

# **Theory of Five-Factor Model**

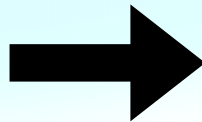
## **The Big Five Personal Traits**

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# The Big Five personality traits

## Basic dimensions of personality

- Openness to experience
- Conscientiousness
- Extraversion
- Agreeableness
- Neuroticism

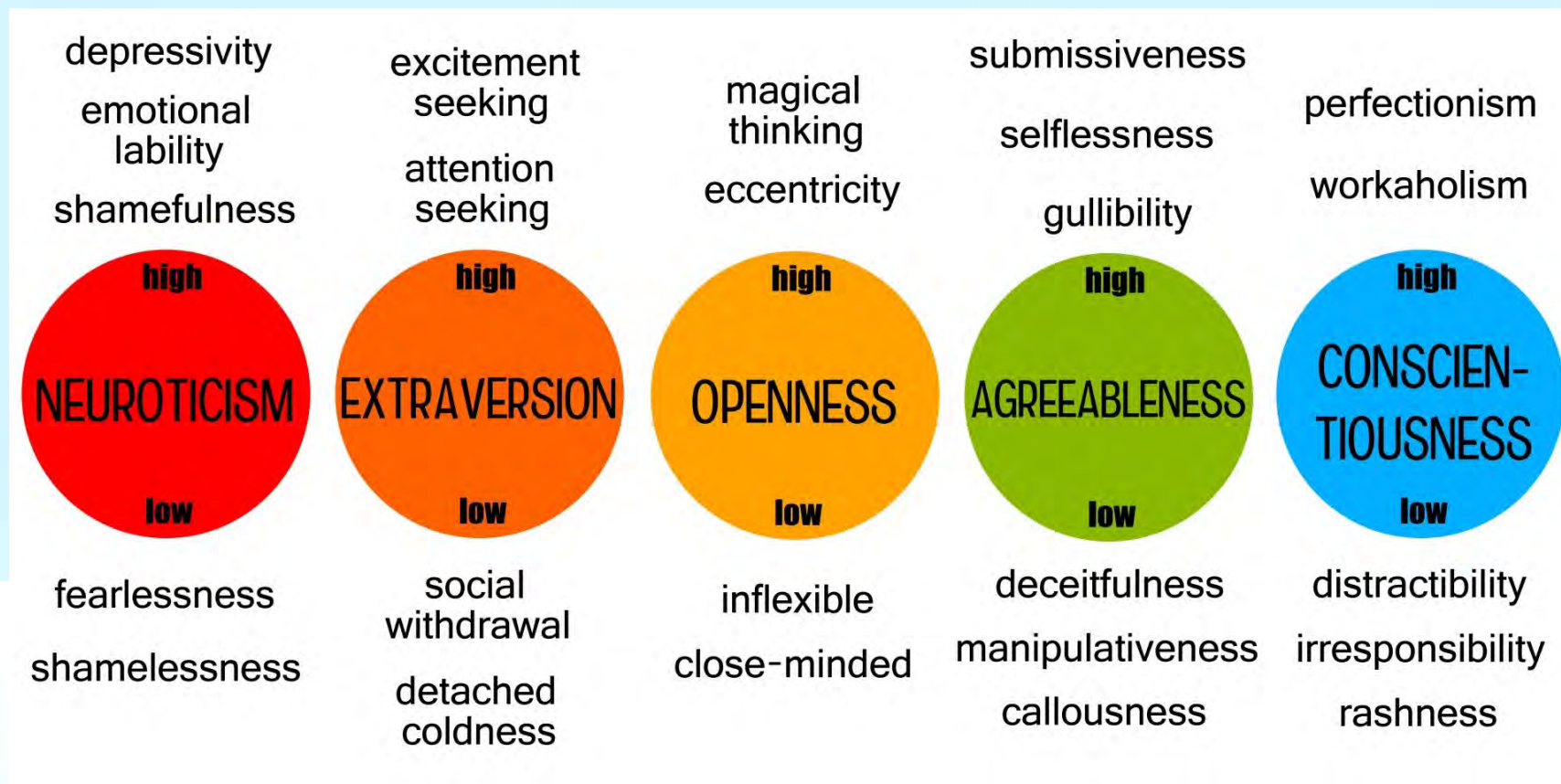


**'OCEAN'**

- 'The FFM could provide a common language for psychologists from different traditions, a basic phenomenon for personality theorists to explain, a natural framework for organizing research, and a guide to the comprehensive assessment of individuals that should be of value to educational, industrial/organizational, and clinical psychologists.'

- often represented as a spectrum
- individuals falling somewhere along each dimension
- various personality assessment tools and questionnaires are developed
  - Eg. NEO-PI-R and the Big Five Inventory (BFI)
- simplicity and ability to capture the major dimensions of personality
- framework for understanding how individuals differ in their behavior, motivations, and preferences
- applied in various fields:
  - Eg. psychology, business, human resources, career development, etc.





- Five fundamental dimensions of personality that can be used to characterize and understand individual differences in personality traits

**Table 1**  
**Examples of Adjectives, Q-Sort Items, and Questionnaire Scales Defining the Five Factors**

Factor		Factor definers		
Name	Number	Adjectives <sup>a</sup>	Q-sort items <sup>b</sup>	Scales <sup>c</sup>
Extraversion (E)	I	Active	Talkative	Warmth
		Assertive	Skilled in play, humor	Gregariousness
		Energetic	Rapid personal tempo	Assertiveness
		Enthusiastic	Facially, gesturally expressive	Activity
		Outgoing	Behaves assertively	Excitement Seeking
		Talkative	Gregarious	Positive Emotions
Agreeableness (A)	II	Appreciative	Not critical, skeptical	Trust
		Forgiving	Behaves in giving way	Straightforwardness
		Generous	Sympathetic, considerate	Altruism
		Kind	Arouses liking	Compliance
		Sympathetic	Warm, compassionate	Modesty
		Trusting	Basically trustful	Tender-Mindedness
Conscientiousness (C)	III	Efficient	Dependable, responsible	Competence
		Organized	Productive	Order
		Planful	Able to delay gratification	Dutifulness
		Reliable	Not self-indulgent	Achievement Striving
		Responsible	Behaves ethically	Self-Discipline
		Thorough	Has high aspiration level	Deliberation

Neuroticism (N)	-IV	Anxious	Thin-skinned	Anxiety
		Self-pitying	Brittle ego defenses	Hostility
		Tense	Self-defeating	Depression
		Touchy	Basically anxious	Self-Consciousness
		Unstable	Concerned with adequacy	Impulsiveness
		Worrying	Fluctuating moods	Vulnerability
Openness (O)	V	Artistic	Wide range of interests	Fantasy
		Curious	Introspective	Aesthetics
		Imaginative	Unusual thought processes	Feelings
		Insightful	Values intellectual matters	Actions
		Original	Judges in unconventional terms	Ideas
		Wide interests	Aesthetically reactive	Values

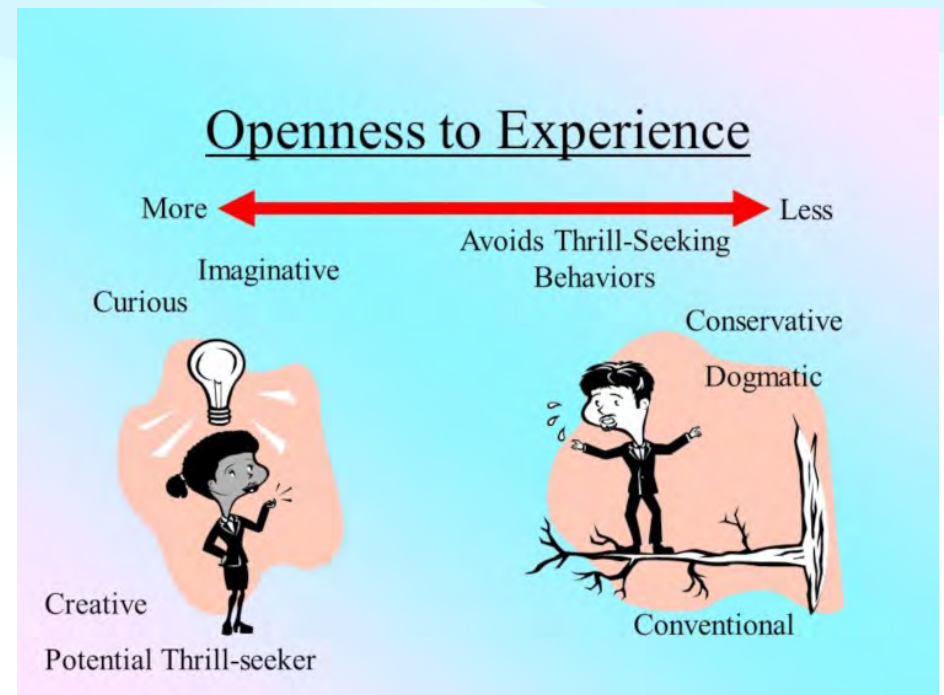
- a. Adjective Check List items defining the factor in a study of 280 men and women rated by 10 psychologists serving as observers during an assessment weekend at the Institute of Personality Assessment and Research (John, 1989a).
- b. California Q-Set items from self-sorts by 403 men and women in the Baltimore Longitudinal Study of Aging (McCrae, Costa, & Busch, 1986).
- c. Revised NEO Personality Inventory facet scales from self-reports by 1,539 adult men and women (Costa, McCrae, & Dye, 1991).



<https://www.youtube.com/watch?v=IB1FVbo8TSs>

# Openness to experience

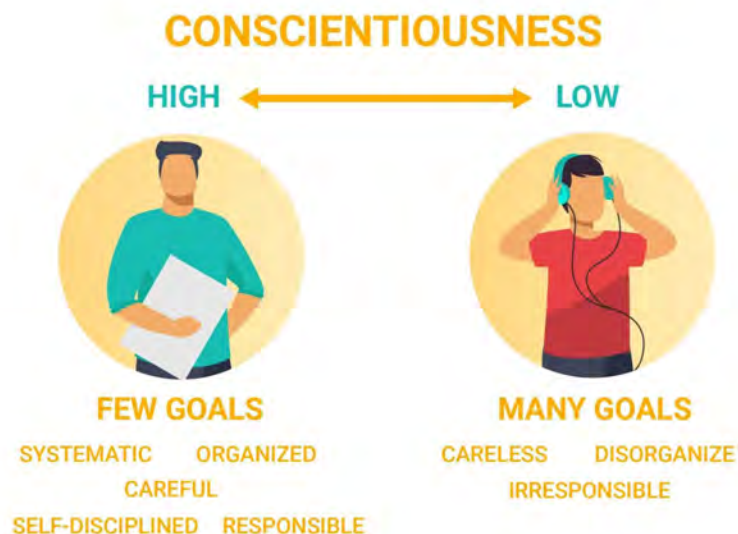
- general appreciation for art, emotion, adventure, unusual ideas, imagination, curiosity, and variety of experience
- intellectually curious, sensitive to beauty, and willing to try new things
- tend to be more creative and more aware of their feelings (compared to closed people)
- more likely to hold unconventional beliefs
- unpredictable or lacking focus, and more likely to engage in risky behaviour or drug-taking
- pursue self-actualization specifically by seeking out intense, euphoric experiences vs. dogmatic and closed-minded





# Conscientiousness

- tendency to be self-disciplined, act dutifully, and strive for achievement against measures or outside expectations
- related to people's level of impulse control, regulation, and direction
- preference for planned rather than spontaneous behaviour
- High conscientiousness: stubborn and focused
- Low conscientiousness: flexibility and spontaneity, but also sloppiness and lack of reliability
- The average level of conscientiousness rises among young adults and then declines among older adults



# Extraversion

- characterised by breadth of activities, surgency from external activities/ situations, and energy creation from external means
- engagement with the external world
- enjoy interacting with people, and are often perceived as energetic
- enthusiastic and action-oriented
- possess high group visibility, like to talk, and assert themselves, may appear more dominant in social setting

# Extraversion

- Introverts: lower social engagement and energy
- quiet, low-key, deliberate, and less involved in the social world
- lack of social involvement should not be interpreted as shyness or depression; but as greater independence of their social world than extraverts
- need less stimulation, and more time alone than extraverts. This does not mean that they are unfriendly or antisocial
- people are a combination of extraversion and introversion



# Agreeableness

- general concern for social harmony
- value getting along with others
- considerate, kind, generous, trusting and trustworthy, helpful, and willing to compromise their interests with others
- have an optimistic view of human nature
- Disagreeable:
  - place self-interest above getting along with others
  - unconcerned with others' well-being and are less likely to extend themselves for other people
  - their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative
  - competitive or challenging



# Neuroticism

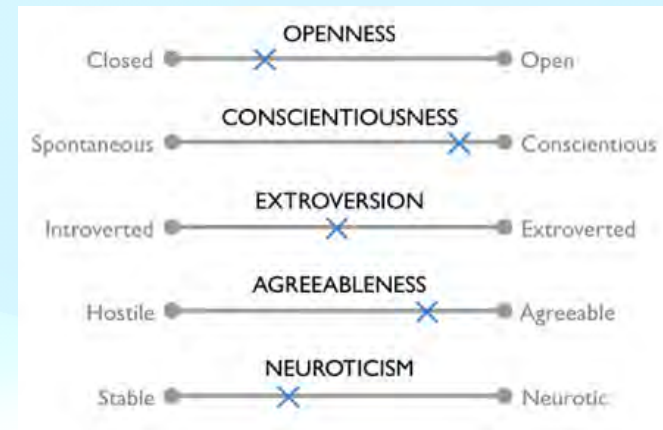
## TOP 7 TRAITS OF NEUROTICISM



- tendency to have strong negative emotions, such as anger, anxiety, or depression
- emotional instability
- associated with low tolerance for stress or strongly disliked changes
- classic temperament trait that has been studied in temperament research for decades
- emotionally reactive and vulnerable to stress
- problems in emotional regulation → less clear thinking, worse decisions, and cope less effectively with stress
- disappointed with one's life achievements can make one more neurotic and increase one's chances of falling into clinical depression
- tend to have worse psychological well-being

# Big Five personality traits VS. Myers-Briggs Type Indicator (MBTI)

- Nature of the Model
- Number of Factors/Types
- Scientific Validity
- Flexibility
- Practical Applications
- Psychological Traits vs. Preferences



## 16 PERSONALITIES



# Application in medical education

- Selection of Medical Students
- Curriculum Development
- Clinical Skills Development
- Residency and Specialty Selection
- Stress Management and Well-Being
- Interprofessional Education
- Professional Development
- Patient-Centered Care
- Assessment and Feedback
- Mentorship and Support





ORIGINAL ARTICLE

## Effects of nurses' personality traits and their environmental characteristics on their workplace learning and nursing competence

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### Abstract

**Aim:** A good fit between an individual's personality traits and job characteristics motivates employees, and thus enhances their work behavior. However, how nurses' personality traits and their environmental characteristics relate to nurses' engagement in workplace learning, which improves their competence, has not been investigated. The aim of this study was to investigate how nurses' personality traits, environmental characteristics, and workplace learning were related to nursing competence.

**Methods:** A cross-sectional survey design was used. Questionnaires were distributed to 1167 Japanese registered nurses. Multiple regression analysis was used to examine the relationships between nurses' personality traits, the environmental characteristics, the nurses' engagement in workplace learning, and their competence.

**Results:** A total of 315 nurses returned questionnaires (i.e., a return rate of 27.0%). The results showed that both the personality traits (extraversion, conscientiousness, openness to experience) and environmental characteristics (autonomy at work and feedback given) were related to workplace learning and self-rated nursing competence. The results also showed that the relationship between extraversion (active, adventurous and ambitious dispositions of an individual) and self-rated nursing competence was moderated by environmental characteristics, and partially mediated by workplace learning.

**Conclusion:** Positive personality traits, such as extraversion, conscientiousness, and openness to experience could enhance workplace learning and nursing competence. Moreover, environmental characteristics that allow nurses to express their personality traits have the potential to improve their learning and competence further.

**Key words:** environmental characteristics, nursing competence, personality traits, workplace learning.