Personality Psychology

Personality Psychology

FOUNDATIONS AND FINDINGS

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PEARSON

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Dedication

To Dimitri, with all my love, except for the chapter on resilience [not included in the Canadian edition]—that is dedicated to my mother, who taught me all I know on the subject and who passed away when that chapter was being written.
M.M.

To my son, Soren, my greatest inspiration.
S.P.

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PREFACE

What makes this book different from many of the current textbooks on personality psychology? This book is firmly evidence-based: It focuses on what psychologists have discovered about the human personality.

This mission is directly reflected in the title of the book: *Personality Psychology: Foundations and Findings*. *Foundations* refers to the basic questions and accumulated knowledge in each of the areas of traits, genetics, neuroscience, self and identity, intrapsychic aspects, regulation and motivation, and cognition as they apply to the human personality. *Findings* refers to the cutting-edge research in each of these areas in which personality psychologists are actively engaged every day. By studying both of these parts of the research process, you will have a context for understanding new developments in the field.

In the process of learning about research, we hope you will learn about yourself, the people around you, and how personality psychology applies to your everyday life. In addition, we hope that you learn more about the Canadian researchers conducting studies in psychology and get inspired to keenly observe and maybe even conduct your own research on the human personality. But more than that, we hope that this grounding in basic research will help you understand and interpret new discoveries in psychology and related fields as they occur in the future. Although theories may be refined and facts updated, the scientific method of evaluating findings and putting them together to build an understanding of the human personality will outlast every edition of this book.

For Instructors: Approach of This Book

This book reflects personality research as contained in the *Handbook of Personality Psychology* (John, Robins, & Pervin, 2008) rather than strictly an overview of the theories or schools of personality psychology. For many years, there has been this unusual split between what personality psychologists do (research), and what students learn in a personality course (theories). We believe that there is a place for both kinds of courses in most schools. Each of the authors happens to teach in a psychology department that is committed to research. In Marianne's department, psychology majors take four labs in addition to Research Methods and Statistics, and every one of them writes a senior thesis, sometimes involving original research. She has been teaching both social psychology and personality psychology with labs for over 20 years. In Stephen's department, psychology honours students are expected to conduct an original research project that contributes in a meaningful way to the psychological literature. He established a forensic specialization program at the UBC Okanagan campus—the first of its type at the undergraduate level—in which select psychology honours students have the opportunity not only to conduct original research on issues at the intersection of psychology and law but also to work with forensic populations such as criminal offenders or victims of crime.

As instructors, we encourage you to take a look at our research-based view of personality. From our experience teaching, we have a pretty good sense of the kinds of studies that pique students' interests and that they can make sense out of, even if they haven't had an entire course in research methods. Of course, you may want to emphasize certain methods and techniques more—or less—than others depending on the needs of your students, just as you may wish to skip entire chapters or sections of chapters. In skipping chapters, we urge you to cover at least one of the chapters in the final section examining the whole person—gender or sexual orientation, as these topics build on material covered in the earlier chapters.

Supplements

To help you in this approach, there are a number of supplements to help students master the foundations and findings of personality psychology, and to appreciate research findings in personality psychology today. Pearson Education is pleased to offer the following supplements to qualified adopters:

Instructor's Resource Manual: Designed to make your lectures more effective and save you preparation time, this resource gathers together the most effective activities and strategies for teaching your course. Materials are broken up by chapter and include chapter outlines, key terms, lecture suggestions and discussion topics, and classroom activities. Available for download on the Instructor's Resource Center at www.pearsonhighered.com

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For Students: Key Features

This Canadian edition of the textbook has been revised in a number of major and minor ways. The biggest change is the integration of all things Canadian, from research to researchers, relevant statistics, and law. Another of the more major revisions was a reorganization of the chapters to improve the flow of the topics. To discover all of the great new modifications to this book, you'll have to read through it, but here are a few highlights from each of the chapters to get you excited:

- A discussion of the Canadian Psychological Association research guidelines (Chapter 1)
- A profile of Ryan Gosling (!) and current research on personality models (e.g., the HEXACO model) proposed by researchers from the University of Calgary and Brock University (Chapter 2)
- Canadian studies on personality and social media (Chapter 3)
- Research conducted on the influence of the Big Five personality traits in the workplace (Chapter 4)
- Research conducted at the University of British Columbia's Okanagan campus on false memories (Chapter 5)
- Cross-cultural psychology research (Chapter 6)
- A study conducted in Laval, Quebec, about genetics and aggressive behaviour in children (Chapter 7)
- Research on sensation-seeking behaviours and psychopathy (Chapter 8)
- A more detailed description of Bandura's theory, a French version of a personality scale, and a study done in Quebec using path analysis to study job burnout (Chapter 9)
- Canadian media coverage and research on learned helplessness (Chapter 10)
- Research on gender differences in spatial memory and mathematical abilities in Canadian universities (Chapter 11)
- An overview of attitudes, tolerance, and political stances in Canada on LGBTQ individuals (Chapter 12)

Also, a number of unique features to this book were retained from the first US edition to help you get excited about research—likened to getting children to eat vegetables by one early reviewer of this book. First, each chapter begins with an eye-opening study to make you curious about the topic of the chapter.

Second, rather than have an entire chapter devoted to research methods, we have integrated research methods into Chapters 1 through 11 in a special **Research Methods Illustrated** section. In our experience, most method chapters are rather dry because beginners don't have the background yet to understand why a particular method is important. Also, method chapters often seem to be placed at the beginning of a textbook so that just as readers are getting excited about the subject matter and are ready to jump in, they have to wait a bit longer to first learn about methods before they get to the good stuff. By integrating the methods, readers will be able to see right away how a particular method is used rather than having to remember it for later or flip back for a refresher.

For example, in the first chapter you will immediately learn about what makes a true experiment. In Chapter 8—where true experiments are often ethically and practically impossible—you will learn about correlational designs. In Chapter 11, when you might wonder if there is a difference between men and women on personality characteristics, you will learn about a statistic that quantifies how big of a difference it is, on average. In this way, each research method is taught in context and reinforced by the material in a given chapter. Sure, it might take you an entire semester to learn about *all* of the major kinds of research methods used by personality psychologists, but you will learn it in a more meaningful and lasting way. Research Methods Illustrated sections include:

- A True Experiment (Chapter 1)
- Factor Analysis (Chapter 2)
- Triangulation and Types of Data (Chapter 3)
- How to Evaluate a Personality. Is the NEO-PI-R a Good Personality Test? (Chapter 4)
- Case Study and Psychobiography (Chapter 5)
- Qualitative Data and Content Analysis (Chapter 6)
- Correlational Designs I: The Logic of Adoption and Twin Studies (Chapter 7)
- Correlational Designs II: Scatterplots, Correlations, and the Alleged "Voodoo Science" of fMRI Studies (Chapter 8)
- Path Analysis (Chapter 9)
- Field Studies and Natural Manipulations (Chapter 10)
- Effect Size and Meta-Analysis (Chapter 11)

Third, Chapters 1 through 11 include a feature called **Then and Now**. These features present an in-depth view of a research method or paradigm over time. Scientists often devote years of their life to studying a certain area or even to a specific research question. One of the things you will quickly learn about research is that the results of experiments give us—not answers, as you might expect—but more questions! Research often progresses by asking more sophisticated questions and using more sophisticated methods to answer the same questions. Sir Isaac Newton reportedly said, "If I have seen further, it is only by standing on the shoulders of giants." These Then and Now features will give you a sense of what a research program looks like and an appreciation for the continuity of research across time. This way you can start to see for yourself how findings fit together and build on each other instead of seeming as if they occur in a vacuum (or happen perfectly the first time).

Fourth, almost all chapters contains a self-assessment, to help you explore some of the topics on a more personal level. These are nearly all legitimate personality tests that are currently used by personality psychologists in their research. We find that there is no better way to understand a topic than to experience it firsthand, and these personality tests will help you learn more about yourself in the process. For example, as you learn about Sigmund Freud and the psychoanalytic approach to personality, you can learn about your own adult attachment style that developed out of your early relationships. In Chapter 8 you can see how "sensation seeking" you are. You even can see how masculine and feminine you are and how much you know about sexual orientation in the chapters on these topics (Chapters 11 and 12). Self-assessments include:

- Science or Science Fiction? (Chapter 1)
- The Spiritual Transcendence Scale (Chapter 3)
- The Need for Cognition Scale (Chapter 4)
- Adult Attachment Style (Chapter 5)
- The Twenty Statements Test (Chapter 6)
- The Rosenberg Self-Esteem Scale (Chapter 6)
- Genetic and environmental contributions to personality (Chapter 7)
- The Brief Sensation Seeking Scale (Chapter 8)
- The Need for Relatedness at College Questionnaire (Chapter 9)
- The Life Orientation Test (Chapter 10)
- The Personal Attributes Questionnaire (Chapter 11)
- Myths and misperceptions of sexual orientation (Chapter 12)

Fifth, all chapters feature a special **The Personality of Everyday Life** box, and include margin exercises titled SEE FOR YOURSELF to help you experience, apply, and ultimately make sense out of the findings discussed in the text.

Sixth, the margin critical thinking questions titled THINK ABOUT IT and **Review Questions** at the end of every chapter help you to think critically about the theories and research

discussed in the text. Actively getting involved in, questioning, processing, and recalling material, as opposed to passively reading the text, will help you remember the material better.

Seventh, there are *numerous* references in the book (over 2000 of them!). By having each topic thoroughly documented, you will be able to investigate a given topic more deeply on your own. Perhaps you will have the opportunity to write a paper or to design a research project in personality psychology. With each topic fully supported with an extensive number of references, this book will serve as a good resource to get you started on such projects, even after your personality course is over. In particular, we've included many references to personality tests used by researchers with the hope that you can incorporate some of these measures into your own studies.

Finally, the book features two integrative chapters, one on gender (Chapter 11) and one on sexual orientation, (Chapter 12). Each of these chapters builds on material from the previous chapters. For example, psychologists still don't have a good sense of what determines our gender or our sexual orientation. Part of it is physiological and part of it is psychological. By reading one or both of these chapters you will see how the building blocks of personality—outlined in Chapters 2 through 10—can be put together to reach an understanding of the human personality.

There are a few things you will *not* see in this book. First, we have chosen to focus on healthy personality rather than psychopathology or personality disorders. Like other psychologists, we view mental health as occurring on a continuum (Krueger & Tackett, 2003; Widiger & Smith, 1999), so that the difference between so-called normal personality and abnormal personality is one of degree rather than of kind. After all, at what point does a defence mechanism turn into a delusion? And who's to make that judgment? By giving you a grounding in the building blocks of personality, we help you take it a step further on your own or in your next psychology class and study what happens when something goes awry in the process.

In addition, we have aimed to make this book about the personality of *all* persons, regardless of cultural background. We believe that the building blocks of personality are universal, though they play out against a cultural background. Rather than include a separate chapter on culture, or special highlighted boxes within the text, we have chosen to integrate findings on culture throughout the book. Sometimes the building blocks of personality do not vary by culture, but where they do, we make a point of discussing these departures within the relevant chapter.

There also is an added focus on the contributions of evolutionary theory to personality research throughout the textbook (in chapters 1, 2, 3, 5, 7, and 8, in particular). We have chosen to include more of an emphasis on this perspective because of the increasing empirical foundation of and recognition that the human personality evolved over hundreds of thousands of years in light of evolutionary pressures relating to sexual selection and natural selection more broadly.

Finally, this new edition has a Canadian focus. As this textbook transitions to use in Canadian universities, we wanted to ensure that Canadian students are aware of the innovative research on personality coming from their home country. This also gives students an overview of some of the Canadian institutions and individuals producing great work in personality psychology that should be considered when pursuing a career in the field at the graduate level. You'll note that throughout each chapter we've included Canadian case studies, statistics, relevant laws, and detailed descriptions of the results of Canadian research.

By the end of reading this book, we hope that you will be as excited about the state of personality psychology as we are. And that crack about research being like vegetables? We like to think of the following quote from Ralph Waldo Emerson:

> *Do not be too timid and squeamish about your actions. All life is an experiment. The more experiments you make the better. What if they are a little coarse, and you may get your coat soiled or torn? What if you do fail, and get fairly rolled in the dirt once or twice? Up again, you shall never be so afraid of a tumble.*

Let us start this experiment together.

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As trite as it may sound, this book took a whole village to bring to fruition.

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ABOUT THE AUTHORS

Marianne Miserandino is the 2010 winner of the Robert S. Daniel Teaching Excellence Award, Four-Year Colleges and Universities, from the Society for the Teaching of Psychology (Division 2 of the American Psychological Association). She was also the 2009 Arcadia University Professor of the Year and the 2000 recipient of the Lindback Award for Teaching Excellence. She currently maintains the Personality Pedagogy website for teachers of personality psychology (http://personalitypedagogy.arcadia.edu), for which she received a grant from the Association for Psychological Science (APS) Fund for Teaching and Public Understanding of Psychological Science.

Her commitment to teaching is evidenced by her work as news editor, reviewer, and frequent contributor to the APA journal *Teaching of Psychology.* She designed and conducted a four-week study abroad program in Vienna, Austria, for the Arcadia University College of Global Studies on the psychology of Sigmund Freud, Alfred Adler, and Viktor Frankl.

Dr. Miserandino received her B.A. in psychology from the University of Rochester and a Ph.D. in social-personality psychology from Cornell University. Dr. Miserandino came to Acadia University after a postdoctoral fellowship in human motivation at the University of Rochester and full-time teaching.

She is a Fellow of the American Psychological Association, and a member of the Association for Psychological Science, the Society for Personality and Social Psychology, the Society for the Teaching of Psychology, Sigma XI—The Scientific Research Society, and the Honor Society of Phi Kappa Phi, and has served on the American Psychological Association Division Two Task Force for Minority Issues.

Stephen Porter received his Ph.D. in forensic psychology at UBC and currently is a researcher and consultant in the area of psychology and law. After working as a prison psychologist, Stephen spent a decade as a psychology professor at Dalhousie University where he initiated the first undergraduate forensic psychology specialization in Canada.

In 2009, Stephen transferred to UBC Okanagan in Kelowna where he assumed a position as a professor of psychology and the co-director of the Centre for the Advancement of Psychological Science & Law (CAPSL). He has published numerous scholarly articles on psychopathy and violent/predatory behaviour, deceptive communication and interviewing, and forensic aspects of memory, with funding from the Social Sciences and Humanities Research Council of Canada (SSHRC) and the Natural Sciences and Engineering Research Council of Canada (NSERC).

As a registered forensic psychologist, Stephen is consulted by Canadian courts and has been qualified as an expert witness in various areas, including "dangerousness and risk for violence" and "memory and the factors involved in credibility assessments." He has been consulted by police in serious crime investigations and provides training to law enforcement, mental health professional groups, government agencies, journalists, trial judges, and other adjudicators. Most recently, he has become part of the RCMP crisis negotiation team (e.g., hostage negotiations) in the Okanagan region.

Stephen's recent awards include an Insight Grant (2014–2019) from the Social Science and Humanities Research Council of Canada (SSHRC) and a Discovery Grant (2010–2015) from the Natural Sciences and Engineer Research Council of Canada (NSERC). Dr. Porter was named the 2013 UBC Okanagan Researcher of the Year, an award that recognizes a faculty member who has made a significant contribution to research during their time at the University. The Porter Lab was also awarded the Canadian Foundation for Innovation (CFI) Leader's Opportunity Fund (2010). Dr. Porter is a co-author (with Lawrence Wrightsman) of the textbook *Forensic Psychology: A Canadian Perspective* (Thomson Nelson), second edition released in 2014.

One of Stephen's favourite courses to teach is Personality Psychology! While his particular interest is in personality factors contributing to criminal behaviour, the main reason he loves teaching it is the tremendous interest that his students have shown over the years in, more generally, understanding "what makes people tick."

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