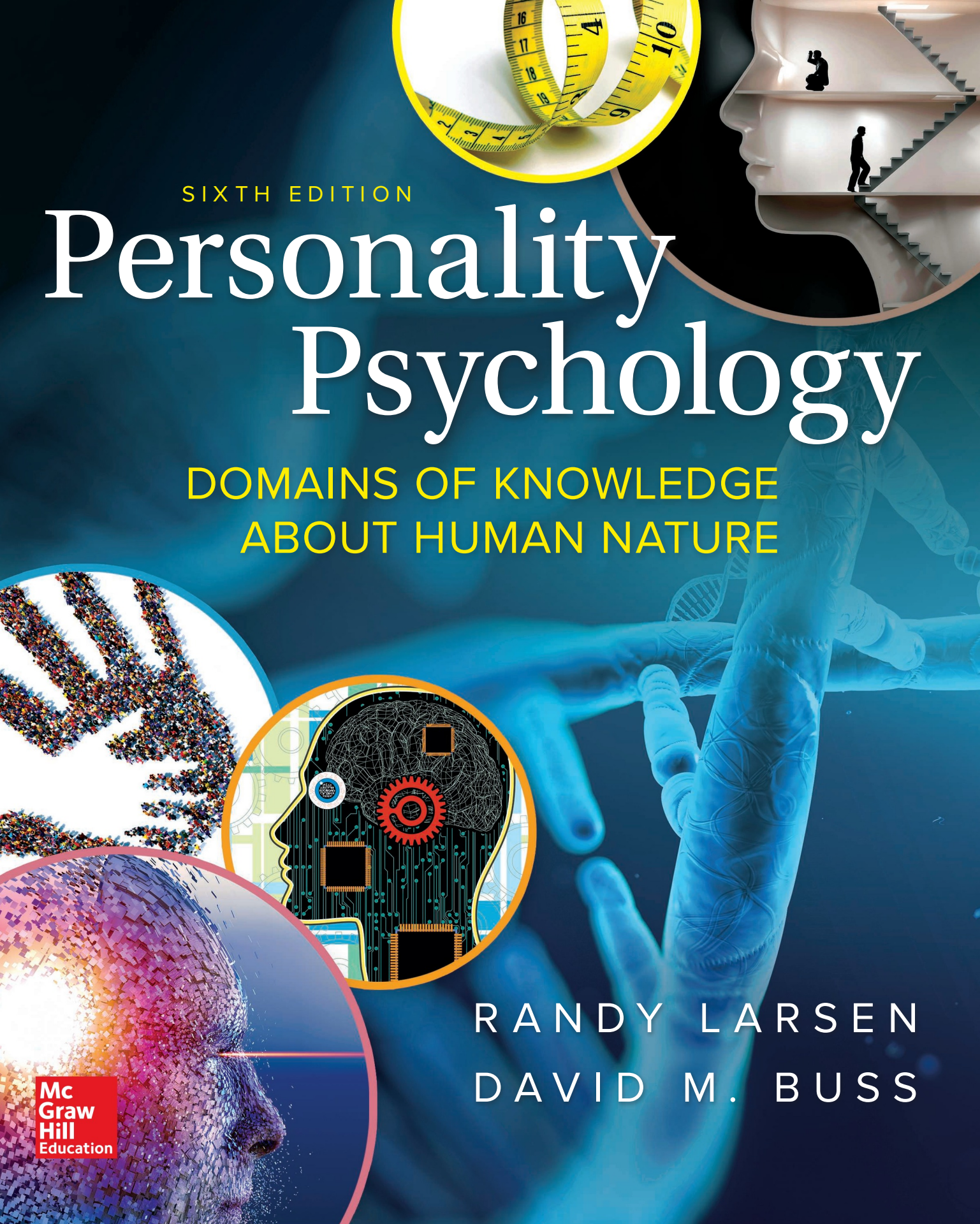

SIXTH EDITION
Personality Psychology
DOMAINS OF KNOWLEDGE ABOUT HUMAN NATURE
RANDY LARSEN
DAVID M. BUSS
Mc Graw Hill Education

Randy J. Larsen
WASHINGTON UNIVERSITY IN ST. LOUIS
David M. Buss
UNIVERSITY OF TEXAS AT AUSTIN

Personality Psychology

Sixth Edition

DOMAINS
OF
KNOWLEDGE
ABOUT
HUMAN
NATURE

Mc Graw Hill Education

PERSONALITY PSYCHOLOGY: DOMAINS OF KNOWLEDGE ABOUT HUMAN NATURE, SIXTH EDITION

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2018 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. Previous editions © 2014, 2010, and 2008. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 LWI 21 20 19 18 17

ISBN: 978-1-259-87049-1
MHID: 1-259-87049-9

Chief Product Officer, SVP Products & Markets: *G. Scott Virkler*
Vice President, General Manager, Products & Markets: *Michael Ryan*
Vice President, Content Design & Delivery: *Betsy Whalen*
Managing Director: *David Patterson*
Brand Manager: *Jamie Laferrera*
Director, Product Development: *Meghan Campbell*
Product Developer: *Francesca King*
Marketing Manager: *Meredith Leo*
Editorial Coordinator: *Jasmine Staton*
Director, Content Design & Delivery: *Terri Schiesl*
Program Manager: *Jennifer L. Shekleton*
Content Project Managers: *Jennifer L. Shekleton; Katie Klochan*
Buyer: *Jennifer Pickel*
Design: *Studio Montage*
Content Licensing Specialists: *Melisa Seegmiller*
Cover Image: *(DNA) © Svisio/Getty Images; (Tape Measure) © moswyn/Getty Images; (Staircase/face) © Science Photo Library RF/ Getty Images; (Hands) © Shutterstock / Arthimedes; (Electronic Man) © Corbis/ SuperStock; (Face/laser) © Colin Anderson/ Blend Images LLC*
Compositor: *Aptara®, Inc.*
Printer: *LSC Communications Willard*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Names: Larsen, Randy J., author. | Buss, David M., author.
Title: Personality psychology : domains of knowledge about human nature / Randy J. Larsen, Washington University in St. Louis, David M. Buss, University of Texas at Austin.
Description: Sixth Edition. | Dubuque, IA : McGraw-Hill Education, 2017. | Revised edition of the authors' Personality psychology, [2014]
Identifiers: LCCN 2017000769 | ISBN 9781259870491 (hardback) | ISBN 1259870499
Subjects: LCSH: Personality—Textbooks. | BISAC: PSYCHOLOGY / General.
Classification: LCC BF698 .L3723 2017 | DDC 155.2—dc23 LC record available at https://lccn.loc.gov/2017000769

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

Dedication

To Tommy and Ana.

RL

To my father Arnold H. Buss.

DB

Brief Contents

INTRODUCTION

1. Introduction to Personality Psychology 2
2. Personality Assessment, Measurement, and Research Design 22

PART I

The Dispositional Domain

3. Traits and Trait Taxonomies 56
4. Theoretical and Measurement Issues in Trait Psychology 86
5. Personality Dispositions over Time: Stability, Coherence, and Change 122

PART II

The Biological Domain

6. Genetics and Personality 154
7. Physiological Approaches to Personality 184
8. Evolutionary Perspectives on Personality 222

PART III

The Intrapsychic Domain

9. Psychoanalytic Approaches to Personality 260
10. Psychoanalytic Approaches: Contemporary Issues 296
11. Motives and Personality 326

PART IV

The Cognitive/Experiential Domain

12. Cognitive Topics in Personality 364
13. Emotion and Personality 394
14. Approaches to the Self 430

PART V

The Social and Cultural Domain

15. Personality and Social Interaction 460
16. Sex, Gender, and Personality 488
17. Culture and Personality 518

PART VI

The Adjustment Domain

18. Stress, Coping, Adjustment, and Health 550
19. Disorders of Personality 582

CONCLUSION

20. Summary and Future Directions 622

Contents

About the Authors xv | *Preface xvii*

INTRODUCTION

Chapter 1
Introduction to Personality Psychology 2

Personality Defined 4

Personality Is the Set of Psychological Traits . . . 5
And Mechanisms . . . 6
Within the Individual . . . 7
That Are Organized and Relatively Enduring . . . 7
And That Influence . . . 8
His or Her Interactions with . . . 8
And Adaptations to . . . 9
The Environment 9

Three Levels of Personality Analysis 10

Human Nature 10
Individual and Group Differences 11
Individual Uniqueness 12

A Fissure in the Field 12

Grand Theories of Personality 12
Contemporary Research in Personality 13

Six Domains of Knowledge About Human Nature 14

Dispositional Domain 15
Biological Domain 15
Intrapsychic Domain 16
Cognitive-Experiential Domain 16
Social and Cultural Domain 17
Adjustment Domain 17

The Role of Personality Theory 18

Standards for Evaluating Personality Theories 19

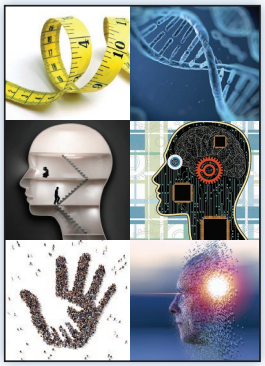
Is There a Grand Ultimate and True Theory of Personality? 21

KEY TERMS 21

Chapter 2
Personality Assessment, Measurement, and Research Design 22

Sources of Personality Data 24

Self-Report Data (S-Data) 24
Observer-Report Data (O-Data) 27
Test Data (T-Data) 29
Life-Outcome Data (L-Data) 35
Issues in Personality Assessment 37



Top Left: © moswyn/Getty Images RF; Top Right: © Svisio/Getty Images RF; Middle Left: © Science Photo Library RF/Getty Images RF; Middle Right: © Corbis/SuperStock RF; Bottom Left: © Arthimedes/Shutterstock.com RF; Bottom Right: © Colin Anderson/Blend Images LLC RF

Evaluation of Personality Measures 38
Reliability 38
Response Sets 39
Validity 42
Generalizability 43
Research Designs in Personality 43
Experimental Methods 44
Correlational Studies 46
Case Studies 49
When to Use Experimental, Correlational, and Case Study Designs 51
SUMMARY AND EVALUATION 52
KEY TERMS 53

© moswyn/Getty Images RF

PART I
The Dispositional Domain

Chapter 3
Traits and Trait Taxonomies 56
What Is a Trait? Two Basic Formulations 58
Traits as Internal Causal Properties 58
Traits as Purely Descriptive Summaries 59
The Act Frequency Formulation of Traits—An Illustration of the Descriptive Summary Formulation 60
Act Frequency Research Program 60
Evaluation of the Act Frequency Formulation 61
Identification of the Most Important Traits 63
Lexical Approach 63
Statistical Approach 64
Theoretical Approach 65
Evaluating the Approaches for Identifying Important Traits 67
Taxonomies of Personality 67
Eysenck's Hierarchical Model of Personality 68
Circumplex Taxonomies of Personality 72
Five-Factor Model 74
The HEXACO Model 83
SUMMARY AND EVALUATION 84
KEY TERMS 85

Chapter 4
Theoretical and Measurement Issues in Trait Psychology 86
Theoretical Issues 89
Meaningful Differences Among Individuals 89
Stability over Time 89
Consistency Across Situations 91
Person–Situation Interaction 94
Aggregation 98

Measurement Issues 101
Carelessness 101
Faking on Questionnaires 102
Beware of Barnum Statements in Personality Test Interpretations 103
Personality and Prediction 106
Applications of Personality Testing in the Workplace 106
Legal Issues in Personality Testing in Employment Settings 107
Personnel Selection—Choosing the Right Person for the Job 112
Selection in Business Settings—The Myers-Briggs Type Indicator 113
Selection in Business Settings—The Hogan Personality Inventory 117
SUMMARY AND EVALUATION 120
KEY TERMS 121

Chapter 5
Personality Dispositions over Time: Stability, Coherence, and Change 122
Conceptual Issues: Personality Development, Stability, Coherence, and Change 124
What Is Personality Development? 124
Rank Order Stability 124
Mean Level Stability 125
Personality Coherence 125
Personality Change 127
Three Levels of Analysis 127
Population Level 127
Group Differences Level 128
Individual Differences Level 128
Personality Stability over Time 129
Stability of Temperament During Infancy 129
Stability During Childhood 130
Rank Order Stability in Adulthood 132
Mean Level Stability in Adulthood 135
Personality Change 139
Changes in Self-Esteem from Adolescence to Adulthood 139
Autonomy, Dominance, Leadership, and Ambition 139
Sensation Seeking 140
Femininity 140
Independence and Traditional Roles 142
Personality Changes Across Cohorts: Assertiveness and Narcissism 143
Personality Coherence over Time: Prediction of Socially Relevant Outcomes 144
Marital Stability, Marital Satisfaction, and Divorce 144
Alcoholism, Drug Use, and Emotional Disturbance 145
Religiousness and Spirituality 146
Education, Academic Achievement, and Dropping Out 146
Health and Longevity 147
Predicting Personality Change 148
SUMMARY AND EVALUATION 149
KEY TERMS 151

© Svisio/Getty Images RF

PART II

The Biological Domain

Chapter 6

Genetics and Personality 154

- The Human Genome 156
- Controversy About Genes and Personality 157
- Goals of Behavioral Genetics 158
- What Is Heritability? 159
  - Misconceptions About Heritability 160
  - Nature-Nurture Debate Clarified 161
- Behavioral Genetic Methods 161
  - Selective Breeding—Studies of Humans' Best Friend 162
  - Family Studies 163
  - Twin Studies 163
  - Adoption Studies 165
- Major Findings from Behavioral Genetic Research 167
  - Personality Traits 167
  - Attitudes and Preferences 169
  - Drinking and Smoking 170
  - Marriage and Satisfaction with Life 172
- Shared Versus Nonshared Environmental Influences: A Riddle 173
- Genes and the Environment 175
  - Genotype–Environment Interaction 175
  - Genotype–Environment Correlation 176
- Molecular Genetics 178
- Behavioral Genetics, Science, Politics, and Values 180

SUMMARY AND EVALUATION 181

KEY TERMS 183

Chapter 7

Physiological Approaches to Personality 184

- A Physiological Approach to Personality 190
- Physiological Measures Commonly Used in Personality Research 191
  - Electrodermal Activity (Skin Conductance) 191
  - Cardiovascular Activity 192
  - Brain Activity 193
  - Other Measures 197
- Physiologically Based Theories of Personality 198
  - Extraversion–Introversion 198
  - Sensitivity to Reward and Punishment 201
  - Sensation Seeking 205
  - Neurotransmitters and Personality 210

Morningness–Eveningness 212
Brain Asymmetry and Affective Style 216
SUMMARY AND EVALUATION 219
KEY TERMS 221

Chapter 8
Evolutionary Perspectives on Personality 222
Evolution and Natural Selection 224
Natural Selection 224
Sexual Selection 225
Genes and Inclusive Fitness 226
Products of the Evolutionary Process 226
Evolutionary Psychology 228
Premises of Evolutionary Psychology 228
Empirical Testing of Evolutionary Hypotheses 230
Human Nature 232
Need to Belong 232
Helping and Altruism 234
Universal Emotions 235
Sex Differences 237
Sex Differences in Aggression 238
Sex Differences in Jealousy 240
Sex Differences in Desire for Sexual Variety 244
Sex Differences in Mate Preferences 245
Individual Differences 248
Environmental Triggers of Individual Differences 249
Heritable Individual Differences Contingent on Other Traits 250
Frequency–Dependent Strategic Individual Differences 250
The Big Five, Motivation, and Evolutionarily Relevant Adaptive Problems 253
Limitations of Evolutionary Psychology 255
SUMMARY AND EVALUATION 256
KEY TERMS 257

PART III
The Intrapsychic Domain

Chapter 9
Psychoanalytic Approaches to Personality 260
Sigmund Freud: A Brief Biography 263
Fundamental Assumptions of Psychoanalytic Theory 264
Basic Instincts: Sex and Aggression 265
Unconscious Motivation: Sometimes We Don't Know Why We Do What We Do 265
Psychic Determinism: Nothing Happens by Chance 267
Structure of Personality 270

© Science Photo Library RF/ Getty Images RF

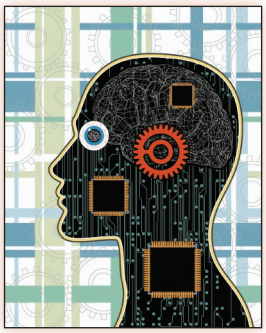
Id: Reservoir of Psychic Energy 270
Ego: Executive of Personality 270
Superego: Upholder of Societal Values and Ideals 271
Interaction of the Id, Ego, and Superego 274
Dynamics of Personality 274
Types of Anxiety 275
Defense Mechanisms 275
Psychosexual Stages of Personality Development 282
Personality and Psychoanalysis 285
Techniques for Revealing the Unconscious 286
The Process of Psychoanalysis 289
Why Is Psychoanalysis Important? 291
Evaluation of Freud's Contributions 292
SUMMARY AND EVALUATION 294
KEY TERMS 295

Chapter 10
Psychoanalytic Approaches: Contemporary Issues 296
The Neo-Analytic Movement 299
Repression and Contemporary Research on Memory 299
Contemporary Views on the Unconscious 305
Ego Psychology 307
Erikson's Eight Stages of Development 308
Karen Horney and a Feminist Interpretation of Psychoanalysis 314
Emphasis on Self and the Notion of Narcissism 315
Object Relations Theory 317
Early Childhood Attachment 317
Adult Relationships 320
SUMMARY AND EVALUATION 324
KEY TERMS 325

Chapter 11
Motives and Personality 326
Basic Concepts 328
Need 330
Press 331
Apperception and the TAT 332
The Big Three Motives: Achievement, Power, and Intimacy 335
Need for Achievement 336
Need for Power 340
Need for Intimacy 343
Humanistic Tradition: The Motive to Self-Actualize 344
Maslow's Contributions 346
Rogers's Contributions 351
SUMMARY AND EVALUATION 359
KEY TERMS 361

PART IV

The Cognitive/Experiential Domain



© Corbis/SuperStock RF

Chapter 12
Cognitive Topics in Personality 364

Personality Revealed Through Perception 368

Field Dependence 368

Pain Tolerance and Sensation Reducing/Augmenting 373

Personality Revealed Through Interpretation 375

Kelly's Personal Construct Theory 375

Locus of Control 377

Learned Helplessness 380

Personality Revealed Through Goals 381

Personal Projects Analysis 383

Cognitive Social Learning Theory 384

Intelligence 388

SUMMARY AND EVALUATION 391

KEY TERMS 393

Chapter 13
Emotion and Personality 394

Issues in Emotion Research 397

Emotional States Versus Emotional Traits 397

Categorical Versus Dimensional Approach to Emotion 397

Content Versus Style of Emotional Life 400

Content of Emotional Life 400

Style of Emotional Life 423

Interaction of Content and Style in Emotional Life 427

SUMMARY AND EVALUATION 428

KEY TERMS 429

Chapter 14
Approaches to the Self 430

Descriptive Component of the Self: Self-Concept 433

Development of the Self-Concept 433

Self-Schemata: Possible Selves, Ought Selves, and Undesired Selves 440

Evaluative Component of the Self: Self-Esteem 441

Evaluation of Oneself 441

Research on Self-Esteem 444

Social Component of the Self: Social Identity 449

The Nature of Identity 450

Identity Development 450

Identity Crises 452

SUMMARY AND EVALUATION 455

KEY TERMS 457

© *Arthimedes/Shutterstock.com RF*

PART V

The Social and Cultural Domain

Chapter 15
Personality and Social Interaction 460

Selection 462

Personality Characteristics Desired in a Marriage Partner 463
Assortative Mating for Personality: The Search for the Similar 465
Do People Get the Mates They Want? And Are They Happy? 467
Personality and the Selective Breakup of Couples 470
Shyness and the Selection of Risky Situations 471
Other Personality Traits and the Selection of Situations 472

Evocation 472

Aggression and the Evocation of Hostility 473
Evocation of Anger and Upset in Partners 473
Evocation of Likability, Pleasure, and Pain 477
Evocation Through Expectancy Confirmation 477

Manipulation: Social Influence Tactics 478

A Taxonomy of Eleven Tactics of Manipulation 478
Sex Differences in Tactics of Manipulation 480
Personality Predictors of Tactics of Manipulation 480

Panning Back: An Overview of Personality and Social Interaction 484

SUMMARY AND EVALUATION 486
KEY TERMS 487

Chapter 16
Sex, Gender, and Personality 488

The Science and Politics of Studying Sex and Gender 490

History of the Study of Sex Differences 490
Calculation of Effect Size: How Large Are the Sex Differences? 491
Minimalists and Maximalists 493

Sex Differences in Personality 493

Temperament in Children 493
Five-Factor Model 494
Basic Emotions: Frequency and Intensity 497
Other Dimensions of Personality 499

Masculinity, Femininity, Androgyny, and Sex Roles 501

The Search for Androgyny 503
Gender Stereotypes 507

Theories of Sex Differences 509

Socialization and Social Roles 509
Hormonal Theories 511
Evolutionary Psychology Theory 513
An Integrated Theoretical Perspective 514

SUMMARY AND EVALUATION 515
KEY TERMS 516

Chapter 17
Culture and Personality 518

Cultural Violations: An Illustration 520
What Is Cultural Personality Psychology? 521
Three Major Approaches to Culture 521
Evoked Culture 521
Transmitted Culture 525
Cultural Universals 537
SUMMARY AND EVALUATION 544
KEY TERMS 546

PART VI
The Adjustment Domain

© Colin Anderson/Blend Images LLC RF

Chapter 18
Stress, Coping, Adjustment, and Health 550

Models of the Personality–Illness Connection 552
The Concept of Stress 558
Stress Response 559
Major Life Events 560
Daily Hassles 562
Varieties of Stress 563
Primary and Secondary Appraisal 564
Coping Strategies and Styles 564
Attributional Style 564
Optimism and Physical Well-Being 568
Management of Emotions 569
Disclosure 572
Type A Personality and Cardiovascular Disease 575
Hostility: The Lethal Component of the Type A Behavior Pattern 577
How the Arteries Are Damaged by Hostile Type A Behavior 579
SUMMARY AND EVALUATION 580
KEY TERMS 581

Chapter 19
Disorders of Personality 582

The Building Blocks of Personality Disorders 584
The Concept of Disorder 586
What Is Abnormal? 586
The *Diagnostic and Statistical Manual of Mental Disorders* 587
What Is a Personality Disorder? 589

Specific Personality Disorders 591
The Erratic Cluster: Ways of Being Unpredictable, Violent, or Emotional 591
The Eccentric Cluster: Ways of Being Different 602
The Anxious Cluster: Ways of Being Nervous, Fearful, or Distressed 608
Prevalence of Personality Disorders 614
Gender Differences in Personality Disorders 615
Dimensional Model of Personality Disorders 616
Causes of Personality Disorders 617
SUMMARY AND EVALUATION 620
KEY TERMS 621

© Colin Anderson/Blend Images LLC RF

CONCLUSION

Chapter 20
Summary and Future Directions 622
Current Status of the Field 624
Domains of Knowledge: Where We've Been, Where We're Going 625
Dispositional Domain 625
Biological Domain 626
Intrapsychic Domain 628
Cognitive/Experiential Domain 629
Social and Cultural Domain 630
Adjustment Domain 632
Integration: Personality in the Twenty-First Century 632

Glossary 634
References 663
Name Index 712
Subject Index 728

About the Authors

Randy J. Larsen received his PhD in Personality Psychology from the University of Illinois at Champaign-Urbana in 1984. In 1992, he was awarded the Distinguished Scientific Achievement Award for Early Career Contributions to Personality Psychology from the American Psychological Association, and in 1987 he received a Research Scientist Development Award from the National Institute of Mental Health. He has been an associate editor at the *Journal of Personality and Social Psychology* and the *Personality and Social Psychology Bulletin,* and has been on the editorial boards of the *Journal of Research in Personality, Review of General Psychology,* and the *Journal of Personality.* He has published over 100 scientific articles in personality psychology and is on the Institute of Scientific Information's list of the top 25 most cited scientists in his discipline. His books include The Science of Subjective Well-Being and Taking Sides in Personality Psychology. Randy Larsen has served on several Scientific Review Groups for the National Institute of Mental Health and the National Research Council. He is a Fellow in the Association for Psychological Science and the American Psychological Association. His research on personality has been supported by the National Institute of Mental Health, the National Science Foundation, the National Institute of Aging, the McDonnell Foundation for Cognitive Neuroscience, and the Solon Summerfield Foundation. In 2000 he was elected president of the Midwestern Psychological Association. He has served on the faculty at Purdue University and the University of Michigan. Currently Randy Larsen is the William R. Stuckenberg Professor of Human Values and Moral Development at Washington University in St. Louis, where he teaches Personality Psychology and other courses. He lives in St. Louis with his wife and two children.

David M. Buss received his PhD from the University of California at Berkeley. He served on the faculties of Harvard University and the University of Michigan before accepting a professorship at the University of Texas at Austin, where he currently teaches. Buss received the American Psychological Association (APA) Distinguished Scientific Award for Early Career Contribution to Personality Psychology, the APA G. Stanley Hall Award, and the APA Distinguished Scientist Lecturer Award. Books by David Buss include *The Evolution of Desire: Strategies of Human Mating* (Revised Edition) (Basic Books, 2016),

which has been translated into 10 languages; *Evolutionary Psychology: The New Science of the Mind* (5th ed.) (Allyn & Bacon, 2015), which was presented with the Robert W. Hamilton Book Award; *The Dangerous Passion: Why Jealousy Is as Necessary as Love and Sex* (Free Press, 2000), which has been translated into 13 languages; and two editions of *The Handbook of Evolutionary Psychology* (Wiley, 2005, 2016). Buss has authored more than 300 scientific publications and has also written articles for *The New York Times* and the *Times Higher Education Supplement.* He appears in the ISI List of Most Highly Cited Psychologists Worldwide, has been cited as one of the most eminent psychologists of the modern era, and has been cited as one of the 30 most influential living psychologists. The American Psychological Society (APS) awarded David Buss the Mentor Award for Lifetime Achievement in 2017. He lectures widely throughout the United States and abroad and has extensive cross-cultural research collaborations. David Buss greatly enjoys teaching, and had the honor of winning the President's Teaching Excellence Award at the University of Texas.

Preface

We have devoted our lives to the study of personality and believe this field is one of the most exciting in all of psychology. Thus we were enormously gratified to see the volume of e-mails, letters, and comments from satisfied consumers of our first, second, third, and fourth editions. At the same time, preparing the sixth edition proved to be a humbling experience. The cascade of exciting publications in the field of personality is formidable, requiring not merely updating but also the addition of major sections of new material. Moreover, in important ways our first edition proved prescient.

Rather than organize our text around the traditional grand theories of personality, we devised a framework of six important domains of knowledge about personality functioning. These six domains are the *dispositional domain* (traits, trait taxonomies, and personality dispositions over time), the *biological domain* (physiology, genetics, evolution), the *intrapsychic domain* (psychodynamics, motives), the *cognitive-experiential domain* (cognition, emotion, and the self), the *social and cultural domain* (social interaction, gender, and culture), and the *adjustment domain* (stress, coping, health, and personality disorders). We believed these domains of knowledge represented the contemporary state of affairs in personality psychology, and progress in the field since publication of our first edition has continued to bear out that belief.

Our previous editions differed from other texts in the importance placed on *culture, gender,* and *biology,* and these areas of personality have shown substantial growth in recent years. But we have also been fascinated to witness the growth in *each* of the six major domains of personality that form the organizational core of the book.

We have always envisioned our text as a reflection of the field. Our desire has always been to capture the excitement of what the science of personality is all about. For the sixth edition, we did our best to remain true to that vision. We believe that the field of personality psychology is now entering a golden age of sorts, and we hope that the changes we've made to the fifth edition convey a discipline that is vibrant in a way it never has been before. After all, no other field is devoted to the study of all that it means to be human.

For this edition, each chapter has been streamlined through judicious trimming. This provided room for discussing new research conducted within the past three years and made the book a bit shorter and more economical. Significant additions to the sixth edition are described below.

Chapter 1: Introduction to Personality Psychology

- Minor editing, streamlining the writing a bit, and updating the language to reflect modern usage, such as referring to "gender" rather than "sex."

Chapter 2: Personality Assessment, Measurement, and Research Design

- New discussion of Experience Sampling methods in personality, including Facebook, Instagram, and Twitter postings, as well as Smartphone and Fitbit recordings. Discusses the strengths and limitations of these new forms of data sources.
- New discussion of Social Desirability response set; finding that highly religious people tend to exaggerate their level of Agreeableness, in part because they see this trait as highly socially desirable.

Chapter 3: Traits and Trait Taxonomies

- Expanded coverage of "the dark triad," a personality cluster marked by Psychopathy, Narcissism, and Machiavellianism.
- Expanded coverage of the correlates of major personality traits and combinations of personality traits. For example, Extraverts are less likely to save money for retirement; Introverts prefer the solitude of mountains to oceans in their leisure time. High Conscientious people are more likely to do volunteer work in retirement. Emotionally unstable people are more likely to "choke" under pressure. People high in Openness are more likely to be politically liberal. Academic dishonesty is predicted by low Conscientiousness and low Agreeableness.
- HEXACO model of personality added: Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O). Cross-cultural work suggests that this model is more comprehensive than the Five Factor model. Fascinating correlates of the new factor, Honesty-Humility are discussed. It predicts: propensity to cooperative versus cheat in experimental games; sincere religious beliefs; offering of sincere apologies; the low end predicts tendencies to sabotage other people's work, criminal activities, and other exploitative actions.

Chapter 4: Theoretical and Measurement Issues in Trait Psychology

- New material on person-situation interaction and personality consistency.
- New material on personality traits as density distributions of specific behaviors over time.
- New material on integrity testing in the workplace, distinguishing between overt and covert measures of integrity.
- New Exercise on job analysis for personnel selection using personality.

Chapter 5: Personality Dispositions Over Time: Stability, Coherence, and Change

- A 21-year longitudinal study of activity level in boys and girls shows moderate stability over time.
- Another Finish study shows adult personality stability of the five factor model.
- Increase in emotional stability (decrease in Neuroticism) with increasing age found in Germany and Japan.
- Reciprocal or bi-directional links between Neuroticism and stressful life events; high Neuroticism predicts who will experience stressful life events, but reciprocally, those who experience a lot of stressful life events show an increase in Neuroticism with age.
- Women who choose not to have children show lower femininity scores than those who choose to have children.
- Large meta-analysis of the predictive power of Grit to forecast education success and achievement; shows that Grit heavily overlaps with Conscientiousness, but the perseverance component of Grit (but not the passion for goals component) does show some incremental predictive power.
- Several study show that moving into adult roles—getting into a serious romantic relationship, transitioning to parenthood, and investing a lot in work—cause an increase in the personality trait of Conscientiousness.

Chapter 6: Genetics and Personality

- Summaries of recent large-scale meta-analyses of the heritability of personality.
- New findings on the heritability of political attitudes (conservative to liberal) in five different countries.

- Expanding the section on the role of genetics in marriage outcomes , such as relationship satisfaction, to include the role of genetics in well-being and life satisfaction.
- Addition of studies of gene x environment interaction; for example, a study of the link between early puberty and depressive symptoms occurred only in higher socioeconomic groups, but not among lower socioeconomic groups. Also included an interesting study showing that personality is expressed differently in happy versus unhappy marriages.
- One meta-analysis found that children showing antisocial behavior, a moderately heritable trait, tend to elicit harsh discipline from parents who attempt to curb their behavior.
- Discussion of a promising method known as genome-wide association studies (GWAS), which can rapidly examine the entire genome for links with personality, may yield faster scientific advances.

Chapter 7: Physiological Approaches to Personality

- New material on imaging brain structure and brain connectivity in relation to personality, featuring a new Closer Look at the Human Connectome Project.
- New material on dopamine function and its connection to the trait of extraversion.
- New material on morningness–eveningness in relationships.
- Updated summary of frontal brain asymmetry research.

Chapter 8: Evolutionary Perspectives on Personality

- Additional discussion of the emotion of DISGUST, as part of the behavioral immune system; evidence is reviewed that supports the hypothesis that this emotion serves an important disease-avoidance function, such as avoiding contaminated food and even infected people. Added is a new "Closer Look" on the emotion of Disgust.
- Discussion of new studies showing the adaptations for "the need to belong" emerge quite early in life; discusses research on the effects of social ostracism on children's anxiety and attempts to imitate in order to be re-included in the in-group.
- Importances of kinship: study found that people are willing to endure more physical pain—maintaining a painfully awkward physical position for as long as possible—as a function of closeness of kinship or genetic relatedness.
- More on kinship: people write their wills to leave their cash and other assets to close genetic relatives more than to distant ones.
- Gender differences in jealousy: new research shows that the gender differences emerge robustly in cultures that are highly sexually egalitarian such as Sweden and Norway, as well is in traditional cultures such as the Himba of Namibia.
- Gender differences in mate preferences: these psychological gender differences are large, roughly the same magnitude as gender differences in height and upper body muscle strength. Biological sex (male or female) can be predicted with 92% accuracy solely from knowing a person's mate preferences.
- Consenting to sex with strangers: Importantly, the gender differences in consenting to sex with strangers have been robustly replicated in other countries, including France, Germany, and Denmark.
- Expanded review of research and theory on condition-dependent personality (reactive heritability) as a function of body strength and physical attractiveness.

Chapter 9: Psychoanalytic Approaches to Personality

- New material on unconscious decision-making and deliberation outside of awareness.
- Summary of new research on repressive coping style, including its benefits and underlying brain mechanisms.
- New research on ego depletion and its connection to Freud's idea of psychic energy.

Chapter 10: Psychoanalytic Approaches: Contemporary Issues

- New material on life stories and identity.
- New research on early attachment experiences and adult romantic functioning, plus recent extensions of attachment theory.
- New research establishing that attachment styles are best conceptualized and measured as dimensions rather than categories.

Chapter 11: Motives and Personality

- New research on validity of the TAT for assessing motives.
- Expanded definition of the need for power.
- New material on the role of hormones in human motivation.
- New discussion of recent declines in empathy, asking whether Internet use is creating an empathy deficit in young people whose primary mode of interaction is online.

Chapter 12: Cognitive Topics in Personality

- New material on field dependence/independence in relation to modern digital technology developments (e.g., digital mapping, virtual reality) and occupations that require perceptual focus in stimulating environments (e.g., air traffic controllers, bomb disposal technicians).
- New material on locus of control in situations where technology may control a portion of our lives, e.g., autonomous vehicles.
- New material on the application of explanatory style to groups (sports teams, business organizations).

Chapter 13: Emotion and Personality

- New discussion of income inequality in relation to studies of the influence of wealth on happiness.
- New research on pro-social spending and happiness.
- Expanded coverage of brain imaging studies of trait anxiety/neuroticism and trait anger.

Chapter 14: Approaches to the Self

- New material on problematic internet use and shyness/social anxiety, with a general discussion of online versus offline social interaction.
- Expanded coverage of research on implicit self-esteem.
- New research on self-esteem variability.

Chapter 15: Personality and Social Interaction

- Extraverts choose to spend more time in social situations, whereas highly conscientious people select more work-related activities—choices that continue from adolescence through young adulthood (Wrzus, 2016). Agreeable people choose to spend more time looking at photos and media depicting positive images; disagreeable people expose themselves to more negative photos and media images (Bresin & Robinson, 2014).

- The priority placed on personality traits such as Agreeableness, Conscientiousness, and Emotional Stability occur regardless of sexual orientation; they are as strong among non-heterosexual men and women as they are among heterosexual men and women (Valentova et al., 2016). Low scores on these personality traits tend to be relationship "dealbreakers" (Jonason et al., 2015).
- High neuroticism in one or both members of the couple leads to relationship dissatisfaction.
- A key predictor of marital satisfaction is mate value—whether one succeeds in selecting a mate whose personality embodies qualities most people want. Those mated with high mate-value individuals tend to be happier in their relationship than those mated with lower mate value individuals (Conroy-Beam et al., 2016).
- Those high on Neuroticism also create more conflict and disagreement and their emotional upset after a fight tends to last longer (Solomon & Jackson, 2014).
- Those high on sensation seeking gravitate toward risky gambling bets and risky sexual situations (Webster & Crysel, 2012).
- Expanded discussion of evocation: An example comes from the evocation of trust and cooperativeness by those high on Honesty-Humility (Thielmann & Hilbig, 2014). Perhaps because high scorers tend to trust others, they evoke trustworthy expectations in others. Another study found that low agreeable individuals, because of their anger, jealousy, and antisocial behavior, tend to evoke high levels of relationship conflict (Lemay & Dobush, 2014). Agreeable people tend to evoke trust and cooperation in laboratory-based economic games (Zhao & Smillie, 2015).
- Married couples with highly agreeable wives tend to have more frequent sex, perhaps because they are receptive to, evoke more, sexual overtures (Meltzer & McNulty, 2016).
- Expanded discussion of personality and tactics of manipulation. For example: parents sometimes try to manipulate the mate choices of their sons and daughters, and use tactics specific to that context such as "chaperoning"; for example, sticking around when offspring is with a potential mate (Apostalou, 2014). A study of how children manipulation their parents regarding their choice of a mate revealed that highly agreeable children used the reason tactic, and also convinced their parents to trust them (Apostalou et al., 2015).
- Expanded discussion of Narcissism: Narcissists post more "selfies," update their online profile photos more often, and spend more time on Instagram (Marshall et al., 2015; Moon et al., 2016; Sorokowski et al., 2015; Weiser, 2015). In the mating domain, they engage in manipulative game-playing and are more likely to use sexually coercive and aggressive tactics (Blinkhorn et al., 2015; Haslam & Montrose 2015).

Chapter 16: Sex, Gender, and Personality

- Major update on studies of gender differences in temperament; for example, robust effect of gender on impulsivity, with boys scoring much higher. Girls scoring higher on temperament of fearfulness, boys higher on anger.
- Major update on the facets of the five factor model of personality; specifically, discoveries of gender differences in facets of warmth and gregariousness (women higher than men), assertiveness and excitement seeking (men higher),
- Expanded discussion of gender differences in depression; although women ruminate more than men, this gender difference is small and cannot fully explain the gender difference in depression that emerges during adolescence.

- New discussion of the dimension of Empathizing—Systemizing. **Empathizing** refers to tuning in to other people's thoughts and feelings. **Systemizing** is the drive to comprehend how things work, how systems are built, and how inputs into systems produce outputs (Baron-Cohen, 2003). Women score higher on empathizing, men higher on systemizing, which may partially explain gender differences in occupational preferences—women more than men prefer the teaching and helping professions; men more than women gravitate toward construction and engineering.
- Added discussion of sexual harassment in the workplace, a violation more likely to be inflicted on women than on men.

Chapter 17: Culture and Personality

- New studies find that Chinese individuals are somewhat less self-enhancing than Americans.
- New section on the accuracy and inaccuracy of personality stereotypes. Stereotypes about gender differences and age differences in personality traits tend to be accurate; stereotypes about national character, in contrast, tend to be inaccurate.
- New work on social class differences; those from lower socioeconomic classes tend to be more charitable and give more, despite having less.
- Update on cultural change in using internet dating sites.
- Recent cross-cultural work has confirmed the universality of some basic forms of emotional expression. One study compared non-verbal emotional vocalizations (e.g., "yuck," "huh") of the "basic emotions" of anger, disgust, fear, joy, sadness, surprise) among Namibian and Western participants. These vocal expressions were bi-directionally recognized—Namibians correctly identified the emotion that corresponded with the nonverbal vocalizations uttered by Westerners and vice-versa. These findings lend further support to the notion that some emotions are universal across cultures.

Chapter 18: Stress, Coping, Adjustment, and Health

- Introduces the concepts of "moderation" and "mediation" in personality psychology, with special reference to how personality can influence health. Other general examples of moderation and mediation are given, to highlight the value of these concepts to understanding how personality works.
- Updated research on conscientiousness, longevity, and health behavior.

Chapter 19: Disorders of Personality

- New case presentation of the dependent personality disorder.
- Updated research on dimensional model of personality disorders as an alternative the current categorical model.
- Discussion of the controversial concept of the "successful" psychopath.
- New coverage of the Triarchic model of psychopathy, which includes the components of boldness, meanness, and lack of inhibition.
- New neuroscientific research on brain activity in specific regions that appear to underlie the distinct components of psychopathy.
- New information of female psychopaths.

Chapter 20: Summary and Future Directions

- Genetics of personality turning out to be more complex than initially envisioned.
- Progress in linking the six domains of human nature to each other via research collaborations.

Acknowledgments

We would like to thank our own mentors and colleagues who, over the years, generated in us a profound interest in psychology. These include Arnold Buss, Joe Horn, Devendra Singh, and Lee Willerman (*University of Texas*); Jack Block, Ken Craik, Harrison Gough, Jerry Mendelsohn, and Richard Lazarus (*University of California, Berkeley*); Roy Baumeister (*Florida State University–Tallahassee*); Brian Little, Harry Murray, and David McClelland (*Harvard University*); Sam Gosling, Bob Josephs, Jamie Pennebaker, and Bill Swann (now at *University of Texas*); Ed Diener (*University of Illinois*); Gerry Clore (*University of Virginia*); Chris Peterson (*University of Michigan*); Hans Eysenck and Ray Cattell (both deceased); Tom Oltmanns, Roddy Roediger, and Mike Strube (*Washington University*); Alice Eagly (*Northwestern University*); Janet Hyde (*University of Wisconsin*); Robert Plomin (*King's College London*), Lew Goldberg (*Oregon Research Institute*), and Jerry Wiggins (Formerly *University of British Columbia*) as mentors from afar. Special thanks go to Bill Graziano and Ken Thompson, LtCol, USMC (retired), for helpful comments on the text. We would also like to thank our team at McGraw-Hill, including Brand Manager Jamie Laferrera, Editorial Coordinator Jasmine Staton, Content Project Manager Christina Gimlin, and Development Editors Reshmi Rajeesh, Erin Guendelsberger, and the entire resource development team.

Finally, RL would like to acknowledge family members who supported him and tolerated his neglect while he concentrated on this book, including his wife, Zvjezdana, and his children, Tommy and Ana. DB would like to thank his ".50" genetic relatives: his parents Arnold and Edith Buss; his siblings Arnie and Laura Buss; and his children Ryan and Tara Buss.

A project of this scope and magnitude requires the efforts of many people. We are greatly indebted to our colleagues who reviewed this manuscript in its various stages. We sincerely appreciate the time and effort that the following instructors gave in this regard:

Michael Botwin
California State University, Fresno
Tammy Crow
Southeastern Oklahoma State University
Jennifer R. Daniels
Lyon College
Katherine Lau
SUNY Oneonta
Lynda Mae
Arizona State University
William Pavot
Southwest Minnesota State University
Justin W. Peer
University of Michigan–Dearborn
Lisa Rapalyea
University of California–Davis
Jonathan C. Smith
Roosevelt University
Lyra Stein
Rutgers University
Sarah Wood
University of Wisconsin–Stout

We also continue to be grateful to the reviewers of our previous editions for their valuable comments.

Michael Ashton
Brock University
Timothy Atchison
West Texas A&M University
Nicole E. Barenbaum
University of the South
Michael D. Botwin
California State University–Fresno

Fred B. Bryant
Loyola University Chicago
Joan Cannon
University of Massachusetts at Lowell
Mark S. Chapell
Rowan University
Jeff Conte
San Diego State University
Eros DeSouza
Illinois State University
Scott J. Dickman
University of Massachusetts at Dartmouth
Wayne A. Dixon
Southwestern Oklahoma State University
Katherine Ellison
Montclair State University
Richard Ely
Boston University
Stephen G. Flanagan
University of North Carolina
Irene Frieze
University of Pittsburgh
Barry Fritz
Quinnipiac University
Lani Fujitsubo
Southern Oregon State College
Steven C. Funk
Northern Arizona University
Glenn Geher
State University of New York–New Paltz
Susan B. Goldstein
University of Redlands
Jane E. Gordon
The McGregor School of Antioch College
Marjorie Hanft-Martone
Eastern Illinois University
Evan Harrington
John Jay College of Criminal Justice
Gail A. Hinesley
Chadron State College
Christopher Hopwood
Michigan State University
Alisha Janowsky
University of Central Florida
Marvin W. Kahn
University of Arizona
Jill C. Keogh
University of Missouri–Columbia
Carolin Keutzer
University of Oregon
Laura A. King
Southern Methodist University
John E. Kurtz
Villanova University
Alan J. Lambert
Washington University
Michael J. Lambert
Brigham Young University
Mark R. Leary
Wake Forest University
Len B. Lecci
University of North Carolina at Wilmington
Christopher Leone
University of North Florida
Brian Little
Harvard University
Kenneth Locke
University of Idaho
Charles Mahone
Texas Tech University
Gerald Matthews
University of Cincinnati
Gerald A. Mendelsohn
University of California at Berkeley
Todd Nelson
California State University–Stanislaus
Julie K. Norem
Wellesley College
Stephen J. Owens
Ohio University
William Pavot
Southwest State University
Bill E. Peterson
Smith College
David Pincus
Chapman University
Tracy Richards
Colorado State University
Alan Roberts
Indiana University
Mark E. Sibicky
Marietta College

Jeff Simpson
Texas A&M University
Stephanie Sogg
Massachusetts General Hospital; Harvard Bipolar Research Program
Robert M. Stelmack
University of Ottawa
Steven Kent Sutton
University of Miami
Kristy Thacker
University at Albany
Vetta L. Sanders Thompson
University of Missouri at St. Louis
Forrest B. Tyler
University of Maryland at College Park
Jennifer Wartella
Virginia Commonwealth University
Barbara Woike
Barnard College
David Harold Zald
Vanderbilt University

Connect Logo

The 6th edition of *Personality Psychology* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook for the new edition, which is the first adaptive reading experience proven to improve grades and help students study more effectively. All of the title's website and ancillary content is also available through Connect, including:

- An Instructor's Manual for each chapter with chapter outlines, lecture topics and suggestions, ideas for classroom activities and demonstrations, questions for us in classroom discussions, ideas for student research papers, and lists of current research articles.
- A full Test Bank of multiple choice questions that test students on central concepts and ideas in each chapter.
- Lecture Slides for instructor use in class.

Mc Graw Hill Education

connect®

Required=Results

©Getty Images/iStockphoto

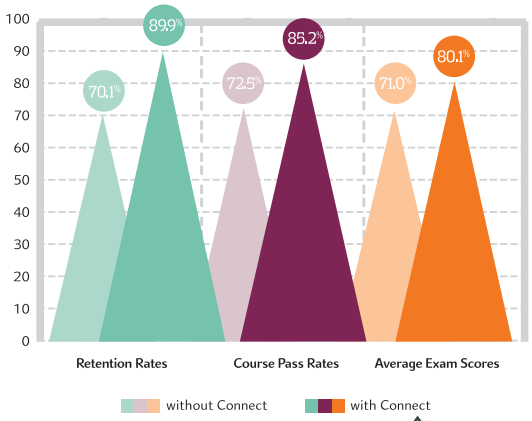
McGraw-Hill Connect®
Learn Without Limits

Connect is a teaching and learning platform that is proven to deliver better results for students and instructors.

Connect empowers students by continually adapting to deliver precisely what they need, when they need it, and how they need it, so your class time is more engaging and effective.

73% of instructors who use **Connect** require it; instructor satisfaction **increases** by 28% when **Connect** is required.

Connect's Impact on Retention Rates, Pass Rates, and Average Exam Scores



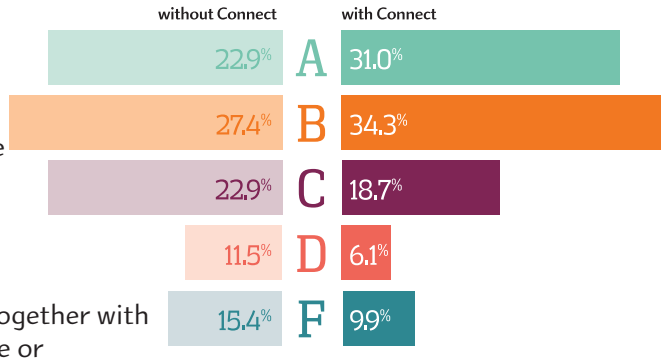
Using **Connect** improves retention rates by **19.8%**, passing rates by **12.7%**, and exam scores by **9.1%.**

Analytics

Connect Insight®

Connect Insight is Connect's new one-of-a-kind visual analytics dashboard—now available for both instructors and students—that provides at-a-glance information regarding student performance, which is immediately actionable. By presenting assignment, assessment, and topical performance results together with a time metric that is easily visible for aggregate or individual results, Connect Insight gives the user the ability to take a just-in-time approach to teaching and learning, which was never before available. Connect Insight presents data that empowers students and helps instructors improve class performance in a way that is efficient and effective.

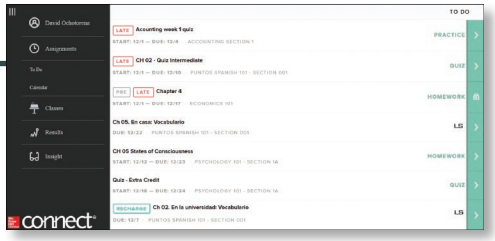
Impact on Final Course Grade Distribution



Students can view their results for any **Connect** course.

Mobile

Connect's new, intuitive mobile interface gives students and instructors flexible and convenient, anytime–anywhere access to all components of the Connect platform.



Adaptive

THE **ADAPTIVE READING EXPERIENCE** DESIGNED TO TRANSFORM THE WAY STUDENTS READ

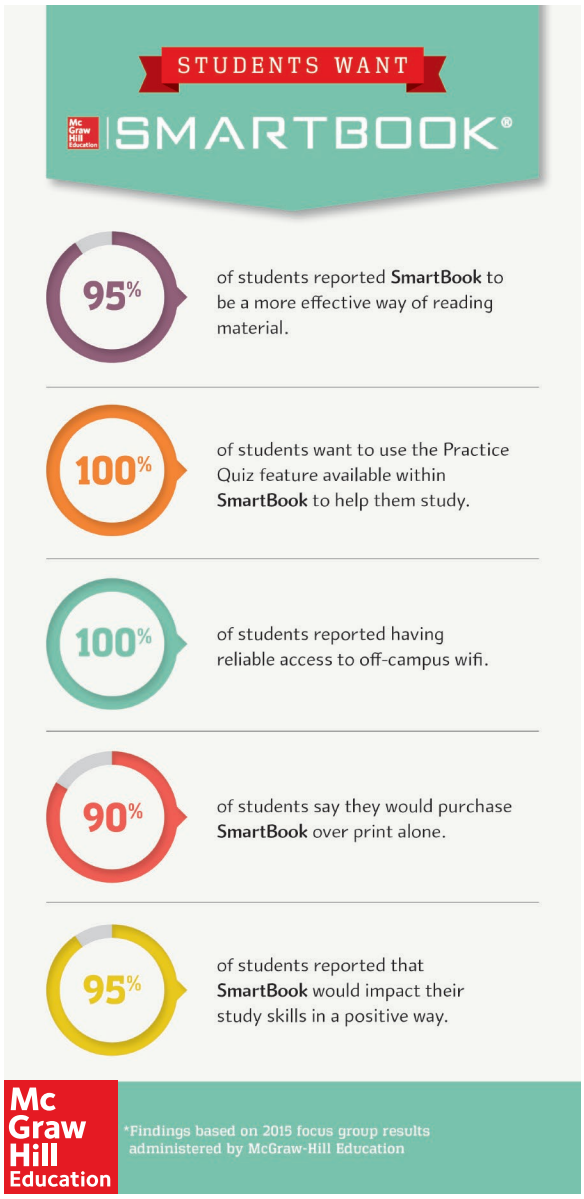
More students earn **A's** and **B's** when they use McGraw-Hill Education **Adaptive** products.

SmartBook®

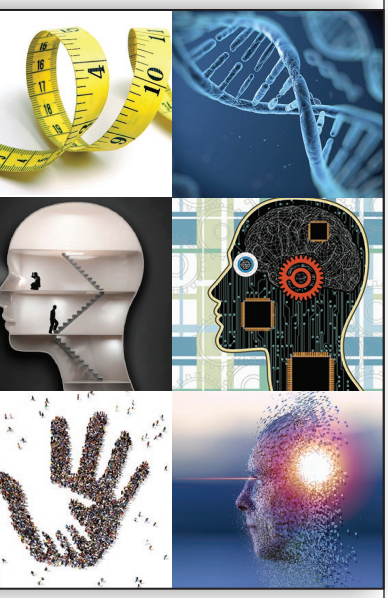
Proven to help students improve grades and study more efficiently, SmartBook contains the same content within the print book, but actively tailors that content to the needs of the individual. SmartBook's adaptive technology provides precise, personalized instruction on what the student should do next, guiding the student to master and remember key concepts, targeting gaps in knowledge and offering customized feedback, and driving the student toward comprehension and retention of the subject matter. Available on tablets, SmartBook puts learning at the student's fingertips—anywhere, anytime.

Over **8 billion questions** have been answered, making McGraw-Hill Education products more intelligent, reliable, and precise.

www.mheducation.com



Personality Psychology



Top Left: © moswyn/Getty Images RF; Top Right: © Svisio/ Getty Images RF; Middle Left: © Science Photo Library RF/ Getty Images RF; Middle Right: © Corbis/SuperStock RF; Bottom Left: © Arthimedes/ Shutterstock.com RF; Bottom Right: © Colin Anderson/Blend Images LLC RF

1

Introduction to Personality Psychology

Personality Defined

Personality Is the Set of Psychological Traits . . .
And Mechanisms . . .
Within the Individual . . .
That Are Organized and Relatively Enduring . . .
And That Influence . . .
His or Her Interactions with . . .
And Adaptations to . . .
The Environment

Three Levels of Personality Analysis

Human Nature
Individual and Group Differences
Individual Uniqueness

A Fissure in the Field

Grand Theories of Personality
Contemporary Research in Personality

Six Domains of Knowledge About Human Nature

Dispositional Domain
Biological Domain
Intrapsychic Domain
Cognitive-Experiential Domain
Social and Cultural Domain
Adjustment Domain

The Role of Personality Theory

Standards for Evaluating Personality Theories

Is There a Grand Ultimate and True Theory of Personality?

Key Terms

INTRODUCTION

Each person is, in certain respects, like all other persons, like some other persons, and like no other person.
© SuperStock/Ingram Publishing RF

> *Those who carry humor to excess are thought to be vulgar buffoons, striving after humor at all costs, not caring about pain to the object of their fun; . . . while those who can neither make a joke themselves nor put up with those who do are thought to be boorish and unpolished. But those who joke in a tasteful way are called ready-witted and tactful . . . and it is the mark of a tactful person to say and listen to such things as befit a good and well-bred person.*

Aristotle, in *The Nicomachean Ethics,* expressed these wise observations on the subject of humor and the ways in which people do or do not express it. In this quote, we see Aristotle behaving much as a personality psychologist. Aristotle is analyzing the characteristics of persons who have an appropriate sense of humor and providing some details about what features are associated with a sense of humor. Aristotle adds to this description by comparing people who are extreme, having either too much or too little sense of humor. In his book on ethics, Aristotle analyzed many personality characteristics, including truthfulness, courage, intelligence, self-indulgence, anger proneness, and friendliness.

We might conclude that Aristotle was an amateur personality psychologist. But aren't we all amateur personality psychologists to some extent? Aren't we all curious about the characteristics people possess, including our own? Don't we all use personality characteristics in describing people? And haven't we all used personality terms to explain behavior, either our own or others'?

When we say that our friend goes to a lot of parties because she is outgoing, we are using personality to explain her behavior. When we refer to another friend as conscientious and reliable, we are describing features of his personality. When we characterize ourselves as thoughtful, intelligent, and ambitious, we are describing features of our personalities.

Features of personality make people different from one another, and these features usually take the form of adjectives, such as John is lazy, Mary is optimistic, and Fred is anxious. *Adjectives that can be used to describe characteristics of people are called* **trait-descriptive adjectives.** There are nearly 20,000 such trait-descriptive adjectives in the English language. This astonishing fact alone tells us that, in everyday life, there are compelling reasons for trying to understand and describe those we interact with, as well as ourselves.

Notice that the adjectives describing personality refer to several very different aspects of people. Words such as *thoughtful* refer to inner qualities of mind. Words such as *charming* and *humorous* refer to the effects a person has on other people. Words such as *domineering* are relational and signify a person's position, or stance, toward others. Words such as *ambitious* refer to the intensity of desire to reach our goals. Words such as *creative* refer both to a quality of mind and to the nature of the products we produce. Words such as *deceitful* refer to the strategies a person uses to attain his or her goals. All of these features describe aspects of personality.

Exercise

Think of someone you know well—say, a friend, family member, or roommate. Consider the many characteristics that make this person unique. List the five adjectives you think best capture this person's personality. For example, if you were to describe this person to someone, what five adjectives would you use? Now, ask your target person to list the five adjectives *he or she* thinks best describe himself or herself. Compare your lists.

Personality Defined

Establishing a definition for something as complex as human personality is difficult. The authors of the first textbooks on personality—Gordon Allport (1937) and Henry Murray (1938)—struggled with the definition. The problem is how to establish a definition that is sufficiently comprehensive to include all of the aspects mentioned earlier, including inner features, social effects, qualities of the mind, qualities of the body, relations to others, and inner goals. Because of these complexities, some textbooks on personality omit a formal definition entirely. Nonetheless, the following definition captures the essential elements of personality: **Personality** *is the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments*. Let's examine the elements of this definition more closely.

Personality Is the Set of Psychological Traits . . .

Psychological traits are characteristics that describe ways in which people are different from each other. Saying that someone is *shy* is to mention one way in which he or she differs from others who are more outgoing. Traits also define ways in which people are *similar* to some others. For example, people who are shy are similar to each other in that they are anxious in social situations, particularly when there is an audience focusing attention on them.

People are different from each other in many ways. The science of Personality Psychology provides an understanding of the psychological ways that people differ from one another.
© Rawpixel.com/Shutterstock.com RF

Consider another example—the trait of talkativeness. This characteristic can be meaningfully applied to people and describes a dimension of difference among them. Typically, a talkative person is that way from day to day, from week to week, and from year to year. Certainly, even the most talkative person can have quiet moments, quiet days, or even quiet weeks. Over time, however, those with the trait of talkativeness tend to emit verbal behavior with greater frequency than those who are low on talkativeness. In this sense, traits describe the **average tendencies** of a person. On average, a high-talkative person starts more conversations than a low-talkative person.

Research on personality traits asks four kinds of questions:

- How many traits are there?
- How are the traits organized?
- What are the origins of traits?
- What are the correlations and consequences of traits?

One primary question is *how many* fundamental traits there are. Are there dozens or hundreds of traits, or merely a few? The second research question pertains to the *organization,* or structure, of traits. For example, how is talkativeness related to other traits, such as impulsivity and extraversion? A third research question concerns the *origins* of traits—where they come from and how they develop. Does heredity influence talkativeness? What sorts of cultural and child-rearing practices affect the development of traits such as talkativeness? A fourth key question pertains to the *correlations and consequences* of traits in terms of experience, behavior, and life outcomes. Do talkative persons have many friends? Do they have a more extended social network to draw upon in times of trouble? Do they annoy people who are trying to study?

The four research questions constitute the core of the research program of many personality psychologists. Psychological traits are useful for at least three reasons. First, they help *describe* people and help understand the dimensions of difference among people. Second, traits are useful because they help *explain* behavior. The reasons people act may be partly a function of their personality traits. Third, traits are useful because

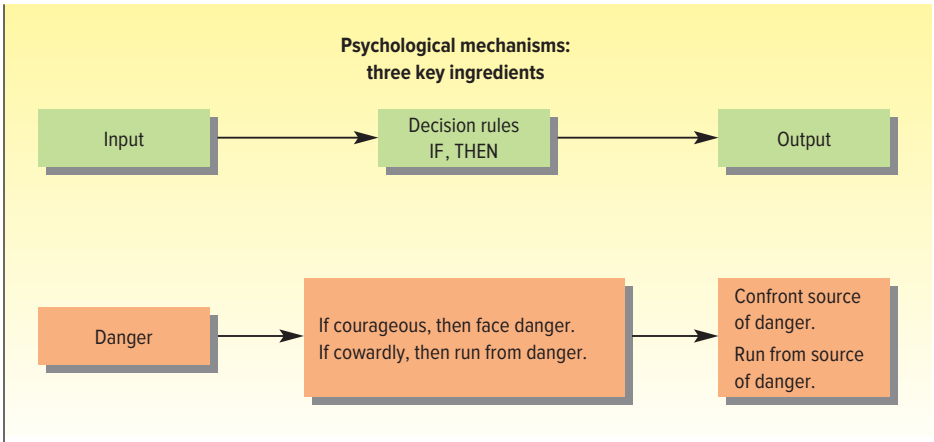


Figure 1.1
Psychological mechanisms have three essential ingredients. Our personalities contain many such mechanisms.

they can help *predict* future behavior—for example, the sorts of careers individuals will find satisfying, who will tolerate stress better, and who is likely to get along well with others. Thus, personality is useful in *describing, explaining,* and *predicting* differences among individuals. All good scientific theories enable researchers to describe, explain, and predict in their domains. Just as an economic theory might be useful in describing, explaining, and predicting fluctuations in the economy, personality traits describe, explain, and predict differences among persons.

And Mechanisms . . .

Psychological mechanisms are like traits, except that the term *mechanisms* refers more to the processes of personality. For example, most psychological mechanisms involve an information-processing activity. Someone who is extraverted, for example, may look for and notice opportunities to interact with other people. That is, an extraverted person is prepared to notice and act on certain kinds of social information.

Courage is an example of a trait that is activated only under particular circumstances. For example, Hurlburt Field Medics Continue to Save Lives in Haiti—2010.
Source: U.S. Air Force photo by Tech. Sgt. James L. Harper Jr.

Most psychological mechanisms have three essential ingredients: *inputs, decision rules,* and *outputs*. A psychological mechanism may make people more sensitive to certain kinds of information from the environment (input), may make them more likely to think about specific options (decision rules), and may guide their behavior toward certain categories of action (outputs). For example, an extraverted person may look for opportunities to be with other people, may consider in each situation the possibilities for human contact and interaction, and may encourage others to interact with him or her. Our personalities contain many psychological mechanisms of this sort—information-processing procedures that have the key elements of inputs, decision rules, and outputs (see Figure 1.1).

This does not mean that all of our traits and psychological mechanisms are activated at all times. In fact, at any point in time, only a few are activated. Consider the trait of courageousness. This trait is activated only under particular conditions, such as when people face serious dangers and threats to their lives. Some people are more courageous than others, but we will never know which people are courageous unless and until the right situation presents itself. Look around next time you are in class: Who do you think has the trait of courageousness? You won't know until you are in a situation that provides the potential for courageous behavior.

Within the Individual . . .

Within the individual means that personality is something a person carries with him- or herself over time and from one situation to the next. Typically, we feel that we are today the same people we were last week, last month, and last year. We also feel that we will continue to have these personalities into the coming months and years. And, although our personalities are certainly influenced by our environments, and especially by the significant others in our lives, we feel that we carry with us the same personalities from situation to situation in our lives. The definition of personality stresses that the important sources of personality reside within the individual and, hence, are at least somewhat stable over time and somewhat consistent over situations.

That Are Organized and Relatively Enduring . . .

Organized means that the psychological traits and mechanisms for a given person are not simply a random collection of elements. Rather, personality is organized because the mechanisms and traits are linked to one another in a coherent fashion. Imagine the simple case of two desires—a desire for food and a desire for intimacy. If you have not eaten for a while and are experiencing hunger pangs, then your desire for food might override your desire for intimacy. On the other hand, if you have already eaten, then your desire for food may temporarily subside, allowing you to pursue intimacy. Our personalities are organized in the sense that they contain decision rules that govern which needs or motives are activated, depending on the circumstances.

Psychological traits are also relatively **enduring** over time, particularly in adulthood, and are somewhat consistent over situations. To say that someone is angry at this moment is not saying anything about a trait. A person may be angry now, but not tomorrow or may be angry in one situation, but not in others. Anger is more of a *state* than a trait. To say that someone is anger prone or generally hot tempered, however, is to describe a psychological trait. Someone who is anger prone is *frequently* angry, relative to others, and shows this proneness time and time again in many different situations (e.g., the person is argumentative at work, is hostile and aggressive while playing team sports for recreation, and quarrels a lot with family members).

There may be some occasions when this generalization about the consistency of personality from situation to situation does not hold. Some situations may be overpowering and suppress the expression of psychological traits. Persons who are generally talkative, for example, may remain quiet during a lecture, at the movies, or in an elevator—although you undoubtedly have experienced someone who could not or would not keep quiet in any of these circumstances!

The debate about whether people are consistent across situations in their lives has a long history in personality psychology. Some psychologists have argued that the evidence for consistency is weak (Mischel, 1968). For example, honesty measured in

one situation (say, cheating on a test) may not correlate with honesty measured in another situation (say, cheating on income taxes). We will explore this debate more fully later in the book. For now we will simply say that most personality psychologists maintain that although people are not perfectly consistent, there is enough consistency to warrant including this characteristic in a definition of personality.

The fact that personality includes relatively enduring psychological traits and mechanisms does not preclude change over time. Indeed, describing precisely the ways in which we change over time is one goal of personality psychologists.

And That Influence . . .

In the definition of personality, an emphasis on the **influential forces** of personality means that personality traits and mechanisms can have an effect on people's lives. Personality influences how we act, how we view ourselves, how we think about the world, how we interact with others, how we feel, how we select our environments (particularly our social environment), what goals and desires we pursue in life, and how we react to our circumstances. People are not passive beings merely responding to external forces. Rather, personality plays a key role in affecting how people shape their lives. It is in this sense that personality traits are forces that *influence* how we think, act, and feel.

His or Her Interactions with . . .

This feature of personality is perhaps the most difficult to describe, because the nature of **person–environment interaction** is complex. In Chapter 15, we examine interactionism in greater detail. For now, however, it is sufficient to note that interactions with situations include perceptions, selections, evocations, and manipulations. *Perceptions* refer to how we "see," or interpret, an environment. Two people may be exposed to the same objective event, yet what they pay attention to and how they interpret the event may be very different. And this difference is a function of their personalities. For example, two people can look at an inkblot, yet one person sees two cannibals cooking a human over a fire, whereas the other perceives a smiling clown waving hello. As another example, a stranger may smile at someone on the street; one person might perceive the smile as a smirk, whereas another person might perceive the smile as a friendly gesture. It is the same smile, just as it is the same inkblot, yet how people interpret these situations can be determined by their personalities.

Selection describes the manner in which we choose situations to enter—how we choose our friends, romantic partners, hobbies, college classes, and careers. How we go about making these selections is, at least in part, a reflection of our personalities. How we use our free time is especially a reflection of our traits. One person may take up the hobby of parachute jumping, whereas another may prefer to spend time quietly listening to a podcast alone. We select from what life offers us, and these choices are partly a function of personality.

Evocations are the reactions we produce in others, often quite unintentionally. To some extent, we create the social environment that we inhabit. A child with a high activity level, for example, may evoke in parents attempts to constrain the child, even though these attempts are not intended or desired by the child. A person who is physically large may evoke feelings of intimidation in others, even if intimidation is not the goal. Our evocative interactions are also essential features of our personalities.

Manipulations are the ways in which we intentionally attempt to influence others. Someone who is anxious or frightened easily may try to influence their group to avoid

scary movies or risky activities. Someone who is highly conscientious may insist that everyone follow the rules. Or a husband who is very neat and orderly may insist that his wife pick up her things. The ways in which we attempt to manipulate the behavior, thoughts, and feelings of others are essential features of our personalities. All of these forms of interaction—perceptions, selections, evocations, and manipulations—are central to understanding the connections between the personalities of people and the environments they inhabit.

And Adaptations to . . .

An emphasis on **adaptation** conveys the notion that a central feature of personality concerns adaptive functioning—accomplishing goals, coping, adjusting, and dealing with the challenges and problems we face as we go through life. Few things are more obvious about human behavior than the fact that it is goal directed, functional, and purposeful. Even behavior that does not appear functional—such neurotic behavior as excessive worrying—may, in fact, be functional. For example, people who worry a lot often receive lots of support from others. Consequently, what appears on the surface to be maladaptive (worrying) may, in fact, have some rewarding characteristics for the person (eliciting social support). In addition, some aspects of personality processes represent deficits in normal adaptations, such as breakdowns in the ability to cope with stress, to regulate one's social behavior, or to manage one's emotions. Although psychologists' knowledge of the adaptive functions of personality traits and mechanisms is currently limited, it remains an indispensable key to understanding the nature of human personality.

The Environment

The physical **environment** often poses challenges for people. Some of these are direct threats to survival. For example, food shortages create the problem of securing adequate nutrients for survival. Extremes of temperature pose the problem of maintaining thermal homeostasis. Heights, snakes, spiders, and strangers can all pose threats to survival. Human beings, like other animals, have evolved solutions to these adaptive problems. Hunger pangs motivate us to seek food, and taste preferences guide our choices of which foods to consume. Shivering mechanisms help combat the cold, and sweat glands help fight the heat. At a psychological level, our fears of heights, snakes, spiders, and strangers—the most common human fears—help us avoid or safely interact with these environmental threats to our survival.

Our social environment also poses adaptive challenges. We may desire the prestige of a good job, but there are many other people competing for the same positions. We may desire interesting friends and mates, but there are many others competing for them. We may desire greater emotional closeness with others, but may not know how to achieve closeness. The ways in which we cope with our social environment—the challenges we encounter in our struggle for belongingness, love, and esteem—are central to an understanding of personality.

The particular aspect of the environment that is important at any moment in time is frequently determined by personality. A person who is talkative, for example, will notice more opportunities in the social environment to strike up conversations than will someone who is low on talkativeness. A person who is disagreeable will occupy a social environment where people frequently argue with him or her. A person for whom status is very important will pay attention to the relative hierarchical positions of