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CHAPTER 1

INTRODUCTION

Much research has been conducted to study human nature, as it relates to an individual's personality and the social environment. Theorists have developed instrumentation to help clients understand how their personality traits influence their behaviors, work and relationships. Carl Jung's perception of personality development was utilized in the Myers-Briggs Type Indicator® instrument (MBTI ®, CCP, Inc. Palo Alto, CA, www.cpp.com), a well-respected psychological instrument. The MBTI looks at personality in terms of how individuals relate to their social environment, how they learn best, how they make decisions, and how they prefer to have their lives structured. These insights can be valuable for clients (Briggs Myers, McCaulley, & Hammer, 1998).

A similar application, which helps clients understand their personality, was given in Adlerian therapy. Alfred Adler (1870-1937) based what makes a healthy individual on one's role in society or environment. Adler described four personality types to help define an individual's style of Life (1931). Adler defined these personality types as the socially useful type, the ruling type, the getting type and the avoiding type.

Kefir was noted as the first theorist to develop the personality priorities (Brown, 1976; Holden, 2002; Ashby & Kottman, 2000). Kefir (1971, 1981) used Adler's personality types to form her own definition of personality priorities. Kefir's personality priorities included: the morally superior, the controller, the avoider, and the pleaser. Pew (1976) furthered the use of personality priorities. Pew described personality priorities in assessing the lifestyle using the theory of felt minus and felt plus originated

by Adler. Brown (1976) used these same four types of personality developed by Adler and relabeled them as four personality priorities including: superiority, pleasing, controlling, and comforting. Other counselors have added and taken away from these four constructs in their research and work with clients (Brown, 1976; Dewey, 1991; Holden, 1991; Langenfeld & Main, 1983). The personality priorities were formed to help clients gain a greater understanding of how they relate to their environment, and motivation behind their actions.

Currently, counselors implement the Adlerian personality priorities with clients by using an interviewing technique (Brown, 1976; Holden, 2002; Sutton, 1976). The client, with help of the counselor, determines priorities by using a chart, generating hypotheses, and using other Adlerian techniques. Brown developed the Personality Priorities Interview, PPI, to further understand client's life goal and lifestyle. Brown created a formula to use when identifying personality priorities of clients. The PPI goes into great detail looking at client's verbal and non-verbal languages, realizing counselor's gut response, presenting personality priorities to the client, discussing priorities with the client, assigning homework and exploring problem resolutions. Recently, Holden (2002) redeveloped Brown's PPI by adding a structured chart and simple instructions for counselors to use with clients. Sutton also developed an interview technique to assess Adlerian personality priorities.

In 1983, Langenfeld and Main developed the Langenfeld Instrument for Personality Priorities, LIPP. The study was conducted primarily to validate factor validity of the five personality priority constructs. Langenfeld and Main created different

terminology than those created by Kefir (1971) and Brown (1976). The LIPP looked at five scales of personality priorities. The LIPP has been used for research studies but is not widely used by or available to counselors. Kutchins, Curlette and Kern (1997) suggested after using the LIPP, "additional psychometric procedures should be employed, as well as the development of an interpretive and technical manual for further understanding of the instrument and research purposes" (p. 385). Kutchins et al. suggested an instrument be made in which personality priorities are matched with lifestyle themes and measured client's number-one priority. Ashby and Kottman (2000) also concluded the LIPP needed refinement. They agree with Kutchins et al. that, "additional psychometric procedures be employed to refine the LIPP." Ashby and Kottman further criticized the LIPP, stating, "consistent under-representation of detaching (control of self) type raises significant concerns about the validity of the LIPP for research purposes" (p. 180).

Today, no matter how counselors obtain the correct personality priority from clients, personal gain from insight is valuable. The understanding for clients has been implemented in many counseling situations including individuals, couples, family and financial counseling.

Statement of the Problem

Langenfeld and Main (1983) created the LIPP, which uses similar personality priorities to those originally created by Kefir (1971) and Brown (1976). The LIPP has been used with many studies (Ashby and Kottman, 2000; Holden, 1991) to assess

personality priorities. Although Langenfeld and Main's primary intention for the LIPP was to provide statistical significance and factor validity for the personality priorities constructs, the LIPP has not been widely used in the counseling field.

Currently there is no formal instrument to assess Adlerian personality priorities in counseling. Many counselors have found difficulty using the interview method to determine the client's personality priorities. The need for a formal instrument can be justified through three common problems, which occur in the interview process. The current interview strategy has been lengthy to process with clients. A second problem with the interview strategy was inconsistencies in implementation. The third problem was lack of formal training for counselors implementing the interview process. Finally, Kutchins et al. (1997) report that both Brown (1976) and Sutton (1976) admit to low reliability and inconclusive results from interview techniques.

There has been a need for counselors to have an efficient and accurate tool for assessing personality priorities for client insight and development. A formal assessment instrument to assess personality priorities can be helpful in providing insight and understanding into clients' lifestyle and how they react to obstacles in achieving life tasks. Another assessment tool can provide benefits for Adlerian research and counseling practice. Advantages added to the counseling process using the assessment include: quick administration, providing a quantitative profile of personality priorities, and immediacy of data for the counselor to use in understanding the client.

Purpose of the Study

The purpose of this study was to develop an effective formal instrument to assess the Adlerian personality priorities. There were three objectives in this study. The first objective was to create an effective instrument for assessing the four personality priorities using constructs developed by Kefir (1971). This instrument will serve as a tool for counselors to use with clients.

Efficiency gained by using an instrument will save valuable time during counseling sessions. By allowing clients to take the assessment before a scheduled session, there will be more time during the session to process results. The counselor can easily score the instrument after the first initial session and interpret results during the following session. Another option could include a website for clients to take the assessment, providing a full report describing client's results to the counselor for interpretation. Time saved by using this method allows the counselor more time to explore valuable insight with clients and correlate results to client's everyday life.

The second objective of this study was to establish validity and reliability within constructs of the instrument. Once an instrument is developed and validated as accurate as current interview method, the instrument can be implemented in counseling practice. The third objective was to provide efficiency by using the Allen Assessment for Adlerian Personality Priorities, AAAPP, to save valued time during counseling sessions.

Review of the Literature

Adlerian Overview of Counseling

To understand the purpose of this study, a familiarity with how the personality priorities fit into counseling was necessary. Comprehending the theory behind personality priorities was key into understanding this process. Adlerian therapy, created by theorist Alfred Adler (1870-1937), provided the understanding for how individuals' personality priorities are instrumental to their sense of belonging and well-being. Brown (1976) stated that Adler "realized the need for a psychology which would aid people in gaining an understanding of others" (p. 9). This understanding would not only help individuals, but also help teachers, parents, law enforcement, and others who work with daily social problems. Helping professionals can use this understanding to aid society by educating and helping them (p. 11).

Adler was the founder of Individual Psychology. He was born on February 7, 1870 in Penzing, a suburb of Vienna, Austria. He received a medical degree from the University of Vienna in 1895. A colleague of Sigmund Freud, Adler joined the Vienna Psychoanalytic Society. He became the president in 1910 and later resigned in 1911 due to disagreements with Freud. In 1912, Adler created the Society for Individual Psychology. Adler lectured in the United States in 1926 then returned in 1935 making the US his permanent residence. While on a lecture tour in Aberdeen Scotland, Adler died in 1937 (Ansbacher & Ansbacher, 1956).

Adler's theory, used by many counselors today, encompasses many constructs of personality traits. Adler focused on an individual's perception of his or her life as it

correlated with meanings generated from one's sense of belonging in society. He believed that all individuals have an inter-connectedness with all things living (Stein & Edwards, 1998). His concept of an individual's style of life provided a central theme for psychological expression as seen in the final goal of movement towards one direction (Stein & Edwards, 1998). Stein and Edwards added to this view of movement by stating individuals cooperate while living together and striving for their own self-improvement, self-fulfillment and common welfare. Kefir (1981) believed lifestyle was, the way an individual views oneself, the external world, and how they behave through life toward an "idealized goal of superiority" (p. 402).

Kefir (1981) used the personality priorities as a way to expand the counselor's understanding of the client's lifestyle. She believed counselor's understanding of clients' lifestyle includes insight into convictions about how they achieve belonging or significance and behavior resulting from those convictions. Kefir believed personality priorities tend to act as avoidance strategies whereby individuals move away from a perceived traumatic event to achieve success over their fears.

Kutchins et al. (1997) described lifestyle as, "meaning that one gives to life and is not characterized by one aspect of a person but the wholeness of one's individuality." They stated that lifestyle, "refers to the way in which an individual meets the tasks faced in life, and, according to Adler, develops within the first six years of life as a way of meeting real and imagined childhood challenges." Lifestyle, as described by Mosak (2000), "refers to the convictions individuals develop early in life to help them organize experience, to understand it, to predict it, and to control it" (p.55). In understanding

clients' lifestyle, one must realize lifestyle has no positive or negative connotations. It is basically "spectacles" (p. 56) individuals' use in their perception of life and how they fit in it. Adlerian therapists then work with the client to develop social interest by creating goals within the lifestyle. Finally, Dinkmeyer, Dinkmeyer & Sperry (1987) suggested importance of not categorizing individuals with personality priorities but using them to help clients understand their long and short-term goals.

Adlerian counselors see individuals as moving or becoming toward self-imposed goals. Their movement can be seen in "style of life" or "lifestyle" (p.55). Individuals move from feelings of inferiority towards feeling of superiority. When the individual was operating out of inferiority the individual was described as "discouraged" (p.54). The Adlerian counselor works with a "discouraged" individual to develop social interest by creating new goals within the lifestyle. An individual who was invested in social interest was socially useful or healthy (Mosak, 2000). Watkins (1994) listed characteristics associated with individuals having social interest. These characteristics included, "responsibility, sincerity, self-reliance, maturity, helping, sharing, and empathic understanding" (p. 69).

In Adlerian therapy the individual was seen as a whole person while behaving in a social context. Understanding development of the individual depended upon the individual's feelings of belonging. When an individual was stuck, the conscious and unconscious were both utilized to help reach their goals while understanding their lifestyle (Kern & Watts, 1993; Mosak & Lefevre, 1976).

Kern and Watts (1993) suggested all individuals strive for “superiority” to add to their feeling of “competence or self-mastery” (p.89). Individuals were striving from a “perceived negative” to a “perceived positive.” Movement of the individual from a negative to a positive state was seen as striving or moving toward achieving superiority for oneself. Kern and Watts added that in pursuit of an individual’s superiority one’s actions might not have been socially useful; in fact they might have been useless or destructive in nature. The lifestyle was the instrument for coping with experience.

Ansbacher and Ansbacher (1956) stated Adler’s view of a healthy individual lies within social interest. Healthy individuals will operate from their social interest, concern for others in their environment, and the maladjusted individual will operate out of self-interest. Ansbacher and Ansbacher added that the individual who was moving toward superiority was either in alignment with their social interest or self-interest.

Stein and Edwards (1998) presented that the main tools used in Adlerian therapy are encouragement and the feeling of community. Other techniques of importance included: the family constellation, style of life, birth order, striving for superiority, inferiority feelings, fictional final goal, private logic, antithetical scheme of apperception, and earliest recollections (pp. 1-6).

Adlerians on Assessments

Adlerians prefer to assess individuals in a continuous process. The interview method was a widely used assessment to view individuals in this way. Focusing on the individual’s change as a continual process was viewed as more important than using an assessment that was seen as an event to categorize clients for many Adlerian counselors.

Adlerians usually used a variety of assessment techniques that were more qualitative and idiographic than quantitative. Adlerian counselors believed that the use of observations and descriptions of uniqueness were more valuable than diagnostic categories and classifications.

Kern and Watts (1993) discussed the use of assessments with Adlerian therapy. The use of the Adlerian Lifestyle Analysis, ALA, was considered for its use of relating client's memories and perceptions to current functioning. The ALA incorporated early recollections and the individual's family constellation. Kern and Watts believed any assessment used with individual psychology should also utilize the individual's family constellation.

In staying with beliefs of Adlerian philosophy, assessment instruments can be developed and used for counseling practice and research. By not using diagnostic labels on unique clients or for purposes of treatment, assessments can be used to provide insight and understanding for clients (Watts & Carlson, 1999). Assessments had two purposes in Adlerian therapy, which included: "understanding the lifestyle and seeing how the lifestyle affects the individuals functioning in the life tasks" (p.95). One tool in understanding lifestyle of clients and how they reacted to obstacles in achieving life tasks was the Adlerian personality priorities. Dinkmeyer et al. (1987) added, "Adlerians believe that determining a person's number-one priority is a useful clinical method for quickly ascertaining one facet of the lifestyle" (p.96).

Brown (1976) provided a strategy for recognizing patterns of actions or lifestyle with the Personality Priority Interview, PPI. An instrument for personality priorities could be

implemented to provide this same assessment for clients while taking into concern uniqueness of clients can provide many advantages. Similar to the Lifestyle Scale an instrument to assess Adlerian personality priorities could possess the same advantages. Advantages to using assessments like the Lifestyle Scale included quick administration, quantitative profile of lifestyle themes, and immediacy of data for the counselor to use in understanding the client (Dinkmeyer et al., 1987, p. 100).

Another advantage of using a formal instrument for assessing Adlerian constructs was the benefits it provides to Adlerian research. Watts and Carlson (1999) stated, "when an instrument to measure an Adlerian concept has been developed, research on that concept has substantially increased." There has been a shift in research to studying lifestyle and early recollections due to use of the Life Style Analysis. As instruments have been created to assess lifestyle and early recollections, research in these areas have increased and thus added to Adlerian counseling. Watkins (1999) discussed difficulty in researching social interest until the 1970s when several instruments were created to assess social interest. These instruments included the Social Interest Index, Social Interest Scale, and the Sullivan Scale of Social Interest. Watkins added that between 1981-1991, 45 studies were conducted looking at social interest.

Many assessments have been developed by Adlerian counselors to use in research and counseling practice. Common standardized assessments used in Adlerian counseling included: the Lifestyle Scale, the Life-Style Inventory, Life Style Analysis, Sullivan Scale of Social Interest, Social Interest Index, White Campbell Birth Order

Inventory, Relationship Belief Inventory, Behavior Rating Checklist, Belonging-Social Interest, Early Recollections Questionnaire, and Child Life Style Scale (Watts & Carlson, 1999).

Definition of Terms: Personality Priorities

To understand how the AAAPP will be useful in counseling, one must understand personality priorities in their original meanings provided by Kefir (1971). Other therapists offer adjusted names and qualities for personality priorities. Holden (2002) stated, "most persons show evidence of one of five primary personality patterns." Holden called these five patterns: superiority, pleasing, comfort, control of others and self-control.

Kefir originally developed the personality priorities. Kefir's (1981) personality priorities included the controller, the avoider, the pleaser and the morally superior. There are many variations used in research for different priorities. For example, Dewey (1991) believed there are actually three subdivisions of the Control personality priority, which included control of self, control of others and control of situations (p. 140). The main premise behind the constructs, no matter the name assigned, was each individual's response to what they avoided most and how they gained a sense of belonging (Dewey, 1991).

Comfort Personality Priority

Kefir (1981) believed individuals with the Comfort personality priority not only avoided stress but also reacted to stress. The primary goal of the comfort personality was to reduce stress. Holden (2000) described the comfort personality as someone

who, "tries to enjoy pleasures without having to wait or having to exert oneself." It was common for the comfort personality priority to have unfinished business, unmade decisions, and unresolved problems. They have usually sought the easy way out of things. Pew (1976) described the personality priority for comfort as one who sought out situations and relationships where they felt comfortable and relaxed.

Dewey (1991) believed individuals that have comfort personality priority were pampered as children. Common characteristics for the comfort personality priority were to be self-indulgent and impulsive buyers. The comfort personality priority also had a difficult time discerning between what they wanted and what they really needed (Poduska, 1985).

Brown (1976) defined comfort personality priority using "problematic words like: pain, hassle, stress, too much, heavy, rough, hard and difficult" (p. 9). Brown defined comfort personality priority having common non-verbal body language showing attitudes and interpretations (p. 5). Slouching, having an easy and fluid walk, shrugging and/or shaking their head characterized the comfort personality priority's body language.

The advantages to the comfort personality priority included being relaxed, easygoing, charming, and spontaneous. The comfort personality priority had little complications from stress. Disadvantages of the comfort personality priority included: being less reliable and less accomplished (Holden, 2000).

Control Personality Priority

There are various construct names for the Adlerian personality priorities adapted from Kefir's (1981) original description for the controller (Brown, 1976, Dewey, 1991, Holden, 2000, Langenfeld, 1983). Kefir's control personality priority has been converted to many different labels in various studies. Pew (1976) described the personality priority for control of self as individuals who achieved maximum self-control or have gained a sense of power and control over others. For the purposes of this study, the control personality priority was described as the two different names provided by Brown: control of others and control of self.

Both control of others and control of self personality priorities share a fear of vulnerability but it is demonstrated by different behaviors. Individuals with the control personality priority also avoided ridicule. Holden (2002) described the control of others personality priority as one who, "seeks to manage what is outside him- or herself, including situations and people" (p.103). Control of others personality priorities avoided feeling out of control in their environment, which led to greater feelings of vulnerability.

Poduska (1985) described control of others personality priority as very active, wanting to be the controller of money, wanting others to be subservient, desiring positions of power, and desiring to teach others their skills and expertise (Poduska, 1985, p. 142). Brown (1976) defined someone with the control of others personality priority using negative statements such as: "no, don't, won't, dumb, stupid and never" (p. 9). Brown defined the non-verbal body language of the control of others personality

priority to be characterized by hesitating, having short jerky or minimal movements, and withdrawal or backing away movement when approached by others.

Holden (1991) described advantages and disadvantages for the control of others personality priorities. The advantages for having the control of others personality priority included having a take-charge ability and being able to make things happen. The disadvantages for the control of others personality priority included being attacked or rejected by others.

Holden (1991) labeled the control of self personality priority as self control. This personality type "seeks to manage what is inside him- or herself, to keep feelings under control by being very reserved and composed." The control of self personality priority hid inner processes from those around them. The control of self individual avoided feeling vulnerable by keeping their feelings and thoughts private. Sometimes the control of self personality priority became passive-resistant in their relationships (Poduska, 1985, p. 140).

There are many advantages and disadvantages of the control of self personality priority. The advantages of being a control of self personality priority included being reliable, stable and practical. The disadvantages of being a control of self personality priority included experiencing emotional distance, lacking creativity, as well as spontaneity (Holden, 1991).

Pleasing Personality Priority

Kefir (1981) defined the pleasing personality priority as one who avoided rejection. Kefir added that the pleasing personality priority individual felt like he or she

must buy or earn love and acceptance from others. The pleasing personality priority individual had a tendency to buy gifts for others in order to receive affection or recognition (Poduska, 1985, p. 142). The need to belong and be loved got the pleasing individual in trouble by spending more than they can afford to please others. The pleasing personality priority had difficulty saying no when asked to do favors by family members, friends or neighbors. Pew (1976) described the pleasing personality priority as individuals who felt like they belong when they please others and tried to keep them happy and satisfied.

Brown (1976) described pleasing personality priority individual's verbal language having common usage of emotionally laden words including; "like, love, need, understanding, gently and warmth" (p. 9). The non-verbal body language of the pleasing personality priority included: constant eye contact with others, presenting a half smile, having immediate forward movement when called by others, and resting their hands in a supplication or the prayer position.

Advantages of having the pleasing personality priority included being cooperative, sensitive, and responsive to others' needs and wishes. The disadvantages included: neglecting their own needs, unawareness of their own needs, and feeling overwhelmed by conflicting desires from others (Holden, 1991).

Superiority Personality Priority

Kefir (1971) defined the superiority personality priority as one who avoided meaninglessness in life. The superiority personality priority also sought anonymity. The superiority personality priority achieved a sense of belonging and significance by

trying to be better than others. Pew (1976) described the personality priority for superiority as one who tried to make meaningful contributions to others and society while having the need to be superior to others. Holden (1991) described the superiority personality priority as one who, "seeks to be right, competent, the best." The superiority personality priority avoided meaninglessness and therefore wants to make a significant contribution.

Brown (1976) defined the superiority personality priority in terms of verbal language using value judgment statements, imperatives and qualifiers such as; "ought to, must, should, little, lot and somewhat" (p. 9). Common usage of non-verbal body languages of the superiority personality priority was characterized with attitudes and interpretations, listening attentively, being physically alert, being direct, deliberate forward movement, having intense eye contact, and having constant movement.

Advantages for the superiority personality priority included being organized, focused, and able to accomplish a lot. The disadvantages for the superiority personality priority included: being perceived as high-strung and neglectful of relationships (Holden, 2002).

How Personality Priorities Play a Part in Counseling

Adler's personality priorities have been used in a variety of treatment areas in counseling (Brown, 1976, Holden, 2002, Poduska, 1985, Main & Oliver, 1988). The personality priorities have been used with couples, individuals and in financial counseling to understand client's actions and behaviors according to what they avoided

in life and what they needed from life to belong. Understanding personality priorities and how they work is important for client's insight.

The application of Adler's law regarding the movement from felt minus to felt plus to Brown's (1976) depiction of personality priorities is explained in the following paragraph. Brown developed an interview style (PPI) using the four personality priorities, which included: control, superiority, comfort and pleasing. Each of these priorities had one primary focus except for control personality priorities. The control priority was divided into two subcategories called control of self and control of others.

The basic premise of each personality priority using Adler's law of movement was the individual's movement away from what they avoided (felt minus) and towards what they desired (felt plus). Appendix A shows a chart demonstrating each of the five priorities and their corresponding movement from avoided fears to desired feeling of belonging. For example, the control of self and control of others personality priorities both avoided vulnerability and thus moved away from it. Although, both control personality priority individuals avoided vulnerability, they strived for a sense of belonging in different ways. The closer the control of others or control of self was to their felt plus, the closer individuals were to achieving their final goal and feeling a sense of belonging. Brown (1976) believed movement toward felt plus was what gives individuals their sense of belonging. The closer individuals were to achieving their desired felt plus the greater sense of belonging they have in society.

Ashby and Kottman (1998) investigated the relationship between Adlerian personality priorities and psychological and attitudinal problems. The research looked at

how self-esteem, social interest, locus of control, and dysfunctional attitudes correlated with client's personality priorities. Ashby and Kottman's study investigated the relationship between psychological and attitudinal variables linked by theory and Adlerian personality priorities developed by Langenfeld and Main (1983). Their study revealed differences between personality priorities and self-esteem, dysfunctional attitudes, social interest and internal locus of control. Their study provided empirical support for conceptualizing clients using personality priorities.

Counselors used the personality priorities to help clients understand their strengths and weaknesses. Ashby and Kottman (1998) found individuals highest in pleasing personality priority had lower levels of self-esteem and higher levels of dysfunctional attitudes than individuals with the achieving (superiority) personality priority. Individuals having the achieving (superiority) personality priority were found to have higher levels of self-esteem and lower levels of dysfunctional attitudes than people having detaching control of self personality priority. The achieving (superiority) priority individuals were found to have greater locus of control and a higher level of social interest than outdoing (superiority) personality priority. Ashby and Kottman found that some individuals with the outdoing (superiority) personality priority had lower levels of social interest than the pleasing personality priority believing that they are better than other individuals. Avoiding (comfort) personality priority was found to have no significant differences. Since the five personality constructs presented from the LIPP (achieving, outdoing, pleasing, avoiding and detaching) were used for this study, control of others personality priority was not included.

Ashby and Kottman (1998) used the personality priorities to guide clients in their strengths and weaknesses. For example, they suggest counselors should help the achieving (superiority) personality priority by emphasizing their various strengths and focusing on projects to help them to channel their need for accomplishment. Another example was for counselors to help the detaching control of self personality priority to build their self-esteem realizing detaching personality priority has a tendency to low locus of control and cognitive distortions.

Personality Priorities in Couples Counseling

Pew (1976) believed by defining the client's number-one priority, counselor and client could understand the client's need to avoid something negative. Dinkmeyer et al. (1987) also used the personality priorities to help clients understand their relationships. Educating couples to encourage their partners to achieve each other's goals without attacking their partners' vulnerabilities, fears and avoidances enhances their relationships. Holden (1991) believed understanding, empathy, and tolerance gained through awareness of spouses' personality priority leads to greater acceptance of behaviors. Understanding a partner's behaviors, fears, and personality priority, helps couples give support and encouragement to one another.

Main and Oliver (1988) looked at how personality priorities can be used to determine marital adjustment. The study looked at how personality priorities were a method for evaluating similarities among lifestyles. Looking at central themes between married couples and their personality priorities helped clients gain understanding of a spouse's behaviors. Main and Oliver looked at similarities and differences between

marital partners and whether movement from personality priority was in the same direction or away from one another. Main and Oliver developed a classification system for evaluating the interactional pattern between partners. This classification system divided categories into complementary, parallel, and symmetrical. Main and Oliver found couples having a parallel (number one and two priorities the same) relationship were found to have higher marital adjustment scores. The symmetrical (same number-one-priorities) couples scored higher in marital adjustment than complementary (opposite personality priorities) couples. Thus couples with first and second personality priorities paralleled were found to have higher marital adjustment. Evans and Bozarth (1986) also looked at the personality priorities and marriage. Evans and Bozarth believed personality priorities complement each other in marriage after reviewing the results of clinical observation by various practitioners.

Dinkmeyer et al. (1987) reported that partners choose spouses based on their number-one priorities. Understanding their number-one priority allows partners to be themselves while striving toward their life goal. Dinkmeyer et al. added that personality priorities play an important part in initial attraction felt by individuals. This attraction turns into a commitment to support each other's lifestyle convictions and life goal.

Holden (2002) used the personality priorities in counseling both individuals and couples. Counselors used personality priorities when sensing client's resistance during the first or second session with their clients. A hypothesis of the client's personality priorities was formed which identifies whether it relates to the goals established by the client. Lastly, the "counseling gut response" (p. 1) followed by an interview process to

access client's personality priority. Holden (1991) also used personality priorities to conceptualize married clients in couple counseling. By determining the clients' number one priority, clients gained insight in to their marital conflicts (p. 101).

Holden (2002) researched common priority pairings with married couples. Certain characteristics of personality priorities were attractive to individuals with symmetrical and complementary priorities. Couples with personality priorities pairings of pleasing-pleasing, avoiding-avoiding (comfort), detaching-detaching control of self, achieving-achieving (superiority) and detaching-avoiding were considered symmetrical in Main and Oliver's (1988) study using the LIPP. Couples with the personality priorities including pleasing-outdoing (superiority), pleasing-avoiding, achieving-pleasing, achieving-avoiding, achieving-detaching, outdoing-avoiding, detaching-pleasing, outdoing-detaching, and outdoing-achieving were considered Complementary pairings. The same characteristics, which attract two individuals together, developed into the same aspects that created problems for couples later. Marital distress occurred when one or both partners' goals were not met. Holden worked with many couples experiencing marital distrust and having Complementary personality priorities. Individuals looked for partners who possessed qualities that they lacked or feared. Later their initial attraction eventually turned into the source of their marital frustration. The client's awareness of a spouse's personality priority developed their social interest. By becoming aware of their number-one priority, couples understood each partner's vulnerabilities (Holden, 1991).

Personality Priorities in Financial Counseling

Another area that counselors have found the personality priorities useful was financial counseling. The use of personality priorities in financial counseling first occurred at Brigham Young University in 1982 (Poduska, 1985). Poduska stated, "financial counselors not only help clients with financial problems but help clients to understand their partner's personality characteristics" (p.136). Understanding client's number-one priority was a useful tool in planning financial treatment and to personal insight.

Poduska (1985) described a client's behaviors with the number-one priority of superiority. Poduska correlated the superiority personality priority need to belong, by being better than others, with the need to buy the best whether they can afford it or not. Poduska continued to correlate superiority personality priority with a need for brand name merchandise and prestigious store locations. Keeping up with others was not good enough for the superiority personality priority; they were only satisfied if they surpassed others.

Poduska (1985) discussed how the counselor uses personality priorities to provide client's insight with behavior, as well as competition with others and clients need to feel important. Poduska believed, "application of client's personal priorities, such as control, superiority, pleasing, and comfort, appear tremendously useful for financial counselors." Poduska believed that by using financial planning and personality resources with Adlerian techniques such as birth order, the personality priorities, and personal disclosures made financial counseling more effective.

Personality Priorities and Wellness

Britzman and Main (1990) first researched personality priorities and wellness. They found five personality priorities utilized by the LIPP were found to have a significant relation to wellness. Britzman and Main found that as the score for achieving (superiority) personality priority increased so did the level of wellness increase. Conversely detaching (control of self) personality priority and avoiding (comfort) personality priority were found to have a higher correlation away from wellness as scores increased.

Britzman and Main (1990) reported achieving (superiority) types “appear to be internally motivated to develop self-responsibility needed to incorporate a wellness philosophy” (pp. 48-52). They were able to delay gratification, had high levels of activity, and high standards for themselves. Detaching control of self personality priority was unlikely to engage in wellness activities. Other characteristics of detaching personality priority were being unengaged in group activities, not liking social situations, and not joining groups. Avoiding (comfort) personality priority type had trouble committing to wellness, and avoiding emotional and physical stress. Pleasing personality priority did not have a correlation with wellness due to a tendency to put others needs first. Outdoing (superiority) personality priority type also lacked a correlation with wellness. Outdoing personality priority type was found to have a low internal locus of control and therefore unlikely to have a high involvement in physical activity. Britzman and Main did not mention control of others personality priority because it was not part of the LIPP study. Later, Britzman and Henkin (1992) incorporated personality priorities

with client's wellness and Adlerian encouragement strategies. They used The Britzman and Forney Wellness Instrument (BFWI) with clients to assess wellness.

Kefir (1981) believed personality priorities begin to develop at an early age. Throughout the individual's life personality priorities were affected by impasses correlated with social fears. Individuals reacted to impasses with exaggerated behaviors and individual's choices were restricted. Their lifestyle becomes predictable and constant while the individual tries to eliminate feelings of insignificance.

Britzman and Main (1990) present various methods for assessing individual's number-one personality priority. Four techniques for assessing personality priorities were presented to the client. The first technique included the counselor asking the client to describe a typical day. The client can choose to verbally describe a typical day or to write it down for the counselor. Next, the counselor assessed the client's lifestyle. The counselor would gather information from client's family constellation, dream analysis and early recollections to assess lifestyle. The third step presented by Britzman and Main was development of counselor's hypothesis for client's personality priority by looking at verbal and nonverbal language. Lastly, Britzman and Main promoted use of LIPP to further assess personality priorities. These 4 methods looked at client's feelings of significance and belonging, as well as, their avoidance strategies. It seems these methods included both interview and use of assessments.

Instruments Developed to Assess the Personality Priorities

Brown (1976) used the Personality Priorities Interview, PPI, in a three-part presentation with clients. The "lead in discussion" approach provided understanding,

“things happen for a reason and the consequences attached with the choices made by individuals.” The second stage is to act through priorities in which the client realized things happen for a reason instead of magic. Brown uses a chart to educate counselors to help the client see how priority develops and functions. Brown provided an education model called Priorities Interview Formula, PIF. PIF consists of 8 essential aids including: non-verbal body language, verbal language, counselor gut response, priorities presentation and recognition reflexes, back door test, present implications discussion, relevant homework and resource inventory for problem solution. Brown used the first four parts to pinpoint the issue, 5-7 to allow the client to be a “co-educator” in the process and part 8 in researching new arrangements. In determining client’s personality priority the counselor observes client’s body movements. Appendix A shows how each priority’s body movement was determined.

The second step Brown (1976) uses to determine personality priorities is to record verbal language of the client by looking at nine basic areas in three categories. The first category was the individual’s description of physical appearance and individual wisdom. The second category the individual described how hassles, physical pain, rejection, meaninglessness, and embarrassment, were handled. The third category was the individual’s description of attitudes toward family, peers and friends.

The gut response was the counselor’s own feelings regarding being with the client during the interview. For example, control personality priority can make a counselor feel challenged by behavior, language, and body movements of the client. Other reactions include feeling pleased in a pleasing personality priority, inferior with a

superiority personality priority, and feeling annoyed with a comfort personality priority (Brown, 1976, p. 10).

The priorities personality presentation and recognition reflexes had three stages, which included: lead in discussion with the individual, acting through of the priorities and counselor and co-educator guesses. The lead in discussion consisted of helping the client to have a realistic awareness that things happen for a reason. Once the client has realized things happen for a reason, the counselor presented the 4 basic priority feelings: comfort, pleasing, superiority, and control. The counselors presented all feelings as normal but one was more important than the others. One way in determining the most important of these feelings (priorities) was, "when we are blocked from achieving that one particular feeling, we perceive ourselves to be in a real crisis" (Brown, 1976).

In stage 6 the counselor acted through personality priorities allowing the client to pick which priority related to them. In stage 7, the counselor used the back door test to "screen out situational behaviorally high priorities from the most important priority or constant psychological goal." The back door test was implemented with front door describing priorities, middle door describing "costs" of their priority and back door describing what clients fear most. The counselor takes the client through the back door first to identify the client's most avoided fear. Once the client and counselor identify which fear was most avoided (vulnerability, rejection, pain/stress, or worthlessness), the counselor describes a behavior or action associated with the avoided fear at the Middle Door. Finally, the counselor presents the resulting personality priority to the

client at the Front Door from information gained at the back and middle doors (Brown, 1976).

In Stage 8, the counselor presented several therapeutic ordeals. These questions helped to guide counselor and client to the client's number-one priority. In Stage 7, homework was assigned if needed. For example, comfort personality priority might have needed help setting goals. The final step was Problem Solution. By this time the client should have been able to develop a way to solve problems (Brown, 1976).

Langenfeld and Main (1983) reported prior to 1983 the use of personality priorities in clinical practice was increasing but there was little research at that time and there was no reliable instrument to assess personality priorities. Langenfeld and Main's study set out to provide an instrument to assess personality priorities that were empirically examined both with personality priorities and within the instrument to assess the number-one personality priorities of individuals.

Langenfeld and Main's (1983) study was successful in empirically validating the measures used for personality priorities. Using the four areas developed by Kefir (1971) including: pleaser, morally superior, avoider and controller for their study the LIPP question items were developed. A factor analysis was used to determine present underlying factors. Patterns showed five areas of personality priorities. The resulting five factors included: pleasing, achieving, outdoing, detaching and avoiding. Langenfeld and Main believed that by using these five factors, it not only supported the personality priorities theory but also expanded the original meaning. Contrary to the personality

priorities presented by Sutton and Sperry (1976), Langenfeld and Main's pleasing personality priority found few Pleasing individuals to be motivated by involvement in groups or organizations.

Dominant themes for pleasing in the LIPP included the desire to please others, and to move toward acceptance instead of movement away from rejection. Langenfeld and Main's (1983) instrument, LIPP, relabeled superiority to achieving leaving out the one-upmanship in theory, as well as critical or competitive tendencies, feelings and personal relationships. Langenfeld and Main's outdoing was a hybrid of combined traits from both Superiority and Controlling. This trait focuses on outdoing others by controlling them. Detaching personality priority also represented control personality priority looking at self-control instead of controlling others.

Lastly, the avoiding trait, representative of comfort personality priority in theory, showed movement away from pain more so than toward comfort. Langenfeld and Main (1983) believed those types indicated movement between personality styles. These five personality priorities although not having the same label as those developed by Kefir (1971,1981) in fact are somewhat different.

Langenfeld and Main (1983) were able to empirically verify their theoretical priorities by using factor analysis. They found consistency with items of three personality priorities factors to Horney's typologies, as well as Adler's view of felt minus and felt plus, striving toward or away from positions. Priority was predominant in one direction toward felt plus. Superiority was divided into outdoing and achieving, separating individuals who strive to be superior by "competitive one-upmanship" and

those who are superior by overcoming obstacles. Created over twenty years ago, LIPP did not catch on as a predominant tool for assessing Adlerian personality priorities. Criticism in the field and lack of marketability for LIPP led to the need for a formal instrument for counselors to use in practice with clients.

CHAPTER 2

METHODS AND PROCEDURES

The purpose of this study was to develop an effective formal instrument to assess the Adlerian personality priorities. This instrument will serve as a tool for counselors to use with clients. The efficiency using this instrument will save valuable time during counseling sessions. Time saved by using this method can allow counselor and client more time to explore and gain valuable insight. The following chapter provides the research question for the study, research assumptions, definition of terms, methods, procedures, and analyses.

Research Question

How will the development of an instrument, titled Allen Assessment for Adlerian Personality Priorities, AAAPP, provide a strong comparability to assessing Adlerian constructs for personality priorities as the counselor interview?

Research Assumptions

There were four research assumptions regarding the development and research of the AAAPP assessment instrument. The first research assumption was assessment items could be generated to measure Adlerian personality priorities. The second research assumption included the establishment of construct validity. Construct validity was examined with results of the AAAPP and the results of counselor interview. The

third research assumption was the establishment of test-retest reliability from results of two administrations of AAAPP to research participants. Finally, the fourth research assumption involved statistical analysis of Guttman split-half reliability and Spearman Brown reliability measures that would establish reliability for the instrument.

Definition of Terms

The personality priorities were originally developed by Kefir (1981). Kefir's original personality priorities included the controller, the avoider, the pleaser, and the morally superior. Brown (1986) renamed these priorities as control of self, control of others, comfort, pleasing and superiority. These five personality priorities were described in relation to individuals' movement away from a perceived minus (what they avoid) and toward a perceived plus (where they feel belonging). Comfort personality priority moved away from stress. They felt a sense of belonging when achieving desired pleasures in a stress free environment. Pleasing personality priority avoided rejection from others. By achieving acceptance and finding a supportive environment, the Pleasing personality priority felt a sense of belonging.

Both Control personality priorities avoided vulnerability. While they avoided feeling vulnerable they achieved their sense of belonging in different ways. Control of self personality priority achieved a sense of belonging by being composed and reserved in what they share about themselves to others. Control of others personality priority gained a sense of belonging by controlling situations and people around them. Finally, superiority personality priority avoided meaninglessness in life. The Superiority

personality priority achieved a sense of belonging and significance by trying to be better than others, right and competent (Brown, 1976).

Methods

There were several methods conducted in this study. The first method was to acquire a measurement to assess Adlerian personality priorities. First, a search of the literature was implemented. Literature review focused primarily on information about Adlerian therapy in general and why personality priorities are significant to counseling research. Secondly, literature provides detailed descriptions of the five personality priorities and how they are currently used in practice. The literature review includes past instrumentation developed to research personality priorities.

After the literature review was conducted the AAAPP question items were constructed. Each question item was derived from examples given about each of the five personality priority constructs from the literature. For example, Poduska correlated the superiority personality priority need to belong, by being better than others, with the need to buy the best whether they can afford it or not. Poduska continued to correlate superiority personality priority with a need for brand name merchandise and prestigious store locations. From Poduska's study a question was developed for the superiority personality priority asking, "I want to buy brand name clothes because they are the best." All questions were formulated in this manner.

The AAAPP was developed using force ranked true/false and a/b selection responses. Questions using a Likert scale were not used to avoid the past criticism of

the LIPP's tied scores using a 6 point Likert scale. Originally 200 questions were constructed from the literature review. All questions were sent to three expert Adlerian counselors to review item constructs, wording and understanding. A chart was created to comprise all the reviewer responses (see Appendix C) to further examine each question. Ten questions were eliminated because all three expert reviewers found fault with each question. One hundred and three questions were kept without editing and 87 questions were kept with some editing. The final number of questions was 190. Of the 190 questions, 63 were from the superiority personality priority construct, 50 were from the pleasing personality priority construct, 53 were from the comfort personality priority construct, 37 were from the control of others personality priority construct, and 35 were from the control of self personality priority construct. The number of each personality priority construct was affected by the amount of literature available.

To arrive at a number-one priority from the assessment, raw scores from each construct were constructed into a *t*-score. The following formulas were used to convert the construct raw score (*r*) to a *t*-score (*t*). Control of others personality priority formula was $t = r * 100 / 37$. Control of self personality priority formula was $t = r * 100 / 35$. Superiority personality priority formula was $t = r * 100 / 63$. Comfort personality priority formula was $t = r * 100 / 53$. Pleasing personality priority formula was $t = r * 100 / 50$.

To establish various points of validity, three methods were implemented. First, all instrument items were sent to three experts in the field to test face validity.

Modifications to the instrument were made based on feedback from these experts.

Second, research participants were given the Social Interest Scale, SIS, (Crandall, 1981)

to provide predictive validity with the first administration of the AAAPP. The SIS was correlated with the AAAPP to establish predictive validity. A demographic information survey was obtained during the first administration of the AAAPP and SIS to provide descriptive statistics for the study. Next, counselor interviews were conducted to gain construct validity by correlating results of the pre and posttest administrations of the AAAPP with interview (Brown, 1976) results. Finally, a factor analysis was originally considered but eventually eliminated for the statistical analysis for this study.

There are three methods used in this study that measure reliability. The first method to measure reliability was conducted by test-retest reliability measures. Participants were given the AAAPP followed by the posttest two weeks later. The research assumption was that participants would have the same two main personality priorities at each testing. The second and third methods to provide further reliability include Guttman split-half reliability measure and the Spearman Brown reliability measure gained by statistical analysis.

Procedures

Recruitment of Subjects

The subjects for this study were obtained from 107 participants from a local Christian church group in North Carolina. The participants were recruited from 10 community groups that met bi-monthly. Each group consisted of 10-20 adult church members. Research participants were limited to members that were at least 18 years old.

University approval was obtained to use the AAAPP and the SIS for all participants. Participants were assured that all information would be kept confidential by using coded forms. All information filled out by research participant including the demographic sheet was coded with a number that corresponded to their name. Research participants' names and coded numbers were stored in a locked safe throughout the course of the study and then destroyed at the conclusion of the study. All participants were advised of their rights as participants. Additionally, the twenty interview participants were given a Research Informed Consent Form (See Appendix B) required by the university Internal Review Board.

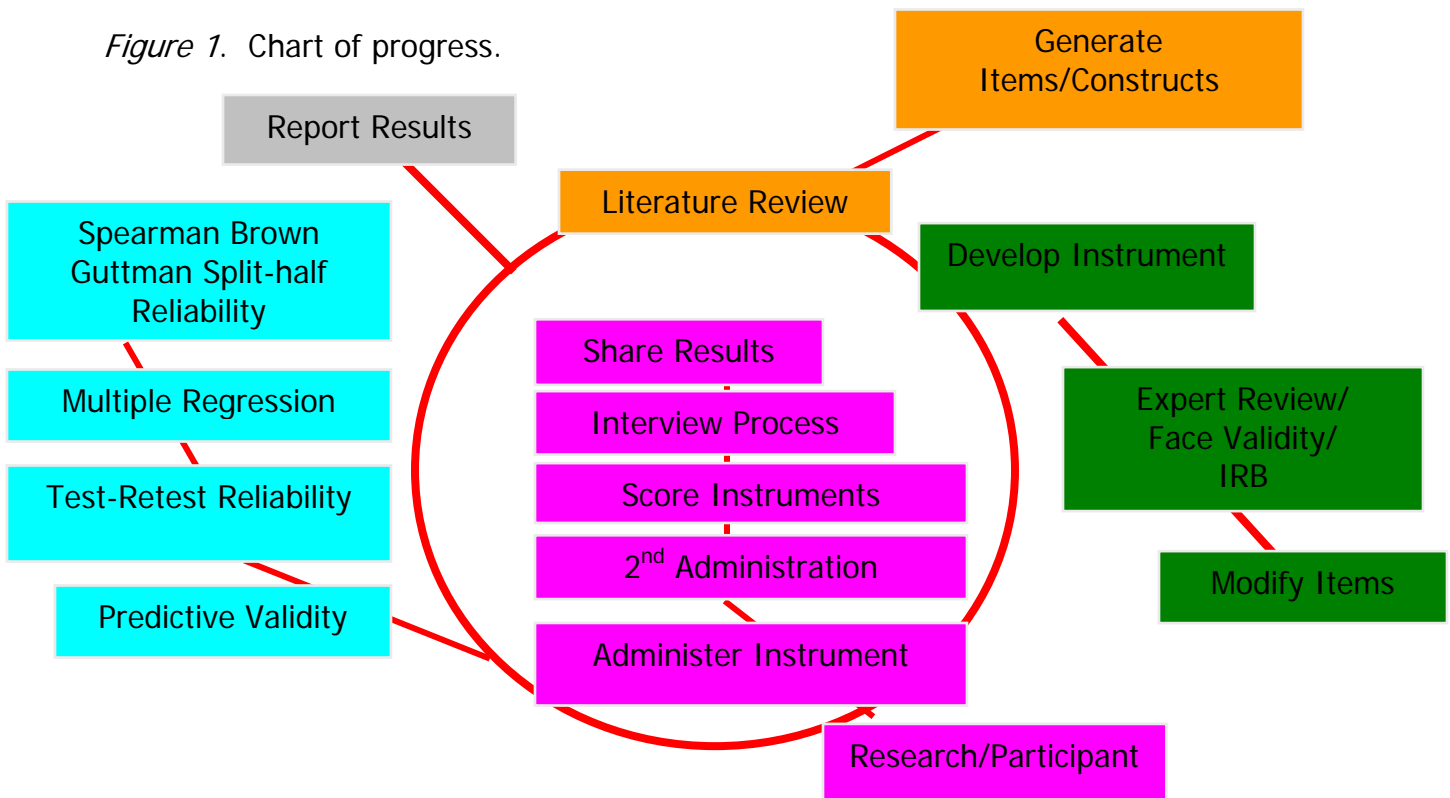
One hundred and seven participants were given the first administration of the AAAPP, SIS (Crandall, 1981), and a demographic survey. Sixty-four participants returned for the second administration AAAPP retest two weeks later. During the second administration, participants were able to volunteer for the counseling interview by putting their name and phone number on the back of the answer sheet. Twenty of the participants were randomly selected to undergo one counseling session in which the counselor used the Personality Priority Interview, PPI (Brown, 1976) interview method to assess personality priorities. All subjects participating in the counselor interview were given a Research Informed Consent form to sign. The Research Informed Consent form was explained to all interview research participants. Following completion of the interview the counselor opened the results from the two test administrations of AAAPP and discussed the results with the client. Finally, all participants were entered into a

drawing for three \$100 gift certificates for local stores at the completion of both test administrations and interview.

Analyses

Analyses for this study included face validity, predictive validity, construct validity, test-retest reliability, Guttman split-half reliability and the Spearman Brown reliability measures. All analyses were conducted using SPSS® Graduate Pack 12.0 for Windows (2003), educational tool software, (Prentice Hall SPSS® Inc) . Chart 1 provides a detailed illustration of the procedures and analysis for this study.

Figure 1. Chart of progress.



CHAPTER 3

RESEARCH RESULTS

The purpose of this study was to develop an effective formal instrument to assess the Adlerian personality priorities. The research question looked at how the development of an instrument, titled Allen Assessment for Adlerian Personality Priorities, AAAPP, might provide a strong comparability to assessing Adlerian constructs for personality priorities as the counselor interview?

This research question was answered using the following methods. The methods used to evaluate the validity and effectiveness of the AAAPP included: face validity, predictive validity, construct validity, test-retest reliability, Cronbach's alpha reliability, Guttman split-half reliability and Spearman Brown reliability.

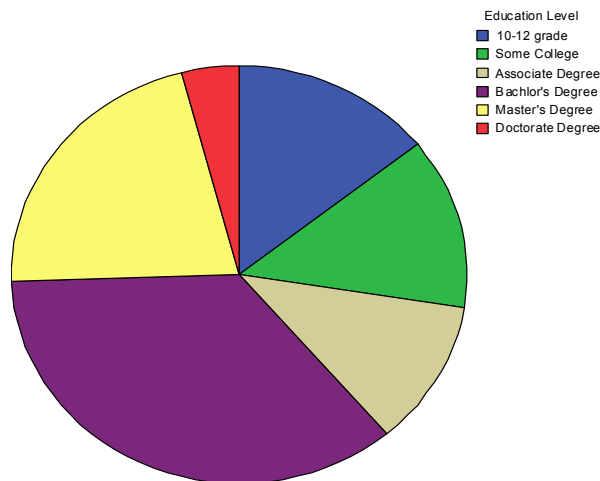
One hundred and seven participants were given the first administration of the AAAPP, SIS, and a demographic information survey. Two weeks after the first administration was completed 64 of the 107 participants were given the 2nd administration of the AAAPP only. After the second administration of the AAAPP, 20 participants were selected for a counseling interview with the principal investigator. The 20 interview participants were selected at random after the second administration. All participants were given the opportunity to volunteer for the counseling interview by filling in their name and telephone number on the back of the AAAPP answer sheet. The counseling interview included the Personality Priority Interview, PPI (Brown, 1976). The purpose of the interview was to assess the individual's number-one priority with the current method used by counselors in practice today.

Demographics

Of the 107 participants only 98 had valid demographic information surveys. The subjects in this study that had valid demographic information included 37 male and 61 female members of a suburban Christian church in North Carolina. Ten participants preferred to not answer the demographic information. The ages of the participants ranged from 23 to 63 years. The ethnicity of the participants was 85% ($n=91$) white (non-Hispanic), 2.8% ($n=3$) black, 1.9% ($n=2$) Hispanic/Latino, .9% ($n=1$) Asian and .9% ($n=1$) other.

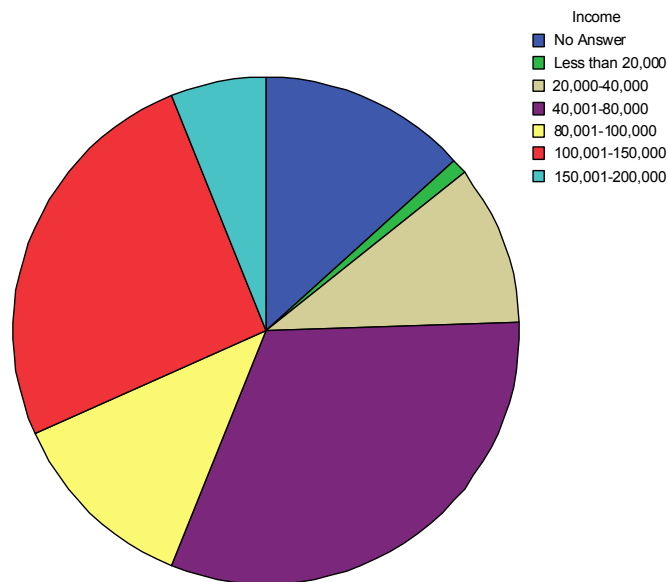
The education level of the participants ranged from individuals with high school diplomas to doctorate degrees. There were 14 (14.2 %) high school graduates, 13 (13.2 %) participants with some college, 11 (11.2 %) participants with associate degrees, 35 (35.7 %) participants with bachelor's degrees, 21 (21.4%) participants with master's degrees, and four (4.2 %) participants with Doctorate degrees. Figure 2 illustrates a pie graph of the participants' educational levels.

Figure 2. Descriptive statistics for demographic education level.



The income ranged with participants from less than \$20,000 to \$200,000. Thirteen participants preferred not to disclose their financial information. One (1.6 %) participant had an income under \$20,000, 10 (10.63%) participants with incomes between \$20,000-\$40,000, 31 (32.9 %) participants with incomes between \$40,001-\$80,000, 12 (12.7 %) participants with incomes between \$80,001-\$100,000, 25 (37.2 %) participants with incomes between \$101,000-\$150,000, six (6.3 %) participants with incomes between \$151,000-\$200,000. Figure 3 illustrates a Pie graph of the participants' income levels.

Figure 3. Descriptive statistics for demographic income level.



The participants birth order included: 34 (34.7%) individuals that are the oldest child in their family of origin, 17 (17.3 %) individuals that were born second in their family, 15 (15.3 %) individuals that are the middle sibling in their family, 11 (11.2%)

individuals that are the youngest child in their family, and 11 (11.2%) individuals who were the only child in their family.

After running a descriptive statistics frequency table for the number-one priority from the AAAPP results, the participants ($n = 107$) had 14% ($n = 15$) control of others personality priorities, 10.3% ($n = 11$) control of self personality priorities, 15% ($n = 16$) comfort personality priorities, 30.8% ($n = 33$) superiority personality priorities, and 29.9% ($n = 32$) pleasing personality priorities. Table 1 illustrates the percentages for each number-one personality priority grouping.

Table 1

Descriptive Statistics for Demographic Number-One Personality Priorities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Control of others	15	14.0	14.0	14.0
Control of self	11	10.3	10.3	24.3
Comfort	16	15.0	15.0	39.3
Superiority	33	30.8	30.8	70.1
Pleasing	32	29.9	29.9	100.0
Total	107	100.0	100.0	

A cross tabulation was conducted to look at the differences between sex and number-one personality priority. Table 2 illustrates the differences between sexes for each of the five personality priorities. Nine of the one hundred and seven participants preferred to not answer information about their sex.

Table 2

Descriptive Statistics for Demographic Sex and Number-One Personality Priority

Count		Number-One Personality Priority					Total
		Control of others	Control of self	Comfort	Superiority	Pleasing	
Sex	Male	6	4	5	12	10	37
	Female	7	7	11	16	20	61
Total		13	11	16	28	30	98

Out of 37 male participants, six scored control of others, four scored control of self, five scored comfort, 12 scored superiority, and 10 scored as pleasing. Out of 61 female participants, seven scored control of others, seven scored control of self, eleven scored comfort, 16 scored superiority, and twenty scored as pleasing.

A cross tabulation was conducted to look at the groupings of individuals birth order and number-one personality priority. The first-born (oldest child) individuals were highest in the pleasing personality priority. Second child individuals ranked higher in the superiority personality priorities. Middle child individuals ranked higher in the superiority personality priorities. Youngest child individuals ranked higher in the pleasing personality priorities and the Only child individuals ranked higher in the superiority personality priorities. Table 3 illustrates the breakdown of birth order compared to personality priority.

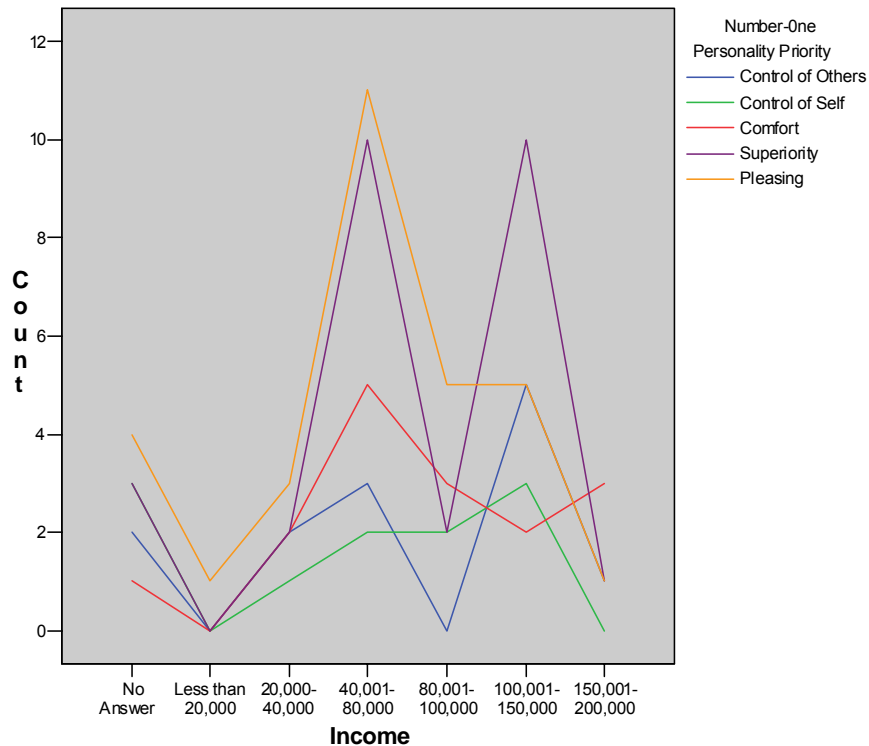
Table 3

Descriptive Statistics for Demographic Birth Order and Personality Priority

		Number-One Personality Priority					Total
		Control of others	Control of self	Comfort	Superiority	Pleasing	
Birth Order	Oldest Child	6	6	6	10	16	44
	Second Child	3	2	3	5	4	17
	Middle Child	2	1	2	6	4	15
	Youngest Child	1	1	2	2	5	11
	Only Child	1	1	3	5	1	11
Total		13	11	16	28	30	98

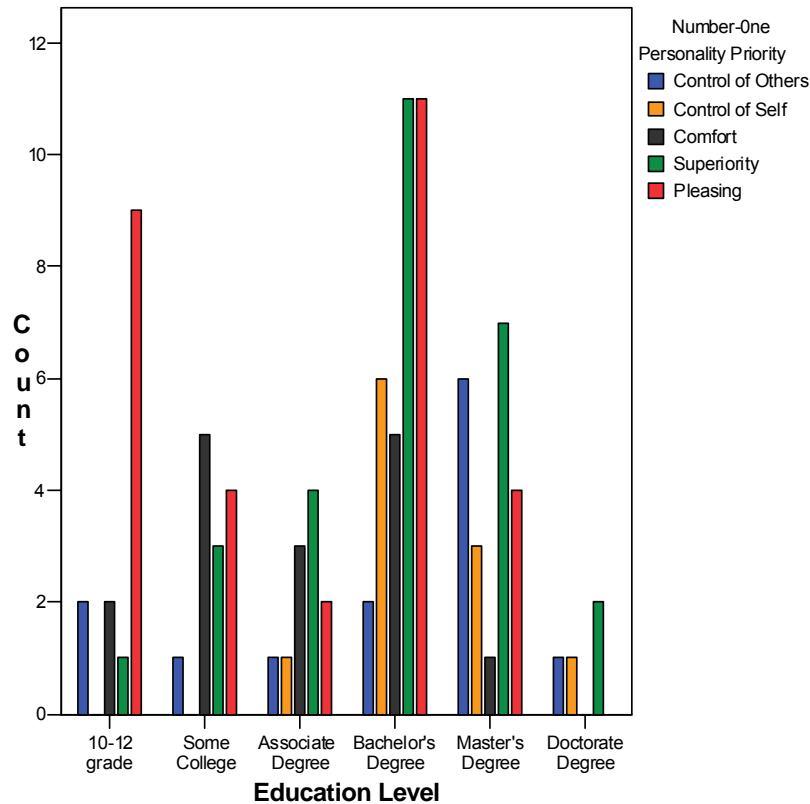
A cross tabulation was conducted to look at the differences between income level and number-one priorities. Twenty participants preferred to not answer the question about income. There were more pleasing personality priority individuals with incomes less than \$40,000 than any other group. Pleasing personality priorities had the highest numbers of individuals in the \$40,000-\$80,000 income level. Pleasing personality priorities had the most individuals in the \$80,000-\$100,000 income range. Superiority had the greatest numbers of individuals in the \$100,000-\$150,000 income range. Comfort personality priorities had the highest number of individuals in the \$150,000-\$200,000 income range. Figure 4 illustrates the breakdown of income and number-one priorities.

Figure 4. Demographic income and number-one personality priorities.



Another cross tabulation was conducted to look at the differences between individuals number-one personality priority and education level. Superiority personality priorities had the highest numbers with doctorate degrees and at the master's degree level. Pleasing and superiority personality priorities had the highest numbers with bachelor's degrees. Superiority personality priorities had the highest numbers with associate degree. Comfort personality priorities had the highest numbers with some college. Comfort personality priorities also had the highest numbers at the high school graduate level. Figure 5 illustrates differences between education level and personality priorities.

Figure 5. Descriptive statistics for demographic education and personality priorities.



Validity Measures Results

Face Validity

To obtain face validity the AAAPP was sent to a panel of Adlerian experts in the counseling field. Three experts were asked to examine questions to see if they correlate with their intended personality priority construct. Questions were developed using a forced ranked true/false or a/b response selections. The purpose of the AAAPP, the methods and procedures of the study, and instructions for reviewer feedback were explained to the reviewers. It was explained that the questions were obtained from the constructs defined by Brown (1976). Questions were constructed with force ranked

true/false or a/b answers to avoid tied scores. Experts were given codes for constructs superiority = S, comfort = C, pleasing = P, control of others = CO, and control of self = CS.

Results from the three experts reviewers varied from each reviewer's responses. Summative results of all three expert responses were reviewed and categorized into three areas including: 1. Questions deleted from the instrument, 2. Questions approved by all three experts with no editing, and 3. Questions approved by at least two or more experts with or without editing. Appendix C illustrates the reviewer's comments for each question including deleted questions, original questions and new edited questions. From the results of the face validity 10 questions were deleted, 87 questions were approved by at least two or more experts with or without editing and 103 questions were approved by all three experts with no editing.

Predictive Validity

The following results are correlated from the AAAPP with the Social Interest Scale, SIS to gain predictive validity (Crandall, 1975). Social Interest Scale is a 15-item scale with nine buffer items not used in scoring designed to measure the Adlerian construct of social interest. Social interest looks at the individual's level of belonging to the community and humanity. Since social interest was considered "a prerequisite for positive mental health" (p. 3), a correlation with the personality priorities was needed to determine whether one personality priority had more social interest than the others. Since the personality priorities exhibit different actions and behaviors within individuals

toward their fears and goals, it would be expected that there would be a difference between groups (Ashby & Kottman, 2000).

Of the 107 participants two SIS results were eliminated due to lack of completion. All 105 participants' number-one priority from the AAAPP was compared with their score from the SIS using an Oneway ANOVA to measure predictive validity. Participants' highest construct score from the AAAPP represented number-one priority. The number-one priority was one of five constructs, which included: control of others, control of self, comfort, superiority and pleasing.

The control of others group ($n = 14$) mean score for the SIS was 7.6429. The control of self group ($n = 11$) mean score for the SIS was 10.5455. The comfort group ($n = 16$) mean score for the SIS was 11.1250. The superiority group ($n = 32$) mean score for the SIS was 8.5625. The pleasing group ($n = 32$) mean score for the SIS was 10.0938. Table 4 shows a comparison of SIS results and the number-one priority scale. A significant difference is shown between the control of others low mean score (mean = 7.6429) on the SIS and the higher mean scores from the construct groups of control of self (mean = 10.5459), comfort (mean = 11.1250), and pleasing (mean = 10.0938). A significant difference is shown between the comfort high mean score of 11.1250 on the SIS and the lower mean score from the construct groups of superiority (mean = 8.5625). There is a significant difference between control of others and control of self, comfort and pleasing, as well as comfort and superiority.

The control of others and superiority constructs both showed lower mean scores for social interest. The lower mean SIS scores suggest that individuals with the control

of others and superiority personality priorities had less social interest than the other three constructs. Looking at control of others personality priority it was understandable that social interest was less for this group of individuals due to fear of vulnerability, desire to control (rather than follow), and emotional distance with others. The superiority personality priority individual's need to be right, fear of meaninglessness (meaningless tasks), over-involvement and neglect for relationships developed lower social interest than the other groups.

Control of self, comfort and pleasing had similar higher and non-significant mean scores. Looking at the characteristics of control of self personality priority it was understandable that these individuals had higher social interest due to their need to be reserved and fear of vulnerability. It would be easier for the control of self individual to follow instructions than to expose private emotions or thoughts that may cause conflict. Comfort personality priority characteristics of avoiding stress, being easy going and relaxed would also promoted social interest. Finally, the pleasing personality priority individual's need to please others for acceptance and avoid rejection develops a higher level of social interest.

Although two of the five constructs were found to have a significantly lower mean scores, additional examination for predictive validity needs to be established. Future efforts to establish predictive validity should include comparisons of the AAAPP with a factor model for personality measure, for example the NEOPI-R is based on the commonly accepted five factor model for personality; the five factors being neuroticism, extraversion, openness, agreeableness, and conscientiousness (Costa & McCrae, 1992).

Table 4

Predictive Validity SIS-Social Interest Score Compared to AAAPP Number-one Priority Score

	<i>n</i>	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Control of others	14	7.6429	4.16223	1.11240	5.2397	10.0461	.00	15.00
Control of self	11	10.5455	3.50325	1.05627	8.1919	12.8990	4.00	14.00
Comfort	16	11.1250	2.68017	.67004	9.6968	12.5532	4.00	14.00
Superiority	32	8.5625	2.87298	.50788	7.5267	9.5983	3.00	14.00
Pleasing	32	10.0938	3.20644	.56682	8.9377	11.2498	4.00	14.00
Total	105	9.5048	3.35732	.32764	8.8550	10.1545	.00	15.00

Table 5 illustrates test of homogeneity of variances and Table 6 illustrates the ANOVA between groups.

Table 5

Test of Homogeneity of Variances

Levene Statistic	<i>df1</i>	<i>df2</i>	Sig.
1.482	4	100	.213

Table 6

ANOVA Between and Within Groups

	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
Between Groups	141.962	4	35.491	3.445	.011
Within Groups	1030.285	100	10.303		
Total	1172.248	104			

The results of the one-way ANOVA show that there was a significant effect of the individual's number-one personality priority on the individual's level of social interest. The ANOVA results included an F critical of 3.445 and a significance level of .011. Since the significance level was below the p value of .05 there was a significant difference between groups and predictive validity was established.

Table 7 illustrates the multiple comparisons between the five AAAPP constructs and the SIS post-hoc tests were run looking at multiple comparisons between the five personality priority constructs. The results of the multiple comparisons shown in Table 7 showed a significant difference in the mean differences within five constructs. The comparison of the control of others construct and the control of self construct showed a significance difference with a mean of 2.90260 and a significance level of .027. Since the significance level was lower than the p value of .05 significance was shown.

The results of the multiple comparisons between the control of others construct and the comfort construct showed a significance difference with a mean of 3.48214 and a significance level of .004. Since the significance level was lower than the p value of .05 significance was shown.

There was no significant difference between the control of others and superiority personality priorities. The results of the multiple comparisons between the control of others construct and the pleasing construct showed a significance difference with a mean of 2.45089 and a significance level of .019. Since the significance level was lower than the p value of .05, significance was shown.

The results of the multiple comparisons between control of self construct and comfort, superiority and pleasing showed no significant differences. The results of the multiple comparisons between comfort and control of self, and pleasing showed no significant differences. The results of the multiple comparisons between the comfort construct and the superiority construct showed a significance difference with a mean of 2.56250 and a significance level of .011. Since the significance level was lower than the p value of .05.

The results of the multiple comparisons between superiority and control of others, control of self and pleasing constructs showed no significant difference. The results of the multiple comparisons between pleasing and control of self, comfort, and superiority constructs showed no significant difference. Table 7 illustrates the multiple comparisons between the SIS results and number-one personality priority.

Table 7

Using Multiple Comparisons-SIS and Number-One Personality Priority

(I) Number-One Personality Priority	(J) Number-One Personality Priority	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control of others	Control of self	-2.90260*	1.29327	.027	-5.4684	-.3368
	Comfort	-3.48214*	1.17467	.004	-5.8127	-1.1516
	Superiority	-.91964	1.02853	.373	-2.9602	1.1209
	Pleasing	-2.45089*	1.02853	.019	-4.4915	-.4103
Control of self	Control of others	2.90260*	1.29327	.027	.3368	5.4684
	Comfort	-.57955	1.25720	.646	-3.0738	1.9147
	Superiority	1.98295	1.12187	.080	-.2428	4.2087
	Pleasing	.45170	1.12187	.688	-1.7740	2.6775

(table continues)

Table 7 (continued)

(I) Number-One Personality Priority	(J) Number-One Personality Priority	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Comfort	Control of others	3.48214*	1.17467	.004	1.1516	5.8127
	Control of self	.57955	1.25720	.646	-1.9147	3.0738
	Superiority	2.56250*	.98280	.011	.6127	4.5123
	Pleasing	1.03125	.98280	.297	-.9186	2.9811
Superiority	Control of others	.91964	1.02853	.373	-1.1209	2.9602
	Control of self	-1.98295	1.12187	.080	-4.2087	.2428
	Comfort	-2.56250*	.98280	.011	-4.5123	-.6127
	Pleasing	-1.53125	.80245	.059	-3.1233	.0608
Pleasing	Control of others	2.45089*	1.02853	.019	.4103	4.4915
	Control of self	-.45170	1.12187	.688	-2.6775	1.7740
	Comfort	-1.03125	.98280	.297	-2.9811	.9186
	Superiority	1.53125	.80245	.059	-.0608	3.1233

Dependent Variable: SIS

* The mean difference is significant at the .05 level

Construct Validity

The following results for construct validity were taken from the comparison of the twenty participant's AAAPP number-one priority assessment results and the number-one priority established in the counselor interview. A paired samples t-test was conducted to examine the mean differences between the participant's number-one priority AAAPP scores and the number-one priority Interview scores. The participants interview scores had a mean of 3.2 and a $SD = 1.54238$ and the AAAPP scores had a mean of 3.3 and a $SD = 1.55935$. The $df=19$ with a t-test statistic was $t = -.384$ and the $p = .705$, which is greater than the .05 significance level. Therefore construct

validity was established. The interview group did not show significantly higher mean scores than the AAAPP group. Table 8 and Table 9 illustrate the results of a two-tailed sample t-test comparing the Interview results with the AAAPP number-one priority.

Table 8

Construct Validity AAAPP Number-One Priorities Compared with Interview Number-One Priorities

		Mean	<i>N</i>	Std. Deviation	Std. Error Mean
Pair 1	Interview	3.2000	20	1.54238	.34489
	AAAPP1	3.3000	20	1.55935	.34868

Table 9

Construct Validity-Paired Samples t-Test Interview vs. AAAPP

		Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval				
					Lower	Upper			
Pair 1	Interview - AAAPP1	-.10000	1.16529	.26057	-.64537	.44537	-.384	19	.705

Reliability Measures Results

Test Retest Reliability

The following results were from the two test administrations of the AAAPP. A paired sample t-test was conducted to examine the mean differences between the five construct groups' scores from the sixty-three participants first administration compared to the second administration scores.

Control of others test 1 exhibited higher but not significant mean scores ($M=51.6190$, $SD=15.45590$) than the control of others test 2 ($M=49.3968$, $SD=15.91970$), $t(100) = 1.838$. The significance level of .071 was greater than the p value of .05, therefore there is no significant difference between the first and second administrations for the construct of control of others and test-retest reliability was established. The correlation between the first and second administration was .813. Further reliability estimates using the Cornbach's alpha for internal consistency revealed that the construct of control of others was internally consistent (.897; $N=63$) and stable over a 2-week period.

Control of self test 1 exhibited higher but not significant mean scores ($M=45.2222$, $SD=15.30701$) than the control of self test 2 ($M=44.0476$, $SD=16.08188$), $t(100) = .931$, $p < .05$. The significance level of .355 was greater than the p value of .05, therefore there was no significant difference between the first and second administrations for the construct of control of self and test-retest reliability was established. The correlation between the first and second administration was .798. Further reliability estimates using the Cronbach's alpha for internal consistency revealed that the construct of control of self was internally consistent (.887; $N=63$) and stable over a 2-week period.

Comfort test 1 exhibited a slightly lower but not significant mean scores ($M=48.4127$, $SD=13.71676$) than the comfort test 2 ($M=49.0952$, $SD=13.66620$), $t(100) = -.627$, $p > .05$. The significance level of .533 was greater than the p value of .05, therefore there was no significant difference between the first and second

administrations for the construct of comfort and test-retest reliability was established. The correlation between the first and second administration was .801. Further reliability estimates using the Cronbach's alpha for internal consistency revealed that the construct of comfort was internally consistent (.889; $N=63$) and stable over a 2-week period.

Superiority test 1 exhibited a slightly higher but not significant mean scores ($M=57.1587$, $SD=11.27115$) than the superiority test 2 ($M=55.7619$, $SD=12.69076$), $t(100) = 1.346$, $p > .05$. The significance level of .183 was greater than the p value of .05, therefore there is no significant difference between the first and second administrations for the construct of superiority and test-retest reliability was established. The correlation between the first and second administration was .770. Further reliability estimates using the Cronbach's alpha for internal consistency revealed that the construct of superiority was internally consistent (.867; $N=63$) and stable over a 2-week period.

Pleasing test 1 exhibited a slightly higher but not significant mean scores ($M=57.8730$, $SD=15.60448$) than the pleasing test 2 ($M=56.9048$, $SD=14.13268$), $t(100) = .900$, $p > .05$. The significance level of .371 was greater than the p value of .05, therefore there was no significant difference between the first and second administrations for the construct of Pleasing and test-retest reliability was established. The correlation between the first and second administration was .840. Further reliability estimates using the Cronbach's alpha for internal consistency revealed that

the construct of pleasing was internally consistent (.910; $N=63$) and stable over a 2-week period.

All five constructs found test-retest reliability to be established for each first and second administrations of the AAAPP. Table 10 and 11 illustrate the results for the test-retest two-tailed t-test to compare the first administration of the AAAPP with the second administration of the AAAPP. Table 11 illustrates the correlations between the first and second administrations AAAPP constructs.

Table 10

Test Retest Reliability AAAPP Test 1 vs. Samples Statistics

		Mean	<i>n</i>	Std. Deviation	Std. Error Mean
Pair 1	Control of others 1st Administration	51.6190	63	15.45590	1.94726
	Control of others 2nd Administration	49.3968	63	15.91970	2.00569
Pair 2	Control of self 1st Administration	45.2222	63	15.30701	1.92850
	Control of self 2nd Administration	44.0476	63	16.08188	2.02613
Pair 3	Comfort 1st Administration	48.4127	63	13.71676	1.72815
	Comfort 2nd Administration	49.0952	63	13.66620	1.72178

(table continues)

Table 10 (continued)

		Mean	<i>n</i>	Std. Deviation	Std. Error Mean
Pair 4	Superiority 1st Administration	57.1587	63	11.27115	1.42003
	Superiority 2nd Administration	55.7619	63	12.69076	1.59889
Pair 5	Pleasing 1st Administration	57.8730	63	15.60448	1.96598
	Pleasing 2nd Administration	56.9048	63	14.13268	1.78055

Table 11

Test Retest Reliability-Paired Samples t-Test for AAAPP1 and AAAPP2

		Paired Differences					<i>t</i>	<i>df</i>	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Control of others 1st Administration - Control of others 2nd Administration	2.22222	9.59577	1.20895	-.19444	4.63889	1.838	62	.071
Pair 2	Control of self 1st Administration - Control of self 2nd Administration	1.17460	10.01215	1.26141	-1.34693	3.69613	.931	62	.355
Pair 3	Comfort 1st Administration - Comfort 2nd Administration	-.68254	8.64688	1.08940	-2.86023	1.49515	-.627	62	.533
Pair 4	Superiority 1st Administration - Superiority 2nd Administration	1.39683	8.23552	1.03758	-.67726	3.47092	1.346	62	.183
Pair 5	Pleasing 1st Administration - Pleasing 2nd Administration	.96825	8.53639	1.07548	-1.18161	3.11812	.900	62	.371

Table 12

Test Retest Reliability-Paired Samples Correlations between 1st and 2nd AAAPP

		<i>n</i>	Correlation	Sig.
Pair 1	Control of others 1st Administration & Control of others 2nd Administration	63	.813	.000
Pair 2	Control of self 1st Administration & Control of self 2nd Administration	63	.798	.000
Pair 3	Comfort 1st Administration & Comfort 2nd Administration	63	.801	.000
Pair 4	Superiority 1st Administration & Superiority 2nd Administration	63	.770	.000
Pair 5	Pleasing 1st Administration & Pleasing 2nd Administration	63	.840	.000

Reliability Testing

Cronbach's alpha reliability testing was conducted to look at the reliability for each of the constructs of the AAAPP. The pleasing construct had the highest Cronbach's alpha of .681 of the five AAAPP constructs. The control of others construct followed with a Cronbach's alpha of .662. The superiority construct had a Cronbach's alpha of .648. The control of self construct had a Cronbach's alpha of .489. The comfort construct had a Cronbach's alpha of .443. The overall Cronbach's alpha reliability statistic for the AAAPP including all five constructs was .790. Reliability estimates revealed that the overall constructs were internally consistent (.790; $n= 107$).

The Guttman split-half coefficient and the Spearman Brown reliability statistics were conducted on the AAAPP. The Cronbach's alpha for the first part was .077 and for the second part was .302. The correlation between forms was .422. The Spearman

Brown coefficient was .593 indicating a moderate positive correlation with the AAAPP instrument. The Guttman split-half coefficient was .583 indicating a moderate positive correlation between the first half of the AAAPP items and the second half of the instrument items. Table 13 shows the reliability statistics for the Guttman split-half and the Spearman Brown coefficients.

Since the Guttman split-half reliability and Spearman Brown reliability scores were lower than .70, a moderate positive correlation was shown for all five constructs. To establish reliability with a high positive correlation the scores should be above .70. Since the Guttman split-half and the Spearman Brown was conducted with all five constructs simultaneously, the reliability score were assumed lower than if they were run separately. This result was due to the independent construct variables. Having independent variables for the personality priorities was desired for the AAAPP instrument reliability. Each personality priority construct should be independent of the other four constructs because each priority describes different actions and behaviors that individuals exhibit when running from fears toward a feeling of superiority.

Table 13

Reliability Testing-Guttman Split-Half and the Spearman Brown Reliability

Cronbach's Alpha	Part 1	Value <i>n</i> of Items	.077 3(a)
	Part 2	Value <i>n</i> of Items	.302 2(b)
	Total <i>N</i> of Items		5
Correlation Between Forms			.422
Spearman-Brown Coefficient	Equal Length		.593
	Unequal Length		.600
Guttman Split-Half Coefficient			.583

Factor Analysis

Factor analysis was originally proposed for this study but could not be implemented. Once statistical analysis was conducted for this study factor analysis was determined to be inappropriate and likely to be inaccurate due to the ending sample size of the study. Since the population group was only 107, it was found to be too small. Tabachnick and Fidell (2000) discussed sample sizes for studies using factor analysis. They provided a guide for sample sizes to be, "50 as very poor, 100 as poor, 200 as fair, 300 as good, 500 as very good and 1000 as excellent" (p.588). Three hundred participants were considered to be the minimum number required to run factor analysis.

The second problem with running factor analysis with this study came as a result of using true/false and a/b force ranked answers in the AAAPP instrument. Kubinger (2003) discussed the artificial results when using factor analysis with dichotomous variables. Dichotomous variables often lead to artificial results. Factor analysis requires that the coefficients do not depend on item marginals, resulting in the artificial results of having a higher probability of having the same numbers of factors as the number of different item difficulties.

Multiple Regression

Linear multiple regressions were conducted on the AAAPP scores and income, education, age and gender. The multiple regression comparing the AAAPP with the participants income level found that the model was not significant, adjusted $R^2 = .021$,

$F(df1 = 5, df2=92) = .394, p < .05$. The F calculation was less than the critical value of 1.658 and the significance level of .852 was larger than the p value of .05. Since the significance level was larger than the p value there was no multiple predictor variables with the personality priorities and income and multiple regression was not established. Table 14 illustrates the model summary for the regression analysis for income and the AAAPP.

Table 14

Multiple Regression^b-Model Summary for Income and AAAPP Scores

Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	8.084	5	1.617	.394	.852 ^a
	Residual	377.304	92	4.101		
	Total	385.388	97			

^aPredictors: (Constant), Pleasing 1st Administration, Control of others 1st Administration, Control of self 1st Administration, Comfort 1st Administration, Superiority 1st Administration

^bDependent Variable: Income

The multiple regression comparing the AAAPP with the participants education level found that the model was significant, adjusted $R^2 = .181, F(df1 = 5, df2=92) = .4072, p < .05$. The F calculation was greater than the critical value of 1.658 and the significance level of .002 was less than the p value of .05. No significance was found with the participants' income level. Education level was significant with the predictors for the control of self personality priority and comfort personality priority scores. Multiple regressions were run for age and gender but significance was not found for either demographic. Table 15 illustrates the model summary for the regression analysis for education level and the AAAPP.

Table 15

Multiple Regression^b for Education and AAAPP

Model		Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.
1	Regression	36.331	5	7.266	4.072	.002 ^a
	Residual	164.158	92	1.784		
	Total	200.490	97			

^aPredictors: (Constant), Pleasing 1st Administration, Control of others 1st Administration, Control of self 1st Administration, Comfort 1st Administration, Superiority 1st Administration

^bDependent Variable: Education Level

Limitations of the Study

There were a few limitations of the study. No reliability existed in the field of counseling for the counseling interview process developed by Brown (1976) and Holden (2000). The second limitation of the study was the potential lack of diversity as it regards ethnicity with the sample population. Although the group was diverse in their education level, income range, age and gender, the group was found lacking in ethnic diversity. Many ethnic groups were represented but a sample reflecting the percentages of the national population would be desired.

Since all the participants belonged to a church organization a limitation to the study was present. The religious population sample homogeneity presents a lack of generalization for the overall population. The common values in a homogeneous Christian population further present a limitation to the study's results. The church was a non-traditional Christian affiliation meeting in a local movie theater. The church has approximately 400 members. Although the church leadership promotes a non-

denomination affiliation, many of the pastors were associated with other Baptist organizations. The church was considered progressive (not conservative) due to their location of worship, rock band and mission to accept all individuals. Whether this population was similar to the overall population cannot be determined from this study.

The next limitation of the study included research bias. Experimenter bias was considered as a possible limitation because the collection of data and implementation of counseling interviews was performed solely by the researcher. Participant bias might have occurred due to the unknown motivational and intellectual level of participants that may impact the performance on assessments and in the counseling interview. As predicted the motivational incentives given to inspire participants to return for the second administration of the AAAPP gave little assurance for follow-through with the study. Only 64 of the 107 participants returned for the second administration.

Several reasons contributed to the low turnout for the 2nd administration. Some of the returning participants complained that the assessment was too long, hard to understand and had unfamiliar words. Most participants were able to finish the survey in 30 minutes but several complained that it took 2 hours. A second reason for the lack of follow-up occurred due to a crisis for one of the church members due to a house burning. Since the sample population was from one affiliation, several members' participation for the 2nd administration was redirected to helping the family that lost everything in a fire. Finally, there was no determination of the client's ability to gain insight during the counseling interview.

Discussion

While conducting the construct validity research via counseling interview, the principal investigator found an interesting common occurrence. With two of the twenty participants, the comfort personality priority construct scores had a sharp increase from the first administration of the AAAPP and the second administration. While discussing the personality priorities with these two individuals, the high comfort score on the second administration seemed incorrect.

The principal investigator questioned the individuals whether there were any sudden changes in their lives between the first and second administration. Both individuals disclosed a significant interpersonal crisis during the week prior to the second administration. This event was very traumatic to both individuals resulting in higher comfort scores. The sensitivity of personality priority scores when events happen that were out of the norm for individuals is an area for future research. Further research in how the lower personality priorities can surface in times of crisis should be studied.

Many conclusions were found with the research. First factor analysis was originally suggested as an analysis for the AAAPP. Since the instrument had dichotomous variables factor analysis was eliminated. The low sample size also contributed to the elimination of factor analysis in the study. A larger sample size of at least 1900 participants would be needed for future research to run a factor analysis and generate accurate and appropriate results.

The AAAPP needs further refinement for future administration and research. The AAAPP needs refinement in the wording and phrasing of the question items to allow for all education levels. The AAAPP scoring for questions directly comparing the five constructs to one another needs to be weighed heavier with higher point values to avoid tie scores.

The conclusions of this study included establishment of face validity, construct validity, predictive validity, multiple regression, and test-retest reliability. The establishment of face validity was conducted by sending 200 proposed questions to three expert Adlerians in the field of counseling. Each expert reviewed questions and gave feedback. Any question not having approval from at least two reviewers was deleted from the instrument. Ten questions were deleted, 87 questions were edited and 103 questions remained without editing. Face validity was established for the remaining 190 questions of the AAAPP.

The establishment of construct validity was implemented by comparing the results of 20 participants number-one personality priority from the AAAPP and the results of their number-one personality priority from the counselor interview. A paired samples t-test was conducted to examine the mean differences between groups. Since the significance level of .705 was larger than the p value of $< .05$, significance was not shown. Since there was no significant difference between groups construct validity was established. As predicted the AAAPP results for number-one personality priority was not different from the results of the counselor interview.

The establishment of predictive validity was conducted with the results of the AAAPP number-one personality priorities and the results of the SIS scores. An Oneway ANOVA was used to measure predictive validity for the personality priorities. control of others and superiority personality priorities showed lower mean scores on the SIS for social interest than the other three personality priority constructs. Since the significance level of .011 for between and within groups was below the .05 p value, significance was shown and predictive validity was established. Multiple comparisons were run on the five personality priorities showing significant mean differences for control of others and control of self, control of others and comfort, control of others and pleasing, and comfort and superiority. These results indicated that individuals with personality priorities of pleasing, comfort and control of self have higher social interest than individuals with control of others and superiority personality priorities.

The establishment of test-retest reliability was conducted with a paired sample t -test to examine the mean differences between the five personality priority scores from the 1st administration compared to the 2nd administration of the AAAPP. Control of others test 1 exhibited higher but not significant mean scores than control of others test 2. Control of self test 1 exhibited higher but not significant mean scores than control of self test 2. Comfort test 1 exhibited slightly lower but not significant mean scores than comfort test 2. Pleasing test 1 exhibited higher but not significant mean scores than pleasing test 2. Superiority test 1 exhibited higher but not significant mean scores than superiority test 2. Since the significance levels (.071, .355, .533, .183, .371) were greater than the p value of .05, no significant difference between first and second

administrations for the constructs of control of others, control of self, comfort, pleasing and superiority were found and test-retest reliability was established. Paired samples correlations (control of others = .813, control of self = .798, comfort = .801, pleasing = .840, superiority = .770) of the five personality priority constructs for the 1st and 2nd administrations showed above the .70 level further establishing reliability for the AAAPP.

Linear multiple regressions were conducted to study the individual and shared contributions of one or more predictor variables to the variation of a dependent variable within the AAAPP and demographics of the study. The multiple regressions were used to study whether a multiple predictor variable (personality priority constructs) was related to a single dependent variable (income, gender, age, or education). When the multiple regressions was run for the AAAPP and the demographics of income, gender, and age no dependent variables predicted. Multiple regressions were established for the demographic dependent variable of education since the significance level of .002 was lower than the .05 *p* value. These results indicated that education was a predictor dependent variable for the AAAPP personality priority constructs. For example only control of others, control of self and superiority personality priority individuals were only found to have doctorate degrees, comfort personality priority individuals rarely achieved higher than a bachelors degree, and pleasing personality priority individuals were found to have more high school diplomas and bachelors degrees in this study.

The four research assumptions were answered successfully. The first research assumption was assessment items could be generated to measure Adlerian personality priorities. With the establishment of face validity, construct validity, and test-retest

reliability the assumption that the construct items can measure personality priorities was assumed correct. Construct validity was examined and established with results of the AAAPP and the results of counselor interview. The second research assumption for the establishment of construct validity was assumed correct. Third research assumption included the establishment of test-retest reliability from results of AAAPP two administrations was found accurate. Since test-retest reliability was established the third assumption was assumed correct. The fourth research assumption involves statistical analysis of Guttman split-half reliability and Spearman Brown reliability measures. The moderate positive correlation scores for the Spearman Brown reliability and the Guttman split-half reliability present a good start for the development of this instrument. Future research with the AAAPP would require higher reliability scores from these two analyses. The research question looked at how the development of an instrument, titled Allen Assessment for Adlerian Personality Priorities, AAAPP, might provide a strong comparability to assessing Adlerian construct of personality priorities than the counselor interview. The establishment of construct validity and test-retest reliability along with high Cronbach's alpha scores of internal consistency provide evidence that the AAAPP can provide a strong comparability to the counselor interview in assessing the Adlerian personality priorities. Although the establishment of the construct validity, predictive validity, face validity, test-retest reliability and multiple regression provided support for the AAAPP, further research is necessary to refine the question items and to administer the instrument to a national sample.

The purpose for the study was to develop an instrument that would be comparable to the current interview method. The results of this study are promising for the field of counseling. The implementation of the AAAPP instrument can provide a significant contribution to counselors and their clients. First, the established construct validity for the AAAPP gives counselors another avenue for assessing the personality priorities. For counselors unfamiliar with the Personality Priority Interview or other interview methods used to predict personality priorities, the AAAPP can be administered, easily scored, and interpreted for clients. Allowing clients the opportunity to take the AAAPP can save valuable time in the counseling session. More time can be given to linking the personality priorities to the client's every day life. As with other assessment instruments, many clients feel a sense of normalcy when they realize that there are other individuals that have the same behaviors and actions.

The AAAPP can be especially helpful when working with couples and allowing them the opportunity to understand their spouses fears and goals. The AAAPP will be helpful with career, financial, group and filial counseling. Finally, as Watts and Carlson (1999) stated that, "when an instrument to measure an Adlerian concept has been developed, research on that concept has substantially increased." The AAAPP can be used in future research to look at the personality priority constructs of control of others, control of self, pleasing, superiority and comfort. These common personality priorities that are used in counseling settings today can be further researched using the AAAPP. Having a consistent instrument that is used in research studies and available to counselors to use with there clients will contribute to the counseling field greatly.

Suggestions for Future Research

The primary suggestion for future research regarding the AAAPP is to conduct a national survey. The limitations of this study prohibited the comparison between groups of ethnicity, as well as, lower income level and education level. A national survey conducted with a homogeneous sampling of individuals representing all ethnicities, income levels, education levels, geographical areas, religions, ages and genders would benefit researchers understanding about the personality priorities. One consideration should be made with the use of the sample population to avoid previous problems from the LIPP. College students should not be the only source of sampling since the LIPP (Langenfeld and Main, 1983) study found very little avoiding (Comfort) personality priorities.

To avoid the same problems during this study with the lack of follow up for the 2nd administration two suggestions for future research are needed. First, several groups should be surveyed instead of one affiliation. Since a crisis occurred the week before the 2nd administration and affected many of the participants level of follow up, multiple affiliations should be considered. Second, since many of the research participants complained of the time that it took to complete the AAAPP, the number of items should be refined. Future research might involve developing a smaller version of the instrument.

Sampling one religious affiliation presented problems for follow up and added to the limitations of the study lacking generalization for the overall population. Since the homogeneous Christian population had common values it is difficult to determine how

the results of the study would differ from the overall population. Further research should be conducted with a more diverse and heterogeneous sample population.

Another area for future research is to run further reliability measures within each construct. Since the Guttman split-half reliability and Spearman Brown reliability scores were lower than .70, a moderate positive correlation was shown for all five constructs. To establish reliability with a high positive correlation the scores should be above .70. Since the Guttman split-half and the Spearman Brown was conducted with all five constructs simultaneously, the reliability score was lower than if they were run separately. This result was due to the independent construct variables. Having independent variables for the personality priorities was desired for the AAAPP instrument reliability. Running all five personality priorities separately should present a higher reliability scores. Reliability should be established by running Guttman split-half reliability and Spearman Brown reliability within each construct separately instead of combining all constructs.

With regards to the AAAPP, several forced ranked questions should have more point value when scoring the instrument. When ties occurred these questions were looked at to determine which priority was more accurate. With increased value for these forced ranked questions the likelihood of avoiding tie scores is more probable.

Finally, after revisions are made to the AAAPP, comparisons between the AAAPP instrument and other instruments in the counseling field should be conducted. As mentioned in the results section, predictive validity should be once again researched for the AAAPP using the NEOPI-R. The personality priority constructs of the AAAPP and the

personality traits of the Myers Briggs Type Indicator®, MBTI ® should be researched. The MBTI instrument (CCP, Inc. Palo Alto, CA, www.cpp.com) is a well-respected psychological instrument. Comparing the AAAPP and MBTI could benefit research and understanding into how these constructs and traits work together with the individual. Once the AAAPP has been refined, sampled with a national heterogeneous population, and studied with the NEOPI-R and possibly MBTI, the AAAPP should be published and made available to counselors to use with their clients.

APPENDIX A

ADLERIAN PERSONALITY PRIORITIES CHART

Adapted from Brown, 1976; Holden, 2000; Poduska, 1985.

Superiority (S)	Comfort (C)	Pleasing (P)	Control of others (CO)	Control of self (CS)
Need to be right, the best, competent, useful	Immediate gratification, getting what I want	Desire to please others for acceptance	Take-Charge and Reliable	Composed, Reserved, guarded
Fear/Avoid MEANINGLESSNESS	Fear/Avoid STRESS	Fear/Avoid REJECTION	Fear/Avoid VULNERABILITY	Fear/Avoid VULNERABILITY
Constant body movement, intense eye contact, alert, attentive, listener	Easy fluid walk, slouch, shrug, shaking head	Constant eye contact, half smile, hands in prayer or supplication, immediate forward lean	None or minimal body movement, challenging eye contact	None or minimal body movement, impassive facial expression, rigidity.
Value judgments, qualifiers, little, lot, somewhat.	Problematic words: pain, hassle, stress, too much, heavy, hard,	Emotion-laden words: like, love, need, understanding, gentle, warmth	Negative wording, imperatives: must, should, angry, blaming, critical	Sparse and measured words, unemotional in communication
Wants to buy the best, will overspend to be better or have the best	Does not plan expenses, spends spontaneously	Gives gifts even if it will hurt their finances. Please with spending and gifts.	Wants to be the controller of the budget.	Saves money, very cautious with spending. Keeps financial matters private.
Benefits from being purposeful, Competent, Strives to be the best.	Benefits from being relaxed, easygoing	Benefits by being cooperative, eager to please	Benefits by being in charge	Benefits by being composed
Cost: over involvement, stress, over-responsibility, fatigue, uncertainty about one's relationships	Cost: diminished productivity, reduced positive social interaction	Cost: Stunted growth, alienation, retribution , extended relationship, outcomes include rejection , frustration, despair, disgust, exasperation.	Cost: Emotional distance, others withdraw or attack	Cost: Emotional distance, diminished spontaneity and creativity

APPENDIX B
RESEARCH CONSENT FORM

University of North Texas
Institutional Review Board
Research Consent Form

Subject Name: _____ Date: _____

Title of Study: Assessing the Adlerian Personality Priorities: An Instrument for
Counseling Practice

Principal Investigator: Elizabeth Allen

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the proposed procedures. It describes the procedures, benefits, risks, and discomforts of the study.

Start Date of Study: 11/01/04

End Date of Study: 12/01/04

Purpose of the Study: The purpose of this study is to develop an effective formal instrument to assess the Adlerian personality priorities. Adlerian personality priorities consist of actions and behaviors that individuals exhibit when they are avoiding what they fear, striving toward their life goals and when they experience stress that keeps them from achieving their goals. There are five personality priority categories. The category that each individual falls into is his or her *number one priority*. Some individuals will exhibit behaviors from their *number one priority* and a second priority category. The purpose of this study is to assess the *number one priority* and possible second priority of individuals. This instrument will serve as a tool for counselors to use with their clients as an alternative to the current interview technique.

Procedures to be used:

The subjects for this study will be obtained from 100 participants. All participants will be volunteers from community groups (Bible study groups) from the *Charlotte North Fellowship* church in Huntersville, North Carolina. All participants will be recruited through verbal announcements in each of the community groups.

All participants will be administered the *Allen Assessment for Adlerian Personality Priorities*, AAAPP and the *Social Interest Scale*, SIS followed by a retest of the AAAPP two weeks later. 20 of the 100 participants will be randomly selected after both administrations for one counseling interview in which the counselor will use the *Personality Priority Interview* method to assess their personality priorities.

The time commitment for this study consists of not more than two hours (one hour test-taking time for each assessment) for the 80 participants that only take the two assessments and three hours for 20 participants that take the two assessments followed by a one hour counseling interview.

Description of the foreseeable risks:

There are no foreseeable risks, side effects, or complications from taking the AAAPP, *S/S* or participating in the Counseling Interview. All results from the assessments are only an estimate of the participant's personality priority. Participants needing further explanation after the completion of the study can consult the principal investigator or seek further exploration from another counselor.

Benefits to the subjects or others:

The benefits to subjects can include insight into their own behaviors and actions. The AAAPP possible assessment of the participant's *number one-priority* (actions and behaviors that individuals exhibit when they are avoiding what they fear and striving toward their life goals) can be helpful in providing insight and understanding into their life-style and how they react to the obstacles in achieving their life goals.

All participants will be entered into a drawing for a \$100 gift certificate to the store of their choice. There will be three participants drawn at the end of the study. Participants that drop out of the study by not completing both assessments will not be eligible for drawing.

Review for the Protection of Participants:

This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). If there are any questions regarding your rights as a research subject, contact the UNT IRB at (940) 565-3940.

Procedures for Maintaining Confidentiality of Research Records:

All of our communication becomes part of the research records. Records are the property of the counselor. All information filled out by you, the research participant, including the demographic sheet will be coded with a number that corresponds to your name. Your name and coded number will be stored in a locked safe throughout the course of the study. Personal information will be shredded at the conclusion of the study. If I see you in public, I will protect your confidentiality by acknowledging you only if you approach me first.

Most of our communication is confidential, but the following limitations and exceptions do exist:

- a.) I am using your case records for purposes of supervision, professional development, and research. In such cases, to preserve confidentiality, I will identify you by first name only;
- b.) I determine that you are a danger to yourself or someone else;
- c.) You disclosed abuse, neglect, or exploitation of a child, elderly, or disabled person;
- d.) You disclose sexual contact with another mental health professional;
- e.) I am ordered by a court to disclose information;
- f.) You request your records to be released to another mental health professional;
- g.) I am otherwise required by law to disclose information.

Research Subject's Rights:

I have read or have had read to me all of the above. Elizabeth Allen has explained the study to me and answered all of my questions. I have been told the risks and/or discomforts as well as the possible benefits of the study.

I understand that I do not have to take part in this study and my refusal to participate will involve no penalty or legal recourse. The study personnel may choose to stop my participation at any time. In case problems or questions arise, I have been told I can contact Elizabeth Allen, UNT doctoral candidate, at telephone number 704-728-6204, Dr. Cynthia Chandler, UNT Counselor Education Department Faculty Sponsor, at 940-565-2914, or the UNT Counselor Education Department at 940-565-2910.

I understand my rights as research subject and I voluntarily consent to participate in this study. I understand what the study is about, how the study is conducted and why it is being performed. I have been told I will receive a signed copy of this consent form.

Signature of Subject

Date

For the Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the known benefits and risks of the research. It is my opinion that the subject understood the explanation.

Signature of Principal Investigator

Date

APPENDIX C
EXPERT REVIEWER COMMENTS

Question #	Question	Initial Priority (-) = opposite priority	Reviewer Comments (* = understand priority assignment)
1	I am more accomplished than most people	(-) C, (+) S	1 - Good 2 - No Comment 3 - *
2	I want to buy brand name clothes because they are the best.	S	1 - Good 2 - I would think that not all S people would say yes to this. 3 - *
3	I often feel despair.	P	1 - Good 2 - No Comment 3 - not sure of this?
4	I avoid physical and emotional stress more than I avoid meaningless tasks.	C (+), S (-)	1 - Good 2 - No Comment 3 - more than?
5	I avoid feeling vulnerable by losing control of others more than I avoid feeling vulnerable due to exposing my views. New edited question: I would rather expose my views to others than lose my control over others.	CO (+)/CS (-)	1 - Good 2- Edit/losing spelled incorrectly, Awkward wording 3 - edit losing
6	I like my environment to be peaceful and relaxing.	C	1 - Good 2- No Comment 3 *
7	I feel the worst when someone doesn't like me or rejects me.	P	1 - Good 2- No Comment 3 *
8	I trust other people.	CS (-), CO (-), C	1 - Good 2 - could also be C, I would also tend to think that CO people would answer it no 3 - ?

9	I have a difficult time discerning between what I need and what I want. Deleting this question	C	1 - doesn't a C know what they want 2- No Comment 3 - ?
10	I seek to control what is outside myself by controlling people and situations.	CO	1 - Good 2- No Comment 3 - *
11	I need to buy the best whether I can afford it or not.	S	1 - Good 2- No Comment 3 - *
12	It's hard for me to relax.	(-) C	1 - Good 2- No Comment 3 *
13	I am cooperative, sensitive and responsive to other's needs and wishes.	P	1 - Good 2- you need an apostrophe in other's 3 *
14	I avoid vulnerability of losing control more than I avoid meaninglessness in life.	CO (+), S (-)	1 - Good 2- Edit/losing spelled incorrectly, Awkward wording 3 - ? edit losing
15	I don't like being tied to a schedule. Deleting this question	CS	1 - ?, could be C 2 - Could also be C (+) 3 - ? CS (-)
16	I belong when I feel that I am better than others. New edited question – When I feel like I am better than others, I feel like I belong.	S	1 – Edit wording 2 – Do you use the idea that some S people are Achievers and some Outdoers? (if so, I don't think Achievers would answer this true) 3 *
17	I avoid rejection from others more than I avoid physical stress.	P (+), C (-)	1 - Good 2- Awkward wording 3 *
18	If other people know my feelings they can hurt me.	CS	1 - ?, is that CS or S 2 Could also be P 3 *
19	I avoid losing control more than rejection by others.	CO (+), P (-)	1 - Good 2- Edit/losing spelled incorrectly, change "from" to "by", Awkward wording 3 *

20	I would rather have a little of what I want now, then to wait to get more.	C	1 - Good 2- No Comment 3 *
21	I should exercise to look my best and be healthy. Deleting this question	S	1 - ?, shouldn't we all exercise to be healthy 2 Could also be CS (& C-) 3 C?
22	I feel uncomfortable when competing against others.	C	1 - Good/Edit - "I try to avoid competing against others" 2 Could also be S (-) 3 uncomfortable - don't see the point?
23	I avoid rejection from others more than I avoid losing control over people.	P (+), CO (-)	1 - Good 2- Edit/losing spelled incorrectly, Awkward wording 3?
24	It is difficult to trust others.	CS	1 - Good 2 Could also be P 3 - difficult to trust?
25	The one thing that makes me feel the best is being comfortable.	C	1 - Good 2- No Comment 3 - *
26	I avoid feeling vulnerable more than I avoid feeling stressed. New edited question - I would rather feel stressed than feel vulnerable.	CO (+), C (-)	1 - Good 2- Awkward wording 3 - stressful to feel vulnerable
27	I feel the worst when someone thinks I am worthless.	S	1 - Good/Edit - tense 2- you switch verb tenses 3 *
28	I avoid conflict with others.	C	1 - Good 2 Could also be P 3 *
29	I fear others knowing my thoughts.	CS	1 - is that self-control or isolation? 2 - No Comment 3 *
30	The one thing that makes me feel the worst is experiencing pain or stress.	C	1 - Good 2- No Comment 3 *

31	I would rather lead others than follow others.	CO	1 - Good 2 Could also be S and C (-) 3 *
32	I avoid meaninglessness in life more than I avoid rejection from others.	S	1 - Good 2- Awkward wording 3 ?
33	I avoid rejection from others more than meaningless tasks. New edited question – I would rather endure meaningless tasks than experience rejection from others.	P (+), S (-)	1 - Good 2- Awkward wording 3 ?
34	No one can make me do something that I do not want to do.	CO	1 - ?, or is it S 2 – Could also be CS, & P (-) 3 - CS?
35	I avoid feeling worthless more than feeling vulnerable by exposing my views. New edited question – I would rather feel vulnerable than feel worthless.	S	1 - Good 2 Awkward wording 3 - ok
36	People should strive to be the best.	S	1 - Good 2 - Could also be C (-) 3 - *
37	It is important for me to live a low stress lifestyle.	C	1 - Good 2 Could also be S (-) 3 *
38	I avoid rejection from others more than I avoid feeling vulnerable by exposing my views.	P (+), CS (-)	1 - Good 2 Awkward wording 3 *
39	The one that who controls money controls everything.	CO	1 - or S? 2 Could also be CS, ought to be "who controls" 3 - ?
40	I can live with high stress.	S, C (-)	1 - Good 2 Could also be C (-) 3 - *
41	I have unfinished business,	C	1 - ?, doesn't seem very

	unmade decisions and unresolved problems.		comfortable 2 Could also be P 3 – But that’s okay with me?
42	I do not give in to the urge to buy luxuries or frills but purchase the basics of what I need.	CS	1 - Good 2 into should be in to 3 – no comment
43	I like having a lot of friends.	P	1 - or C? 2 No Comment 3 - * very important to me?
44	People often withdraw from me.	CO , S	1 - Good 2 Could also be S 3 *
45	I seek out situations and relationships where I feel comfortable and relaxed.	C	1 - Good 2 No Comment 3 *
46	I feel uncomfortable around people if don't know if they accept me.	P	1 - Good 2 No Comment 3 *
47	I avoid situations where I am vulnerable.	CO,CS	1 - Good 2 Could also be CS 3 *
48	I take on too much responsibility.	S	1 - Good 2 No Comment 3 *
49	I plan my purchases well in advance.	(-)C, CS	1 - Good 2 Could also be CS 3 ?
50	I believe in saving all the money that I can.	CS	1 - Good 2 No Comment 3 no comment
51	I feel at home with people who like me.	P,C	1 - Good 2 Could also be C 3 *
52	Others are critical of me.	CO , P	1 – or P? 2 Could also be P 3 no comment
53	I am over-involved in too many activities.	S	1 – or C?, delete “over” 2 I think over-involved should be

			hyphenated 3 *
54	I don't like anyone knowing the details of my finances.	CS	1 - Good 2 No Comment 3 *
55	I avoid feeling vulnerable by keeping my feelings and thoughts private.	CS	1 - Good 2 No Comment 3 *
56	I enjoy giving gifts to others.	P	1 - Good 2 No Comment 3 *
57	I can take charge of other people in a crisis.	CO	1 - Good 2 Could also be S 3 *
58	I can be self-indulgent by spoiling myself.	C	1 - Good 2 No Comment 3 *
59	I avoid being vulnerable due to exposing my views and feelings more than I avoid being stressed. New edited question – I would rather feel stressed than feel vulnerable due to exposing my views and feelings to others.	CS (+), P (-)	1 - Good 2 Awkward wording 3 more than ?
60	I like to have constant eye contact when talking with others.	P	1 (-) 2 No Comment 3?
61	I like to be pampered.	C	1 - Good 2 No Comment 3 *
62	I avoid being vulnerable due to exposing my views and feelings more than I avoid meaninglessness in life. New edited question – I would rather endure meaningless tasks than feel vulnerable by exposing my views and feelings to others.	CS (+), S (-)	1 - Good 2 Awkward wording 3 more than I avoid ?

63	I get exhausted trying to please everyone.	P	1 - Good 2 No Comment 3 *
64	I avoid meaninglessness more than I avoid feeling vulnerable due to losing control over others. New edited question – I would rather feel vulnerable due to losing control over others than feel bored and endure meaningless tasks.	S	1 - Good 2 Edit/losing spelled incorrectly, Awkward wording 3 more than ?
65	I lack motivation.	C (+), S (-)	1 - Good 2 No Comment 3 *
66	I have difficulty saying no when asked to do favors by family members, friends or co-workers.	P, CS-, CO -	1 - Good 2 Could also be Co (-), CS (-) 3 *
67	At times I seek retribution.	P, CO	1 - Good 2 Could also be CO 3 retribution?
68	I avoid being vulnerable due to exposing my views and feelings more than I avoid being vulnerable due to losing control over others. New edited question – I would rather feel vulnerable due to losing control over others than feel vulnerable due to exposing my views and feelings to others.	CS (+)/CO (-)	1 - Good 2 Edit/losing spelled incorrectly, Awkward wording 3 more than?
69	In most situations I prefer to be in charge.	CO	1 – or S? 2 No Comment 3 *
70	I avoid meaninglessness in life more than feeling stressed.	S, C-	1 – or C? 2 Could also be C (-) 3 more than feeling ?
71	I am responsible for a lot of things.	(-) C, S, CO	1 – or S? 2 Could also be S, CO, I think you need “responsible for”

			3 *
72	I feel sad when others are hurting.	P	1 - Good 2 No Comment 3 *
73	I get frustrated when other people are not considerate of others.	P	1 - Good 2 No Comment 3 *
74	I avoid being vulnerable due to exposing my views and feelings more than I avoid rejection from others. New edited question – I would rather feel rejection from others than feel vulnerable due to exposing my views and feelings to others.	CS	1 - Good 2 Awkward wording 3 more than ?
75	People verbally attack me at times.	CO	1 - CO? 2 Could also be P 3 no comment
76	Mundane tasks bore me.	S	1 - Good 2 Could also be C (-) 3 *
77	I avoid rejection.	P	1 - Good 2 No Comment 3 *
78	I feel emotional distance with others at times.	CO, P	1 – or P? 2 No Comment 3 *
79	I want to be useful in society.	S, P	1 – or P? 2 Could also be P 3 *
80	I am more productive at tasks than other people.	(-)C, S	1 – or S? 2 Could also be S, delete “so” 3*
81	I enjoy helping others.	P	1 – Good/Edit “love” for “enjoy” 2 No Comment 3 *
82	When I am in social situations	CS, P	1 - Good

	I let others talk first before I disclose what I think or feel.		2 Sometimes also could be P 3 ?
83	I like being the controller of the finances in my family.	CO	1 – or S? 2 Sometimes also could be CS 3 *
84	I often become the martyr for what I believe.	S	1 - Good 2 I think many P also feel this way 3 no comment
85	Sometimes it is too much of a bother to go to social events.	C	1 - Good 2 No Comment 3 *
86	I am the first to volunteer when asked to do something.	P, S	1 - Good 2 I think many S also feel this way 3 S?
87	I avoid embarrassing situations.	CS	1 - Good 2 No Comment 3 *
88	I desire being in a position of power.	CO	1 – or S? 2 No Comment 3 *
89	I value being competent.	S	1 - Good 2 Could this also be C (-) 3 *
90	I like an easy going and relaxed approach to life.	C	1 - Good 2 No Comment 3 *
91	If people are not pleased by my efforts, it is their fault. Deleting this question	P	1 – S? 2 I don't agree with this – in my experiences, most pleasers take the blame for things rather than blaming others. 3 their fault?
92	I show my emotions and let everyone know what I am thinking.	CS (-)	1 - S? 2 No Comment 3 *
93	I desire to teach others what I know.	CO, S	1 – teaching is control of others? 2 Also could be S 3 *
94	I value being right.	S	1 - Good

			2 – Also could be CS 3 *
95	I like to get what I want regardless of what others want.	C, CO	1 - Good 2 Also could be CO 3 *
96	I take very few risks.	CS	1 - C? or lack of it 2 No Comment 3 *
97	I can make things happen by taking charge.	CO	1 – or S? 2 No Comment 3*
98	When people don't recognize that I am right, I have to convince them and I become tired or overwhelmed.	S	1 – Good/Edit – delete and I become tired or overwhelmed. 2 Also could be CO 3 *
99	My feelings get hurt easily.	P	1 - Good 2 No Comment 3 *
100	I don't like extreme weather conditions.	C	1 – not clear 2 No Comment 3 weather conditions
101	I am eager to please others.	P	1 - Good 2 No Comment 3 *
102	I exercise because other people expect me to. Deleting this question	P	1 – why is health and fitness only associated with S? 2 No Comment 3 ?
103	Once I make up my mind to do something, I do it immediately.	S	1 - Good 2 Could also be CS 3 *
104	I enjoy meeting new people.	(-) C	1 – edit – change "love" for "enjoy", probably S 2 No Comment 3 ?
105	I would be willing to work at a job and use few of my talents.	S (-) , C	1 - Good 2 Could also be C 3 ?

106	I enjoy a healthy debate between co-workers or friends.	(-) C	1 - ? edit "love" for "enjoy", that doesn't seem to be C but cooperation. 2 No Comment 3 *
107	I take a lot of risks in life.	CS (-)	1 - ?, could be total lack of control 2 No Comment 3 *
108	I feel the most confident about myself in a safe and supportive environment.	P	1 - ?, insert "environment", or C. 2 Does this need another word at the end like "environment" 3 *
109	There is clear right and wrong way of doing things.	S	1 - Good 2 Could also be 3 *
110	I would enjoy a job in sales.	(-) C	1 - Good 2 No Comment 3 *
111	I charm others to get them to do what I want.	CO	1 - Good 2 No Comment 3 *
112	My goal in life is to be the best.	S	1 - Good 2 No Comment 3 *
113	I enjoy making new friendships	. (-) C	1 - Good 2 No Comment 3 ?
114	I refrain from showing emotional expression so that others can't figure me out.	CS	1 - CS? 2 No Comment 3 ?
115	I want to make a significant contribution.	S	1 - Good 2 No Comment 3 *
116	I would enjoy a job where I work alone.	C	1 - Good 2 Could also be CS 3 ?
117	I want to buy expensive cars in order to achieve prestige and acceptance by others.	P, S	1 - how about S? 2 Could also be S 3 ?
118	I cannot stop working on a	S, C-	1 - Good

	project until it is perfect.		2 Could also be C (-) 3 *
119	I please others to get them to do what I want.	CO	1 - Good 2 No Comment 3 ?
120	I have a low tolerance for any amount of pain.	C	1 - Good 2 No Comment 3 *
121	Other people say that I am high-strung.	S	1 - Good 2 No Comment 3 *
122	I want to obtain pleasures without waiting.	C	1 - Good 2 No Comment 3 *
123	When I can control what happens to me, I feel good.	CO	1 - Good 2 No Comment 3 *
124	Ridicule and embarrassment do not bother me.	CS (-)	1 – Edit, “do not’ instead of “doesn’t”, or S 2 No Comment 3 *
125	Others may say that I am a workaholic.	S	1 - Good 2 No Comment 3 *
126	I won't let anyone stop me from getting what I want. Deleting this question	C	1 – is C that determined? 2 I'm not sure this is true, if its' too much trouble, don't C's give up? 3 ?
127	I am reserved with my thoughts and feelings to others.	CS	1 - Good 2 No Comment 3 *
128	I do not like participating in competitive sports.	C	1 - Good 2 No Comment 3 *
129	I am most comfortable when I am in charge.	CO	1 – or S? 2 comfortable misspelled 3?
130	I want to better myself more than I want to be better than others.	S	1 – I doubt that 2 I think the “Outdoer” version of S would disagree with this, though the “Achiever” version would

			agree. 3 ?
131	I do not allow others to take part in my activities or responsibilities.	CS	1 – not CS 2 No comment 3 ?
132	I want others to do what I say.	CO	1 – Edit, delete "I", insert "do" 2 No comment 3 ? to what I say?
133	Other people say that I am neglectful in relationships due to work.	S	1 - Good 2 No comment 3 *
134	I avoid projects that are stressful.	C	1 - Good 2 No comment 3 *
135	I feel the worst when I let people get too involved with me, and open me up for embarrassment.	CS	1 - Good 2 delete comma 3 *
136	I like the recognition from prestigious logos.	S	1 - Good 2 ?? 3 *
137	I would rather be alone than at a stressful social event.	C	1 - Good 2 No comment 3 *
138	I keep my feelings under control by being composed and reserved.	CS	1 - Good 2 No comment 3 *
139	I like to shop in prestigious store locations.	S	1 - Good 2 No comment 3 ?
140	If things are tough or difficult, I get easily frustrated.	C	1 - Good 2 No comment 3 *
141	I usually go over my budget to get what I want.	S	1 - Good 2 No comment 3 ?
142	I look at people's eyes to see if they are pleased or	P	1 - P? 2 No comment

	displeased by my actions.		3 *
143	I am able to accomplish a great deal.	S	1 - Good 2 No comment 3 *
144	I need to fulfill other's needs to be accepted by them.	P	1 - Good 2 need an apostrophe in other's 3 *
145	I have an easy and fluid pace when I walk.	C	1 - Good 2 No comment 3 *
146	I cannot sit still.	S	1 - Good 2 No comment 3 *
147	I lend money to family and friends.	P	1 - Good 2 No comment 3 *
148	I avoid physical and emotional stress more than I avoid being rejected by others.	C	1 - Good 2 No comment 3 ?
149	Others may say that I am bossy.	S , CO	1 - Good 2 No comment 3 CO?
150	I am very sensitive to other people's expectations.	P	1 - Good 2 No comment 3 *
151	I correct others when they do something that I think is wrong.	S , CO	1 - Good 2 Could also be CO 3 CO?
152	I wear brand name clothes to be accepted by others.	P	1 - Good 2 No comment 3 accepted by others?
153	I am the peacekeeper with my friends, family and co-workers.	P	1 - Good 2 No comment 3 *

154	I like being the winner in games.	S	1 - Good 2 No comment 3 *
155	Sometimes it's hard to differentiate between my own feelings and other's feelings .	P	1 - Good 2 say "others feelings" 3 *
156	It's a hassle for me to sit up straight.	C	1 - Good 2 No comment 3 *
157	I want to out do others at work, school, and with my family to be recognized as the best.	S	1 - Good 2 No comment 3 ?
158	I feel motivated when I am around people who care about me.	P	1 - Good 2 say "people who care" 3 *
159	When others acknowledge that I am the best, I really feel good about myself.	S	1 - Good/Edit drop "d" from acknowledged 2 No comment 3 * drop d
160	When I do a project, I look for the best way to do it that is sure to succeed.	P, S	1 - Good 2 why not S? 3 S?
161	I feel uncomfortable and worry when I offend someone or if I am in an argument.	P	1 - Good 2 No comment 3 *
162	I like to promote health and wellness in others. Deleting this question	S	1 - S? why is health and fitness only associated with S 2 No comment 3 CO?
163	I would be willing to flirt with someone who does not flirt back.	P (-) This question is what a P would not do.	1 - why P - who is being pleased? 2 say "someone who does not" 3 ?
164	I don't mind being around friends that are fighting or	(-)C This	1 - how is that C? 2 No comment

	arguing.	question is what a C would not do.	3 *
165	I am motivated to be better by looking to others to set the standard.	S ,C-	1 - S? 2 Could also be C (-) 3 *
166	My goal in life is to please others and myself. New edited question My goal in life is to please others.	P	1 – “and myself” P? 2 is “and myself” correct? 3 *
167	I like to be recognized when I accomplish something.	S	1 - Good 2 No comment 3 *
168	I exercise regularly.	(-) C (+) S	1 – Why only S? 2 No comment 3 *
169	I will deny my own needs to please others at times.	P	1 - Good 2 No comment 3 *
170	I look for ways to better myself.	S	1 - Good 2 No comment 3 *
171	I don't like changes.	C	1 - Good 2 No comment 3 *
172	Rejection from others doesn't bother me.	(-) P	1 - Good 2 No comment 3 *
173	I don't like new situations.	C	1 - Good 2 No comment 3 *
174	People take advantage of me because I am too nice.	P	1 - Good 2 No comment 3 *
175	It is more important to wear clothes that feel comfortable than ones that are fashionable.	C	1 – Good/Edit, delete “in” 2 No comment 3 *

176	I sometimes spend more money than I can afford to please others.	P	1 - Good 2 No comment 3 *
177	I am active in an exercise program.	S	1 - why only S? 2 No comment 3 *
178	Others may call me a perfectionist.	S	1 - Good 2 No comment 3 *
179	I avoid physical and emotional stress more than I avoid embarrassing situations or ridicule from others.	C (+), CS (-)	1 - Good 2 Awkward wording 3 ?
180	I have an internal drive that pushes me to achieve high standards and goals.	S	1 - Good 2 No comment 3 *
181	When there are too many people to please, I get frustrated or overwhelmed.	P	1 - Good 2 I would add "or overwhelmed" 3 *
182	I avoid physical and emotional stress more than I avoid losing control over situations or other people.	C (+), CO (-)	1 - Good 2 Edit/losing spelled incorrectly, Awkward wording 3 ?
183	I listen attentively to others.	S	1 - Good/Edit change "with" to "to" 2 listen to others 3 ?
184	I avoid stress at all costs.	C	1 - Good 2 No comment 3 *
185	I am alert and focused when people are talking to me.	S (+), P (-)	1 - Good 2 No comment 3 ?
186	(a) Affectionate (b) Reserved	(b=CS)	1 - not clear to me 2 No comment 3 No comment

187	(a) Reliable (b) Carefree	(a=S)	1 – not clear to me, C? 2 No comment 3 No comment
188	(a) trusting (b) skeptical	(b=CS)	1 – not clear to me, CS? 2 No comment 3 No comment
189	(a) practical (b) abstract Deleting this question	CO	1 – I don't understand 2 No comment 3 ?
190	(a) perfectionist (b) open-minded	(a=S)	1 – not clear to me, C? 2 No comment 3 No comment
191	(a) creative (b) sensible	(b=CS)	1 – not clear to me 2 No comment 3 No comment
192	(a) responsible (b) easygoing	(a=S,b=C)	1 - not clear to me 2 No comment 3 No comment
193	(a) defensive (b) aggressive	A=CS	1 - how is that control of self 2 I'm not sure about this one, would seem more like CO 3 ?
194	(a) imaginative (b) practical	(b=CS)	1 – not clear to me 2 No comment 3 No comment
195	(a) leader (b) follower	(a=CO,b=P, C)	1 – not clear to me 2 Could also be b=C 3 S?
196	(a) spontaneous (b) scheduled Deleting this question	(a=C)	1 – not clear to me 2 could also be b=CS 3 No comment
197	(a) composed (b) talkative	(a=CS)	1- not clear to me, P? 2 No comment 3 S?
198	(a) peacemaker (b) controller	(a=P, b=CO)	1 - not clear to me 2 No comment 3 No comment
199	(a) critical	(a=CO, S,	1 - not clear to me

	(b) accepting	b=P)	2 Could also be a = CO 3 No comment
200	(a) social (b) detached – Deleting this question	(b=C)	1 - not clear to me 2 No comment 3 No comment

APPENDIX D

ALLEN ASSESSMENT FOR ADLERIAN PERSONALITY PERSONALITIES



Allen Assessment for Adlerian Personality Priorities

Please answer the following questions true or false on the attached answer form.

1. I am more accomplished than most people.
2. I want to buy brand name clothes because they are the best.
3. I often feel despair.
4. I avoid physical and emotional stress more than I avoid meaningless tasks.
5. I would rather expose my views to others than lose my control over others.
6. I like my environment to be peaceful and relaxing.
7. I feel the worst when someone doesn't like me or rejects me.
8. I trust other people.
9. I seek to control what is outside myself by controlling people and situations.
10. I need to buy the best whether I can afford it or not.
11. It's hard for me to relax.
12. I am cooperative, sensitive and responsive to other's needs and wishes.
13. I avoid vulnerability of losing control more than meaninglessness in life.
14. When I feel like I am better than others, I feel like I belong.
15. I avoid rejection from others more than I avoid physical stress.
16. If other people know my feelings they can hurt me.
17. I avoid losing control more than rejection by others.
18. I would rather have a little of what I want now, then to wait to get more.
19. I feel uncomfortable when competing against others.
20. I avoid rejection from others more than I avoid losing control over people.
21. It is difficult to trust others.
22. The one thing that makes me feel the best is being comfortable.
23. I would rather feel stressed than feel vulnerable.
24. I felt the worst when someone thinks I am worthless.
25. I avoid conflict with others.
26. I fear others knowing my thoughts.
27. The one thing that makes me feel the worst is experiencing pain or stress.
28. I would rather lead others than follow others.
29. I enjoy giving gifts to others.
30. I avoid meaninglessness in life more than I avoid rejection from others.

31. I would rather endure meaningless tasks than experience rejection from others.
32. No one can make me do what I don't want to do.
33. I would rather feel vulnerable than feel worthless.
34. People should strive to be the best.
35. It is important for me to live a low stress lifestyle.
36. I avoid rejection from others more than I avoid feeling vulnerable by exposing my views.
37. The one who controls money controls everything.
38. I can live with high stress.
39. I have unfinished business, unmade decisions and unresolved problems.
40. I do not give into the urge to buy luxuries or frills but purchase the basics of what I need.
41. I like having a lot of friends.
42. People often withdraw from me.
43. I seek out situations and relationships where I feel comfortable and relaxed.
44. I feel uncomfortable around people if I don't know if they accept me.
45. I avoid situations where I am vulnerable.
46. I take on too much responsibility.
47. I plan my purchases well in advance.
48. I believe in saving all the money that I can.
49. I feel at home with people who like me.
50. Others are critical of me.
51. I am over-involved in too many activities.
52. I don't like anyone knowing the details of my finances.
53. I avoid feeling vulnerable by keeping my feelings and thoughts private.
54. I can take charge of other people in a crisis.
55. I can be self-indulgent by spoiling myself.
56. I would rather feel stressed than feel vulnerable due to exposing my views and feelings to others.
57. I like to have constant eye contact when talking with others.
58. I like to be pampered.
59. I would rather endure meaningless tasks than feel vulnerable by exposing my views and feelings to others.
60. I get exhausted trying to please everyone
61. I would rather feel vulnerable due to losing control over others than feel bored and endure meaningless tasks.
62. I lack motivation.
63. I have difficulty saying no when asked to do favors by family members, friends or co-workers.
64. At times I seek retribution.
65. I would rather feel vulnerable due to losing control over others than feel vulnerable due to exposing my views and feelings to others.
66. In most situations I prefer to be in charge.
67. I avoid meaninglessness in life more than feeling stressed.
68. I am responsible for a lot of things.

69. I feel sad when others are hurting.
70. I get frustrated when other people are not considerate of others.
71. People attack me at times.
72. Mundane tasks bore me.
73. I would rather feel rejection from others than feel vulnerable due to exposing my views and feelings to others.
74. I avoid rejection.
75. I feel emotional distance with others at times.
76. I want to be useful in society.
77. I am more productive at tasks than other people.
78. I enjoy helping others.
79. When I am in social situations I let others talk first before I disclose what I think or feel.
80. I like being the controller of the finances in my family.
81. I often become the martyr for what I believe.
82. Sometimes it is too much of a bother to go to social events.
83. I am the first to volunteer when asked to do something.
84. I avoid embarrassing situations.
85. I desire being in a position of power.
86. I value being competent.
87. I like an easy going and relaxed approach to life.
88. I show my emotions and let everyone know what I am thinking.
89. I desire to teach others what I know.
90. I value being right.
91. I like to get what I want regardless of what others want.
92. I take very few risks.
93. I can make things happen by taking charge.
94. When people don't recognize that I am right, I have to convince them.
95. My feelings get hurt easily.
96. I don't like extreme weather conditions.
97. I am eager to please others.
98. Once I make up my mind to do something, I do it immediately.
99. I love meeting new people.
100. I would be willing to work at a job and use few of my talents.
101. I love a healthy debate between co-workers or friends.
102. I take a lot of risks in life.
103. I would enjoy a job in sales.
104. I feel the most confident about myself in a safe and supportive environment.
105. There is clear right and wrong way of doing things.
106. I charm others to get them to do what I want.
107. My goal in life is to be the best.
108. I enjoy making new friendships.
109. I refrain from showing emotional expression so that others can't figure me out.
110. I want to make a significant contribution.

111. I would enjoy a job where I work alone.
112. I want to buy expensive cars in order to achieve prestige and acceptance by others.
113. I cannot stop working on a project until it is perfect.
114. I please others to get them to do what I want.
115. I have a low tolerance for any amount of pain.
116. Other people say that I am high-strung.
117. I want to obtain pleasures without waiting.
118. When I can control what happens to me, I feel good.
119. Others may say that I am a workaholic.
120. Ridicule and embarrassment do not bother me.
121. I am reserved with my thoughts and feelings to others.
122. I do not like participating in competitive sports.
123. I am most comfortable when I am in charge.
124. I want to better myself more than I want to be better than others.
125. I do not allow others to take part in my activities or responsibilities.
126. I want others to do I what I say.
127. Other people say that I am neglectful in relationships due to work.
128. I avoid projects that are stressful.
129. I feel the worst when I let people get too involved with me, and open me up for embarrassment.
130. I like the recognition from prestigious logos.
131. I would rather be alone than at a stressful social event.
132. I keep my feelings under control by being composed and reserved.
133. I like to shop in prestigious store locations.
134. If things are tough or difficult, I get easily frustrated.
135. I usually go over my budget to get what I want.
136. I look at people's eyes to see if they are pleased or displeased by my actions.
137. I am able to accomplish a great deal.
138. I need to fulfill other's needs to be accepted by them.
139. I have an easy and fluid pace when I walk.
140. I cannot sit still.
141. I lend money to family and friends.
142. I avoid physical and emotional stress more than I avoid being rejected by others.
143. Others may say that I am bossy.
144. I am very sensitive to other people's expectations.
145. I correct others when they do something that I think is wrong.
146. I wear brand name clothes to be accepted by others.
147. I am the peacekeeper with my friends, family and co-workers.
148. I like being the winner in games.

149. Sometimes it's hard to differentiate between my own feelings and those of other's.
150. It's a hassle for me to sit up straight.
151. I want to out do others at work, school, and with my family to be recognized as the best.
152. I feel motivated when I am around people who care about me.
153. When others acknowledged that I am the best, I really feel good about myself.
154. When I do a project, I look for the best way to do it that is sure to succeed.
155. I feel uncomfortable and worry when I offend someone or if I am in an argument.
156. I would be willing to flirt with someone who does not flirt back.
157. I don't mind being around friends that are fighting or arguing.
158. I am motivated to be better by looking to others to set the standard.
159. My goal in life is to please others.
160. I don't like changes.
161. I like to be recognized when I accomplish something.
162. I exercise regularly.
163. I will deny my own needs to please others at times.
164. I look for ways to better myself.
165. Rejection from others doesn't bother me.
166. I don't like new situations.
167. People take advantage of me because I am too nice.
168. It is more important to wear clothes that feel comfortable than ones that are fashionable.
169. I sometimes spend more money than I can afford to please others.
170. I am active in an exercise program.
171. Others may call me a perfectionist.
172. I avoid physical and emotional stress more than I avoid embarrassing situations or ridicule from others.
173. I have an internal drive that pushes me to achieve high standards and goals.
174. When there are too many people to please, I get frustrated or overwhelmed.
175. I avoid physical and emotional stress more than I avoid losing control over situations or other people.
176. I listen attentively to others.
177. I avoid stress at all costs.
178. I am alert and focused when people are talking to me.

Part II

For each pair choose the word that describes you most.

179. (a) affectionate reserved (b)
180. (a) reliable carefree (b)
181. (a) trusting skeptical (b)
182. (a) perfectionist open-minded (b)
183. (a) creative sensible (b)
184. (a) responsible easygoing (b)
185. (a) defensive aggressive (b)
186. (a) imaginative practical (b)
187. (a) leader follower (b)
188. (a) composed talkative (b)
189. (a) peacemaker controller (b)
190. (a) critical accepting (b)

Demographic Information

Gender (Circle One) Male Female

What is your marital/relationship status? (Circle One)

Married or equivalent	Divorced	Separated
Never Married	Widowed	

What is your age? __ __ Number of People in Your Family? __ __

What is your total family yearly income? (Circle One)

Prefer not to answer	20,000-40,000	100,001-150,000
\$0	40,001 - 80,000	150,001-200,000
Less than 20,000	80,001-100,000	200,001 or above

Employment Status? What is your Occupation? _____

Full-time	Not employed	Homemaker	Retired
Part-time	Student	Disabled	

Education. What is the highest grade achieved (Circle One)

1-6	College	Master's Degree
7-9	Associate Degree's	Doctorate Degree
10-12	Bachelor's Degree	

What is your ethnicity?

White (non-Hispanic)	Native American	Other: _____
Black	Hispanic	Asian

How long have you been at your current job? (Circle One)

Not employed	1-2 years	11-15 years
0-6 months	3-6 years	16-20 years
7-12 months	7-10 years	20 or more years

What are the ages of your siblings? _____

My birth order is: (Circle One)

Oldest child	Second child	Middle Child	Youngest Child	Only Child
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