Dedication

To my children.

RL

To my father and first personality teacher, Arnold H. Buss.

DB
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About the Authors

Randy J. Larsen received his Ph.D. 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. Randy Larsen has served on several Scientific Review Group for the National Institutes 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 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 chairman of the Psychology Department, and 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.

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Edition) (Basic Books, 2003), which has been translated into 10 languages; *Evolutionary Psychology: The New Science of the Mind* (2nd ed.) (Allyn & Bacon, 2004), 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 *The Handbook of Evolutionary Psychology* (Wiley, 2005). Buss has authored more than 200 scientific publications, and has also written articles for the *New York Times* and the *Times Higher Education Supplement*. In 2003, he appeared in the ISI List of Most Highly Cited Psychologists Worldwide, and as the 27th Most Cited Psychologist in Introductory Psychology textbooks. He lectures widely throughout the United States and abroad, and has extensive cross-cultural research collaborations. David Buss greatly enjoys teaching, and in 2001 he won the President’s Teaching Excellence Award at the University of Texas.
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 and Second Editions. At the same time, preparing the Third Edition proved to be a humbling experience. The cascade of exciting publications in the field of personality is formidable, requiring not merely an 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 instead 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 First and Second Editions differed from other texts in the importance placed on culture, gender, and biology, and these are areas of personality that 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 Third 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 hope that the changes we’ve made to the Third 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.

Chapter 1: Introduction to Personality Psychology

Chapter 2: Personality Assessment, Measurement, and Research Design
- Expanded coverage on ingredients of identity
- Facial expressions during marital conflict as predictors of marital outcome
- Acts of individuals with a dependent personality

Chapter 3: Traits and Trait Taxonomies
- Act frequencies as predictors of hierarchy negotiation and marital violence
- Conscientiousness as a predictor of workplace achievement
- Neuroticism as a predictor of suicidal ideation and health-impairing coping strategies
- Personality predictors of forgiveness and volunteer work
- Personality traits that fall outside of the Big Five

Chapter 4: Theoretical and Measurement Issues in Trait Psychology
- Expanded coverage of the history and legal issues involved in the use of personality tests in employment settings
• A critical examination of the Myers-Briggs Type Indicator, including a discussion of its utility
• Expanded discussion of personality and integrity testing in business settings
• Expanded discussion of different types of validity
• Description of Hogan Assessment Systems, Inc., a successful personality testing company providing employment screening and selection
• Expanded description of Person-by-Situation interactions, with examples
• Increase in references to gender and culture in personality assessment

Chapter 5: Personality Dispositions over Time: Stability, Change, and Coherence
• New material on personality stability and change
• New section on longevity and personality
• New longitudinal studies of personality development

Chapter 6: Genetics and Personality
• Updated behavioral genetics concepts
• Latest heritability studies reported (e.g., heritability of religiosity)
• New material on genetics of marriage
• New material on gene-environment interactions

Chapter 7: Physiological Approaches to Personality
• Deleted material on Sheldon’s theory of body types
• Added “A Closer Look” on personality and gambling
• Corrected description of Eysenck’s lemon juice experiment
• Updated references

Chapter 8: Evolutionary Perspectives on Personality
• More details on how evolutionary psychology accounts for individual differences
• Evolution and life-history strategies

Chapter 9: Psychoanalytic Approaches to Personality
• Added “A Closer Look” on examples of the unconscious: blindsight and the deliberation-without-attention effect
• Deleted “Closer Look” on subliminal psychodynamic stimulation
• New factual material on the case of Anna O. and her relevance to Freud’s overarching theory of personality
• Expanded coverage of theory on how sexual stages can influence personality
• Reorganized material to achieve better flow in this chapter

Chapter 10: Psychoanalytic Approaches: Contemporary Issues
• Updated contemporary views of the unconscious with material from Bar gh, 2005
• Added “A Closer Look” on the controversy surrounding the Rind et al. (1998) article on childhood sexual abuse
• Cut material on divorce

Chapter 11: Motives and Personality
• Distinguish need for affiliation from need for intimacy
• Distinguish state levels from trait levels of motives
• Dewick’s theory of competence motivation
• Gender differences in need for achievement
• New table on tips for increasing need for achievement in children
• New material on cultural differences in need for achievement
• Introduce the concept of “flow” in discussion of self-actualization

Chapter 12: Cognitive Topics in Personality
• New studies on field independence and language learning and decoding facial expressions
• Increased coverage of explanatory style and its three dimensions
• New section on social learning theory (e.g., Bandura, Dweck, Higgins, and Mischel)
• Deleted material on the KF A test, some details on Kelly’s theory, and much of the material on goals

Chapter 13: Emotion and Personality
• New material on the direction of causality between happiness and successful outcomes in life
• New coverage of brain abnormality findings in aggressive and violent persons

Chapter 14: Approaches to the Self
• Reviewed experiments on self-identification in mirror
• New material on development of the self-concept
• A new “Closer Look” on six myths of self-esteem

Chapter 15: Personality and Social Interaction
• Personality and conflict resolution tactic
• Personality predictors of relationships satisfaction
• Narcissism and inability to forgive others

Chapter 16: Sex, Gender, and Personality
• Gender differences in temperament in childhood
• Gender differences in valuation of power
• Massive 50-culture study of gender differences in personality
• New findings on real-life correlates of masculinity and femininity

Chapter 17: Culture and Personality
• New section on do cultures have distinct personality profiles
• New cross-cultural research on the Big Five
• New cross-cultural research on possible factors beyond the Big Five

Chapter 18: Stress, Coping, Adjustment, and Health
• Updated AIDS statistics
• Shortened chapter exercises, converted one to an application
• Inserted brain scans of emotion centers

Chapter 19: Disorders of Personality
• New section distinguishing antisocial personality disorder from psychopathy
• New section distinguishing obsessive-compulsive personality disorder from obsessive-compulsive disorder
• New material on borderline and histrionic personality disorders
• New section on gender differences in personality disorders

Chapter 20: Summary and Future Directions
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Supplements for the Instructor

The supplements listed here accompany *Personality Psychology*. Please contact your McGraw-Hill representative for more information.

Instructor’s Manual

Todd K. Shackelford, *Florida Atlantic University*

The Instructor’s Manual includes chapter outlines, lecture topics and suggestions, ideas for classroom activities and demonstrations, questions for use in classroom discussions, ideas for student research papers, and lists of current research articles. The Instructor’s Manual is organized by chapter, and has been designed to assist instructors new to the teaching of personality psychology, as well as more experienced professors.

Test Bank

Todd K. Shackelford, *Florida Atlantic University* and Michael D. Botwin, *California State University—Fresno*

This comprehensive Test Bank includes over 1,500 multiple-choice questions. The test questions are organized by chapter and are designed to test factual, applied, and conceptual understanding. This important instructor resource is accessible on the Instructor Resource CD-ROM and can be ordered in print as well.

Computerized Test Bank CD-ROM

The Computerized Test Bank is compatible for both Macintosh and Windows platforms. This CD-ROM provides a fully functioning editing feature that enables instructors to integrate their own questions, scramble items, and modify questions. The CD-ROM also offers an instructor the option of implanting the following unique features: Online Testing Program, Internet Testing, and Grade Management. Additional information regarding these features can be found in the accompanying CD-ROM documentation.

Online Learning Center for Instructors

This extensive Web site, designed specifically to accompany *Personality Psychology*, offers an array of resources for both instructor and student. Among the features included on the Instructor’s side of the Web site, which is password protected, are an online version of the Instructor’s Manual, PowerPoint Slides, and links to professional resources. These resources and more can be found by logging onto the text site at www.mhhe.com/larsen3.

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This extensive Web site, designed specifically to accompany Personality Psychology, offers an array of resources for both instructor and student. The student side of the Online Learning Center provides a variety of learning tools, including a chapter outline, learning objectives, multiple-choice questions, true-false questions, essay questions, and Web links for each chapter. These resources and more can be found by logging on to the text site at www.mhhe.com/larsen3.
Personality Psychology
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
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Adjustment domain

The Role of Personality Theory
Standards for evaluating personality theories
Is there a grand ultimate and true theory of personality?
Key terms
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 people who do and do not indulge in 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, providing some details on 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 described and 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 characteristics? Don’t we all use personality characteristics in describing people? And haven’t we all used personality characteristics 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 we use to speak about a particular person, such as John is lazy and unreliable, Mary is optimistic, and Fred is anxiety-ridden.

Adjectives that can be used to describe characteristics of people are called trait-descriptive adjectives. There are more than 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 the nature of those we interact with, as well as compelling reasons for trying to understand and describe 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 that person. 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 in the introduction to this chapter, including inner features, social effects, qualities of the mind, qualities of the body, relations to others, and inner goals. Because of these complexities, some texts 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.
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 each other.