



Career Personality Inventory™

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Administrator's Guide

Introduction

This brief guide was written to provide additional information for professionals using the *Career Personality Inventory (CPI)*. The *CPI* helps individuals identify the characteristics of their personality based on whole-brain research, tie this information to specific personality types, and then relate this information to career choice and development. It is designed to be self-scored and self-interpreted without the use of any other materials, thus providing immediate results for the respondent and/or counselor. It is appropriate for a wide variety of audiences, from high school to adult.

Summary and Background

As people develop and mature, their preferences, beliefs, and attitudes begin to take shape within their unique personality structure, which in turn influences their everyday behavior, occupational choices, and career development. Research supports the notion that clusters of personality traits can be used to describe people with similar personality types who share occupational interests and preferences for specific work environments. The assessment of personality can provide career counselors with valuable information related to how their clients view and interpret the world.

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Many current theories of career development emphasize psychological factors such as personality as important indicators of preferred occupations and lifestyle patterns. The following sections will describe personality, personality types, and the use of personality types in career counseling.

Understanding Personality

Over the years, psychologists have proposed varying formal definitions of personality. Most of these definitions refer to a collection of psychological traits that comprise the mental functioning of a person. Allport (1937), one of the first psychologists to study personality, described it as the dynamic organization within a person of those psychological systems that determine his or her unique adjustment to the environment. Carver & Scheier (2000) believed that personality is “a dynamic organization, inside the person, of psychophysical systems that create a person’s characteristic patterns of behavior, thought, and feelings” (p. 7). Similarly, Deckers (2005) suggested that personality is a “consistent way of behaving as a result of the interaction between temperament characteristics and social experience” (p. 224). Liptak (2008) described personality as “a consistent style of behaviors and emotional reactions that are present from infancy onward, developing as a result of a combination of heredity and environmental experiences” (p. 92).

While definitions of personality in general have stayed fairly consistent, there has been more debate about the differences between personality *traits* and personality *types*. Lock (2005) suggested that personality traits describe patterns of attitudes, values, and behaviors that represent distinctive ways people think and act, while personality types are *categories* of characteristics or traits that are used to describe the similar characteristics of whole groups of people. He contended that career counselors classify people with similar traits into categories because “it is easier to study a few groups than compare yourself with thousands of separate individuals” (p. 89). Liptak (2008) agreed that classifying people based on personality traits allows people to explore their present behavior and then use that information to better predict how they will behave in a given situation.

Personality Development

Developmental psychologists disagree about how a personality develops over time. Some theorists believe that we are born with certain personality traits and that these traits remain constant throughout the lifespan. Hartman (1998) believed that personality is innate and that “every child is born with a unique set of personality traits” (p. 25). He believed that rather than being dependent on personal history, personality is complete at birth and is present with various genetically inherited traits.

Similarly, Ritenberger (2000) said that each person is born with inherent personality traits, which in turn determine the way the brain develops and how personality expresses itself. She said that personality traits reveal themselves very early in life and remain constant throughout childhood. She concluded that personality characteristics “create our habits, determine how we gather information, communicate with others, and are primarily responsible for brain functioning” (p. 17).

Other personality theorists believe that personality is learned, however. Albert Bandura (1986) suggested that personality was a dynamic interaction among three forces: environmental factors, personal factors, and behavioral actions. He referred to this model as the Triadic Reciprocal Interaction Model because the interaction of these three factors greatly influenced a person’s self-esteem and self-efficacy. Bandura believed that people are self-organizing, proactive, self-reflecting, and self-regulating rather than simply reactive organisms shaped by environmental forces or childhood circumstances. As a result, people’s personalities are not set in stone—not only do they evolve with circumstance, but they can also be consciously shaped by the individual him- or herself.

Allen (2006) took a more holistic approach and suggested that personality is made up of many different components including individual differences, behavioral dimensions, and personality traits. Individual differences refers to the observable differences in people, behavioral dimensions are the different ways in which people act, and personality traits are the internally based psychological characteristics that people possess. Allen concluded that personality is a combination of all of these facets and therefore very difficult to identify and research.

The question of development is important as it speaks to an individual’s ability to consciously alter dimensions of his or her personality to fit a given circumstance. However, regardless of their thoughts on how personality develops, most psychologists agree that personality—however defined—is a driving force in shaping people’s values, behaviors, feelings, and actions.

Personality Types

For years psychologists and psychiatrists have researched and studied personality types. They have concluded that human beings do share distinct personality characteristics that can be used to classify people into types and styles and predict how each style will behave. Carl Jung was one of the first theorists to see human behavior in terms of patterns, and he eventually wrote about four groups of personality types based on their four mental functions: sensing, intuiting, thinking, and feeling (Jung & Hull, 1991).

In the 1950s, the *Myers-Briggs Type Indicator (MBTI)* (Myers, McCaulley, Quenk, & Hammer, 1998) was developed based on Jung’s research to help people

understand and identify personality types. The *MBTI* actually identifies 16 different personality types, but these types are based on four distinct personality patterns that include NFs, NTs, SJs, and SPs (Baron, 1998).

Other theorists have suggested that most people can be categorized among four distinct types. For example, David Keirsey (1998) believed that the 16 types identified on the *MBTI* could easily be partitioned into four groups with common characteristics. He suggested that people can be organized into four temperament types: Idealists, Rationals, Guardians, and Artisans. Liptak (2009) suggested that the use of personality types could help people in the interviewing and job search process and concluded that people could be organized into four types based on their personality characteristics: Achiever, Intuitor, Energizer, and Analyzer.

Whole-Brain Research

In the 1970s, Sperry and Gazzanaga completed a series of studies that showed the brain was divided into two hemispheres that had specialized functions. The functions of these two hemispheres can be seen in Figure 1.

Figure 1: Hemispheric Differences	
Left Hemisphere	Right Hemisphere
Speech/Verbal	Spatial/Musical
Logical, Mathematical	Holistic
Linear	Artistic
Detailed	Symbolic
Controlled	Emotional
Active	Intuitive
Analytical	Creative
Reading/Writing	Abstract
Order	Gestalt

Herrmann (1996) was the first to popularize a four-quadrant model of the brain. Herrmann referred to these quadrants as Logical Abstract, Logical Concrete, Intuitive Abstract, and Intuitive Concrete. Herrmann concluded that the four-quadrant model served to better represent how the brain works, with "four thinking styles metaphorically representing the two halves of the cerebral cortex (Sperry) and the two halves of the limbic system (MacLean)" (p. 15). Such research continues to serve as a basis for defining and categorizing personality types—providing psychologists and researchers with a neurological understanding of how different people function and adapt.

The Importance of Personality in Career Development

The match between personality and occupation and work environment cannot be understated. The assessment and evaluation of personality and the matching between personality and occupations is considered critical in the career planning and decision-making process. Holland, Powell, and Fritzsche (1994) suggested that the primary reason assessing personality is valuable “is that people tend to surround themselves with other people who share interests, competencies, and worldviews and that people search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles” (p. 5).

Liptak (2008) agreed that personality plays as important a role as interests and skills in determining the types of jobs that people will be attracted to and that “the greater the match between your occupation and your personality, the greater life and career satisfaction you will have” (p. 93).

Holland (1997) said that knowing one’s personality pattern and the pattern of various work environments allows predictions to be made about a person’s occupational choice, job changes, vocational achievements, personal competence, and educational and social behavior. Holland believed this so much that he proposed that people’s satisfaction at work is largely dependent on knowing their true personality type and finding work in an occupational environment that agrees with it. Holland believed that there are six major personality types and that people and occupations could be categorized according to a combination of these types. He concluded that congruence—or the degree of similarity between people’s personality type and their work environment—can be assessed and used to predict job satisfaction, job stability, and job performance.

Seligman (1994) suggested that personality influences many career behaviors including how people make career decisions, estimate their probability of success in an occupation, perform on a job, relate to supervisors and coworkers, and enjoy a job. Seligman concluded that “personality inventories can be useful, then, in helping people identify work settings in which they are likely to be successful and also in helping people understand the nature of dissatisfaction or disappointment they might be experiencing with their careers” (p. 153).

Despite the obvious value of using personality assessment as a key factor in career planning, Liptak (2008) cautioned people to be careful when making decisions based on personality types. He offered the following considerations about the relationship between personality and careers:

- People with similar personality types tend to be motivated in the same ways, view the world in similar manners, and engage in similar occupations and leisure activities.

- You will probably not change your basic personality type, but you can change behaviors associated with your basic type.
- All types have unique sets of strengths and weaknesses.
- All the information you read about your type may or may not apply to you all the time.
- Sociological factors such as where you were born and raised, your family life, cultural values passed down to you from your parents, and your educational attainment can influence the intensity of your personality type.
- No single type is better than any other (p. 92).

Career counselors, career coaches, and practitioners have relied on the assessment of personality type as the basis for helping their clients explore occupations, make career decision, and implement those decisions. Part of the problem, however, has been the lack of easy yet reliable career assessments designed to measure personality type. Most career counseling practitioners rely on the results of assessments that have been designed to measure personality patterns for other purposes. These assessments provide general personality information, but it often is not tied directly to occupations and career choices. What has been absent from the professional literature has been a personality types assessment specifically designed to measure career interests. The next section will further describe the need for such an instrument.

Need for the *CPI*

The *Career Personality Inventory (CPI)* is designed to meet the need for a brief assessment to help people identify their primary personality type when making career decisions, exploring occupational information, and succeeding in the workplace. It is based on the notion that personality types can be an excellent predictor of occupational choice, satisfaction, and stability.

Even though personality theory and personality type have been proposed as a way to help people explore occupations and make occupational choices, very few assessments have been developed specifically for career counselors to use in helping people make effective career choices. Many of the current assessments of personality are too generalized and fail to focus on the specific relationship between careers and types. The *CPI* is designed to help people explore their personality type and make effective occupational choices based on their type.

The *CPI* is intended for use in any type of program that provides career counseling or vocational guidance, including comprehensive career guidance programs, employment counseling programs, rehabilitation counseling programs, college counseling centers, college career and placement offices, outplacement programs, prisons and parole-oriented programs, military transition programs,

school-to-work programs, welfare-to-work programs, and employee development programs.

Administration and Interpretation

The *CPI* has been designed for ease of use. It can be easily scored and interpreted by the respondent. The assessment consists of 80 items that have been grouped into four scales that are representative of the four personality types identified in the literature. Each assessment also includes scoring directions, an interpretation guide, an occupations identification guide, and a career exploration worksheet.

The *CPI* can be administered to individuals or to groups. It is written for individuals at or above the eighth grade level. Because none of the items are gender specific, the *CPI* is appropriate for a variety of audiences and populations.

Administering the *CPI*

The *CPI* can be self-administered and the inventory booklets are consumable. A pencil or pen is the only other item necessary for administering, scoring, and interpreting the inventory. The first page of the inventory contains spaces for normative data including name, date, gender, and age. Instruct each respondent to fill in the necessary information. Then read the description and directions on the first page while all respondents follow along. Test administrators should ensure that each respondent clearly understands all of the instructions and the response format. Respondents should be instructed to mark all of their responses directly on the inventory booklet. The *CPI* requires approximately 15–20 minutes to complete.

Steps of the CPI

The *CPI* uses a series of steps to guide respondents. In Step 1, respondents are asked to circle the words (out of the 80 provided) that represent characteristics they possess. Respondents are asked to read each word and then circle only those that are descriptive of their personality.

In Step 2, respondents add their scores for each section (the total of the numbers they circled for each of the four 20-item sections) and put that number in the total space at the end of each row. For example, if the respondent circled 12 words of a given section (meaning the respondent felt the statements were descriptive of him or her), that person's total score for that section would be 12. Brief descriptions of the four types are included.

Step 3 helps respondents interpret their scores and identify whether their scores were in the low, average, or high ranges. Based on that analysis, they explore the profile for their most dominant personality type(s). Step 3 also provides a

description of the four personality types in general, the preferred learning style of people with that type, and workplace strengths. Then, specific personality descriptions for each subtype (Optimist, Optimist/Realist, Optimist/Analyst, Optimist/Idealist, etc.) are provided along with preferred occupations.

Please note that if respondents scored much higher on one scale than the rest, that scale would represent the respondent's personality type. For example, if the respondent scored high on the Analyst scale and low on the rest of the scales, the respondent's personality type would be Analyst. However, if the respondent scored in the high range on two scales, his or her personality type would be a combination of the two scales. For example, if the respondent scored high on the Analyst and the Idealist scales, the respondent's personality type would be Analyst/Idealist.

Step 4 helps respondents reflect on the strengths and preferred occupations of their specific personality type. Career exploration materials are suggested.

Understanding and Interpreting *CPI* Scores

The *CPI* yields content-referenced scores in the form of raw scores. A raw score, in this case, is the total of the words circled for each of the 20 self-report personality characteristics for the four scales. The performance of individual respondents or groups of respondents can only be evaluated in terms of the mean scores on each of the scales.

For each of the scales on the *CPI*:

Scores from 0 to 6 are Low and indicate that the respondent does not possess many of the characteristics of this personality type.

Scores from 7 to 13 are Average and indicate that the respondent possesses some of the characteristics of this personality type.

Scores from 14 to 20 are High and indicate that the respondent possesses many of the characteristics of this personality type.

Respondents generally have one or two areas in which they score in the high or high-average categories. Respondents should use the information provided to explore occupations of interest, reflect on workplace strengths and preferred learning styles, and develop insight for making effective occupational decisions.

Scales Used on the CPI

Because the primary objective of this instrument is to help people learn more about their primary personality type, the *CPI* is organized around four scales that represent four major personality types. These scales were chosen as representative based on a literature review related to personality and personality styles. The personality types are as follows:

Optimist: Optimist personality types are generous, fun-loving, and adventurous. They enjoy living their life here-and-now and rarely think about what will happen in the future. They value freedom and hate to feel controlled or obligated. They are spontaneous and trust their own impulses to help them make decisions. They live for a variety of experiences and recover easily from setbacks. They like to see the tangible results of their work and will take any risks necessary to meet the challenges in their lives. They respond well to challenges and crises, but take immediate action and then quickly lose interest. They do not like rules, routines, or structured work environments. They like working with practical, action-oriented people.

Analyst: Analyst personality types are innovative, inquisitive, and logical. They highly value competency and intellectual knowledge. They strive to be able to understand and explain how the natural world works. To do so, they use their insight and intellect to create theories and models to develop better understanding of the world around them. They are adept at understanding and synthesizing complex information, and they develop and focus on long-range goals. They are not very interested in the day-to-day details, but are more interested in making a unique contribution in their area of specialization. They value independence and autonomy and can be argumentative and opinionated. They enjoy work environments that have objective standards and where they can attain recognition from peers.

Realist: Realist personality types are realistic, practical, and responsible. They like to be fully in charge of their duties. They want to be valuable parts of any organization and will take on additional assignments to make a contribution. They have a strong work ethic and believe that hard work is the most important factor in being successful. They bring tremendous stability to any organization. They want their supervisors to judge their performance based on a specific set of job responsibilities. They do not like change, especially if they do not understand the reason for it. They value common sense, not theories, vague information, or abstract thinking.

Idealist: Idealist personality types are warm and compassionate. They are optimistic and enjoy work that allows them to use their creativity and individuality and to use their insight and helpful nature to benefit other people. They are sensitive to the needs of others and are skilled at bringing out the best in others. They like to be mentally stimulated and often come with new and interesting ideas and solutions to problems. They enjoy working in friendly, conflict-free environments where personal growth and development are encouraged by supervisors. They put a great deal of energy into projects and are easily disappointed when projects do not turn out as expected. They genuinely want to learn about and better understand themselves.

Illustrative Case Using the CPI

Susan is a freshman at a mid-sized university and is struggling to determine what kinds of occupations to pursue. She enjoys hanging out with friends, camping, and listening to music. When asked what she felt passionate about, she drew a blank. She took the *CPI* to help get her started thinking about the types of occupations she would be best suited for and then translate that information into a college major. Her scores on the *CPI* were as follows:

Optimist = 11

Realist = 18

Analyst = 12

Idealist = 19

As can be seen from her results on the *CPI*, Susan scored in the “High” range for the Idealist (19) scale and the Realist (18) scale. On the *CPI*, when test-takers score high in one category to the exclusion of the others, they can be confident that they are strongly one personality type. However, when people score high in two categories, they are able to use both important aspects of their personality in their career planning. Susan agreed that she was very warm and considered herself a “people-person.” She was also optimistic and creative and wanted to use these traits to help others in some way. She realized that she wanted to help others but was not sure how. People who are primarily Idealist often choose occupations such as counseling, psychology, or teaching. Susan did not think that those occupations best suited her, due, in part, to her Realist tendencies. Upon reviewing the information related to Realistic personality types, Susan realized that she got along well with other people, was a great communicator, and was very persuasive.

Although she had not remembered to tie them into the conversations about her career previously, Susan now talked about working on the high school yearbook committee and coordinating several fundraisers. She identified several occupations of interest listed on the *CPI*, including public relations and advertising. She loved to get up in front of other people and talk. She was creative and organized. It seemed that a communications major with a specialization in public relations was a good fit. A thorough analysis of her personality type allowed Susan to identify how her personality influenced her interests, skills, and talents.

Research and Development

This section outlines the stages involved in the development of the *Career Personality Inventory*. It includes guidelines for development, item construction, item selection, item standardization, and norm development and testing.

Guidelines for Development

The *CPI* was developed to fill the need for a quick, reliable instrument to help people identify their personality type, preferred learning style, workplace strengths, and occupations related to each personality type.

The inventory consists of four scales, each containing 12 personality descriptors that represent the scales. It also provides counselors and job search specialists with information that they can use to help their clients and students make more effective career decisions. The *CPI* was developed to meet the following guidelines:

- 1. The instrument should measure a wide range of personality types.** To help people identify a specific personality type and use the strengths of this type to make effective occupational decisions to ensure job satisfaction, success, and stability, four scales were developed that were representative of the personality types reviewed in the literature. The four scales on the *CPI* include Optimist, Analyst, Realist, and Idealist.
- 2. The instrument should be easy to use.** The *CPI* uses a four-column word-choice format that allows respondents to quickly determine their strongest personality type. The format makes it easy to complete, score, and interpret the assessment and helps people learn more about their personality type, the strengths and weaknesses of this type, and ways to ensure occupational success.
- 3. The instrument should be easy to administer, score, and interpret.** The *CPI* utilizes a consumable format that guides the test-taker through the four steps necessary to complete the *CPI*.
- 4. The instrument should apply to both men and women.** Norms for the *CPI* have been developed for both men and women.
- 5. The instrument should contain items which are applicable to people of all ages.** Norms developed for the *CPI* show an age range from 18 to 56.

Scale Development

The author's primary goal was to develop an inventory that measures and identifies a person's personality type based on their brain dominance. From this information, four career personality types were explored and developed.

In order to ensure that the inventory content was valid, the author conducted a thorough review of the literature related to the topics of personality, brain dominance, personality types, and career personalities. A variety of both academic and professional sources were used to identify the four personality types that make up the scales on the *CPI*. Figure 2 shows some of the sources

that were cross-referenced in order to identify common scales among the sources.

Figure 2: Theories Based on Four Personality Types	
Source	Personality Types
<i>MBTI</i>	NF, NT, SJ, SP
Keirsey	Idealists, Rationals, Guardians, Artisans
Hippocrates	Sanguine, Melancholic, Choleric, Phlegmatic
Chinese Psychology	Earth, Air, Water, Fire
Herrman Brain Dominance	Upper Left, Upper Right, Lower Left, Lower Right

The following charts highlight the similarities between the scales on the *Career Personality Inventory* and the four primary patterns of Jung's research (Figure 3) and the 16 personality types measured on the *MBTI* (Figure 4).

Figure 3: Similarities between Jung/ <i>MBTI</i> Personality Patterns and <i>CPI</i> Scales	
Jung/ <i>MBTI</i> Theme	<i>CPI</i> Scale
SP – People who are motivated by a need for freedom and action and who value and enjoy living in the here and now.	Optimist
NT – People motivated by a need to understand the world around them, who value competency and the powers of the mind.	Analyst
SJ – People who are motivated by a need to be useful and of service, who like administering and being in charge.	Realist
NF – People motivated by a need to understand themselves and others, who value authenticity and autonomy and strive for an ideal world.	Idealist

Figure 4: Similarities Between <i>MBTI</i> Personality Types and <i>CPI</i> Scales	
<i>MBTI</i> Personality Types	<i>CPI</i> Scale
ESTP, ESFP, ISTP, ISFP	Optimist
ENTJ, ENTP, INTJ, INTP	Analyst
ESTJ, ESFJ, ISTJ, ISFJ	Realist
ENFJ, ENFP, INFJ, INFP	Idealist

Figure 5 highlights the similarities between Keirsey's four Temperament Types and scales on the *Career Personality Inventory*, while Figure 6 shows the correlation between the brain hemisphere research and *CPI* scales.

Figure 5: Similarities Between Keirsey Temperament Types and <i>CPI</i> Scales	
Keirsey Temperament Type	<i>CPI</i> Scale
Artisans – Highly skilled in implementing goals. They are strong in promoting and operating, or displaying and composing.	Optimist
Rationals – Highly skilled in strategic analysis. They are strong in marshalling and planning, or inventing and configuring.	Analyst
Guardians – Highly skilled in logistics. They are strong in administering, protecting, and providing for others.	Realist
Idealists – Highly skilled in communicating and cooperating to get things done. They are strong in diplomacy, teaching, counseling, and tutoring.	Idealist

Figure 6: Similarities Between Brain Hemispheres (Herrman, 1996) and *CPI* Scales

Brain Hemisphere	<i>CPI</i> Scale
Upper Right Hemisphere: Holistic, intuitive, synthesizing brain	Optimist
Upper Left Hemisphere: Logical, analytical, fact-based brain	Analyst
Lower Left Hemisphere: Organized, planned, detailed brain	Realist
Lower Right Hemisphere: Interpersonal, emotional, feeling-based brain	Idealist

As can be seen, the scales on the *CPI* share many characteristics of other well-established personality theories and models and is based on decades, if not centuries, of research.

Item Selection

A large pool of items that were representative of the four major scales on the *CPI* was developed and later revised. This enabled the elimination of items which did not correlate well. In developing items for the *CPI*, the author used language that is currently being used in the career and job search literature, research, and job training and counseling programs. After the items were developed, they were reviewed and edited for clarity, style, and appropriateness for identifying personality types that affect how people are attracted to occupations based on their personality type. Items were additionally screened to eliminate any reference to sex, race, culture, or ethnic origin.

Item Standardization

The *CPI* was designed to measure a person's personality type and then show users how that type can be used to make effective career decisions. A pool of more than 40 descriptors per category was generated from a review of existing personality inventories. These descriptors were chosen from existing personality inventories such as the *Myers-Briggs Type Indicator*, as well as popular personality systems (see Figure 7 for information). The author identified adult populations to complete drafts of the *CPI* in order to gather data concerning the specific descriptors that were related to each personality type.

Research suggests that the use of qualified judges can be reliable and valid for scale construction (Burisch, 1978). Therefore, three independent judges with expertise in career counseling were asked to assist in the development of a pool of reliable and valid items. These qualified judges verified the content, form, and placement of the items into the interest categories; confirmed specific homogeneous personality scales; and eliminated redundant personality items. All the judges were currently working or had previously worked in career counseling positions.

Each judge was given a list of 40 personality descriptors and asked to place the items into the four scale descriptions for the *CPI*. Judges were to verify each item's form as a descriptor, verify the placement of each item by moving items to appropriate scales, and eliminate or combine redundant items. Judges were allowed to take the items with them to sort. The instructions allotted space for the judges to suggest items, move items to other categories, and make comments.

From this research, a final pool of 20 personality descriptors was chosen that best represented the four personality types represented on the *CPI*.

This initial research yielded information about the appropriateness of items for each of the *CPI* scales, reactions of respondents concerning the inventory format and content, and reactions of respondents concerning the ease of administration, scoring, and profiling of the *CPI*. The items chosen for each scale were purposely kept generic and generally positive in nature. Items which were negative were eliminated. The data collected was then subjected to split-half correlation coefficients to identify the items which best represented the four scales on the *CPI*. The items accepted for the final form of the *CPI* were again reviewed for content, clarity, and style. Careful examination was conducted to eliminate any possible gender or race bias.

Figure 7: Personality Systems Reviewed to Identify <i>CPI</i> Items	
Personality System	Researcher(s)
True Colors	Roger Birkman (1995)
Personality Plus	Florence Littauer (1992)
Birth Order Effect	Cliff Isaacson & Kris Radish (2002)
The Enneagram	Don R. Riso & Russ Hudson (2000)
The Personality Compass	Diane Turner & Thelma Greco (1998)
Temperament Finder	Tim LaHaye (1984)
The Color Code	Taylor Hartman (1998)

Reliability

Reliability is often defined as the consistency with which a test measures what it purports to measure. Evidence of the reliability of a test may be presented in terms of reliability coefficients, test-retest correlations, and interscale correlations. Tables 1, 2, and 3 present these types of information. As can be seen in Table 1, the *CPI* showed very strong internal consistency validity with split-half correlations ranging from .90 to .94. All four of these correlations were significant at the .01 level. To establish test-retest reliability, one month after the original testing, 40 people in the sample population were re-tested using the *CPI* (see Table 2). Test-retest correlations for the *CPI* ranged from .861 to .911. All of these correlations were also significant at the .01 level. Table 3 shows the correlations among the *CPI* scales. The *CPI* showed very strong interscale correlations with the largest correlation being among the Analyst and Optimist scales (.412). All of the other interscale correlations were much smaller, adding to the independence of each of the scales on the *CPI*. In fact, many of the scales had negative correlations.

Validity

Validity is often defined as the extent to which a test measures what it purports to measure. Evidence of validity for the *CPI* is presented in the form of means and standard deviations, criterion-related validity, and construct validity. Table 4 shows the scale means and standard deviations for men and women who completed the *CPI*. Note that women scored highest on the Idealist ($M = 12.98$) scale and lowest on the Analyst ($M = 10.25$) scale. This suggests that women, based on their personality type, are optimistic and enjoy work that allows them to use their creativity, individuality, and helpful nature to benefit others. They are sensitive to the needs of others and are skilled at bringing out the best in others.

Men scored highest on the Optimist ($M = 13.99$) scale and scored lowest on the Realist ($M = 10.44$) scale. This suggests that men, based on their personality type, are spontaneous and trust their own impulses to help them make decisions. They live for a variety of experiences and recover easily from setbacks. They like to see the tangible results of their work and will take any risks necessary to meet challenges.

For construct validity, Table 5 shows the correlations of the *CPI* scales with the *Myers-Briggs Type Indicator (MBTI)*. As can be seen in the table, the *CPI* is highly correlated with the *MBTI*. The correlation revealed some interesting results. For example, the Optimist scale on the *CPI* and the Extrovert scale on the *MBTI* had significant correlations at the .01 level. The Introvert scale on the *MBTI* was correlated with two scales on the *CPI*: the Realist scale and the Idealist scale. Analysts on the *CPI* correlated well with Thinking and Judging, while Idealists on the *CPI* tended to be very Intuitive in nature. These results illustrate that both assessments are measuring the same traits.

Criterion-related validity was developed by measuring the number of times a hit occurred between scores on the *CPI* and the *MBTI*. The Committee to Develop Standards for Educational and Psychological Testing (1985) suggested that criterion and prediction information in a study should be obtained simultaneously in order to determine criterion-related validity. To do this, each time a person had similar scores on both the *CPI* and *MBTI*, a “hit” was recorded (see Table 6). For example, a high score of Idealist on the *CPI* was considered a hit when it corresponded with one of the four similar scales on the *MBTI* (INFP, ENFP, INFJ, or ENFJ). As can be seen from the results, the *CPI* appears to be predictive of personality type.

Table 1: Internal Consistency (Split-Half Correlations) *	
Scale	Correlation Coefficient
Optimist	.92**
Analyst	.94**
Realist	.91**
Idealist	.90**

* N = 39

** Correlation significant at the 0.01 level

Table 2: Stability (Test-Retest Correlation) * +	
Scale	Correlation Coefficient
Optimist	.911**
Analyst	.861**
Realist	.891**
Idealist	.900**

* N = 40

+ 1 month after original testing

** Correlation significant at the 0.01 level

Table 3: <i>CPI</i> Interscale Correlations *				
	Optimist	Analyst	Realist	Idealist
Optimist	1			
Analyst	.412	1		
Realist	-.124	.153	1	
Idealist	-.049	-.134	.292	1

* N = 159

Scale	Total (N = 347)		Male (N = 188)		Female (N = 159)	
	Mean	SD	Mean	SD	Mean	SD
Optimist	12.69	4.1	13.99	3.9	11.16	3.9
Analyst	11.74	3.7	13.00	3.7	10.25	3.2
Realist	10.86	3.3	10.44	3.2	11.36	3.3
Idealist	11.84	4.2	10.88	3.7	12.98	4.5

Scales	Extrovert	Introvert	Sensing	Intuiting	Thinking	Feeling	Judging	Perceiving
Optimist	.860**	-.879**	.323*	-.323*	-.361*	.361*	-.382*	.384*
Analyst	-.256	.273	.391*	-.391*	.612**	-.612**	.428**	-.390*
Realist	-.479**	.497**	-.410**	.410**	-.067	.067	.016	.008
Idealist	-.538**	.508**	-.707**	.707**	-.323*	.323*	-.176	.144

* Correlation significant at the 0.05 level (2-tailed)

** Correlation significant at the 0.01 level (2-tailed)

Scales	# of Hits	% Hits
Optimist	34	87%
Analyst	33	85%
Realist	35	90%
Idealist	37	95%

* N = 39

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About the Author

John Liptak, Ed.D., is one of the leading developers of quantitative and qualitative assessments in the country. He is the Associate Director of the Experiential Learning and Career Development office at Radford University in Radford, Virginia. He provides career assessment and career counseling services for students and administers and interprets a variety of career assessments. Dr. Liptak focuses on helping students develop their careers by becoming engaged in a variety of learning, leisure, and work experiences. In addition to the *CPI*, Dr. Liptak has created the following assessments for JIST Publishing: *Transferable Skills Scale (TSS)*, *Career Exploration Inventory (CEI)*, *Transition-to-Work Inventory (TWI)*, *Job Search Knowledge Scale (JSKS)*, *Job Survival and Success Scale (JSSS)*, *Barriers to Employment Success Inventory (BESI)*, *Job Search Attitude Inventory (JSAI)*, and *College Survival and Success Scale (CSSS)*.