

Psychology 371: Personality Research

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Northwestern University

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personality-project.org/revelle/syllabi/371.syllabus.html

Personality Research

- All people are the same, some people are the same, no person is the same. (Kluckhohn and Murray, 1948)
- “Whatever exists at all exists in some amount. To know it thoroughly involves knowing its quantity as well as its quality” (E.L. Thorndike, 1918)

Personality Research: Goals

- To acquire an appreciation of current research in personality including taxonomic, biological, and cognitive approaches.
- To acquire an understanding of the ways in which personality may be measured using current psychometric techniques.
- To conduct original research in personality.

Personality Research: Requirements

1. Research proposal reviewing relevant prior research and proposing to answer a theoretical question. (November 2)
2. A mid term exam covering the theories of personality and methods of research discussed in class and in readings. (October 26)
3. A final research project reviewing the relevant literature, experimentally testing a hypothesis, and discussing the implications of the results. Done as a small group project. Individually graded. (December 9)
4. A final exam (optional-- December 9).

Personality Research: Readings

- Readings will be assigned from relevant journals and texts. Most of these will be web accessible.
- Check the syllabus and the associated outline on the web for handouts, course notes, and additional readings. These will be updated at least once a week. Class handouts will become available late in the evening before class.

Personality Research: Syllabus

- I. Introduction to personality research
 - A. Place of personality in psychology
 - B. 5 Basic Questions
- II. Descriptive taxonomies
- III. Causal models of personality
- IV. Psychometric theory
- V. Other current research techniques

Two Disciplines of Psychological Research

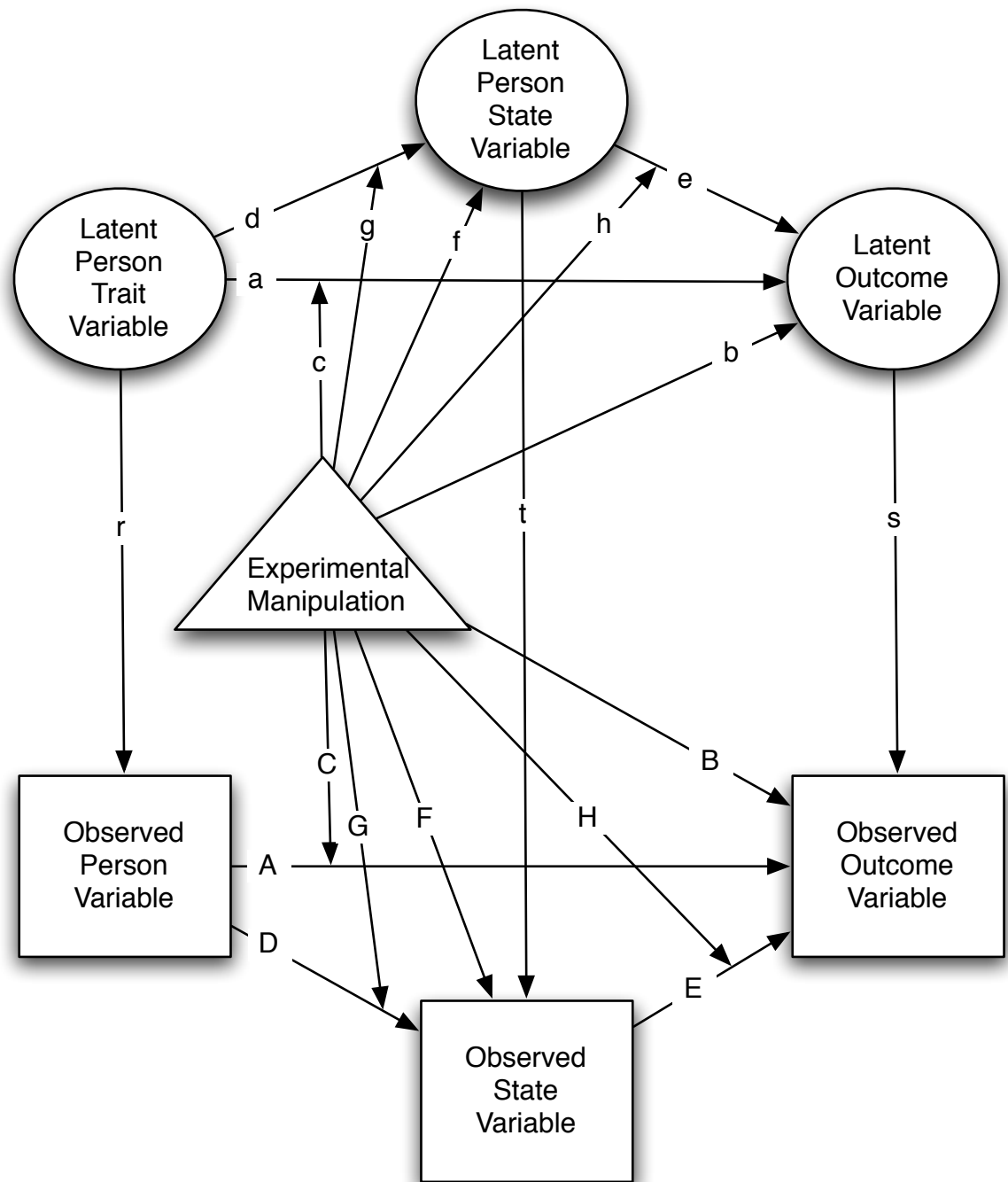
(Cronbach, 1957, 1975; Eysenck, 1966, 1997, Revelle and Oehlberg, 2008)

| B=f(Personality) | B=f(P*E) | B=f(Environment) |
|------------------|----------------------|----------------------|
| | Darwin | |
| Galton | | Fechner Weber, Wundt |
| Binet, Terman | | Watson, Thorndike |
| Allport, Burt | Lewin | Hull, Tolman |
| Cattell | Atkinson, Eysenck | Spence, Skinner |
| Epstein | | Mischel |

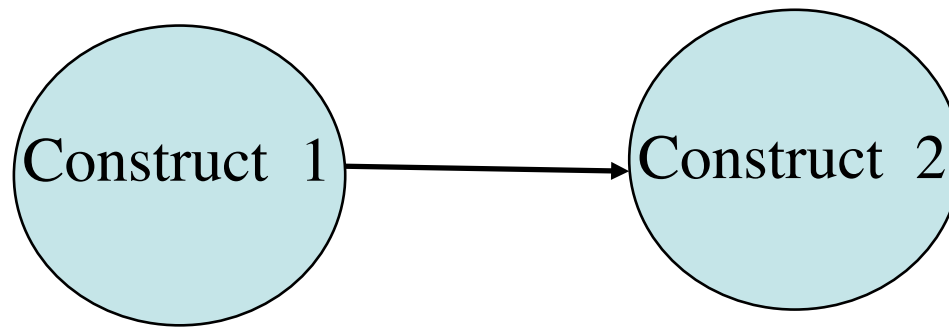
Two Disciplines of Psychological Research

| | B=f(Person) | B=f(Environment) |
|------------------|--|--|
| Method/ Model | Correlational Observational Biological/field | Experimental Causal Physical/lab |
| Statistics | Variance Dispersion Correlation/ Covariance | Mean Central Tendency t-test, F test |
| Effects | Individuals Individual Differences | Situations General Laws |
| | $B=f(P,E)$ Effect of individual in an environment Multivariate Experimental Psychology | |

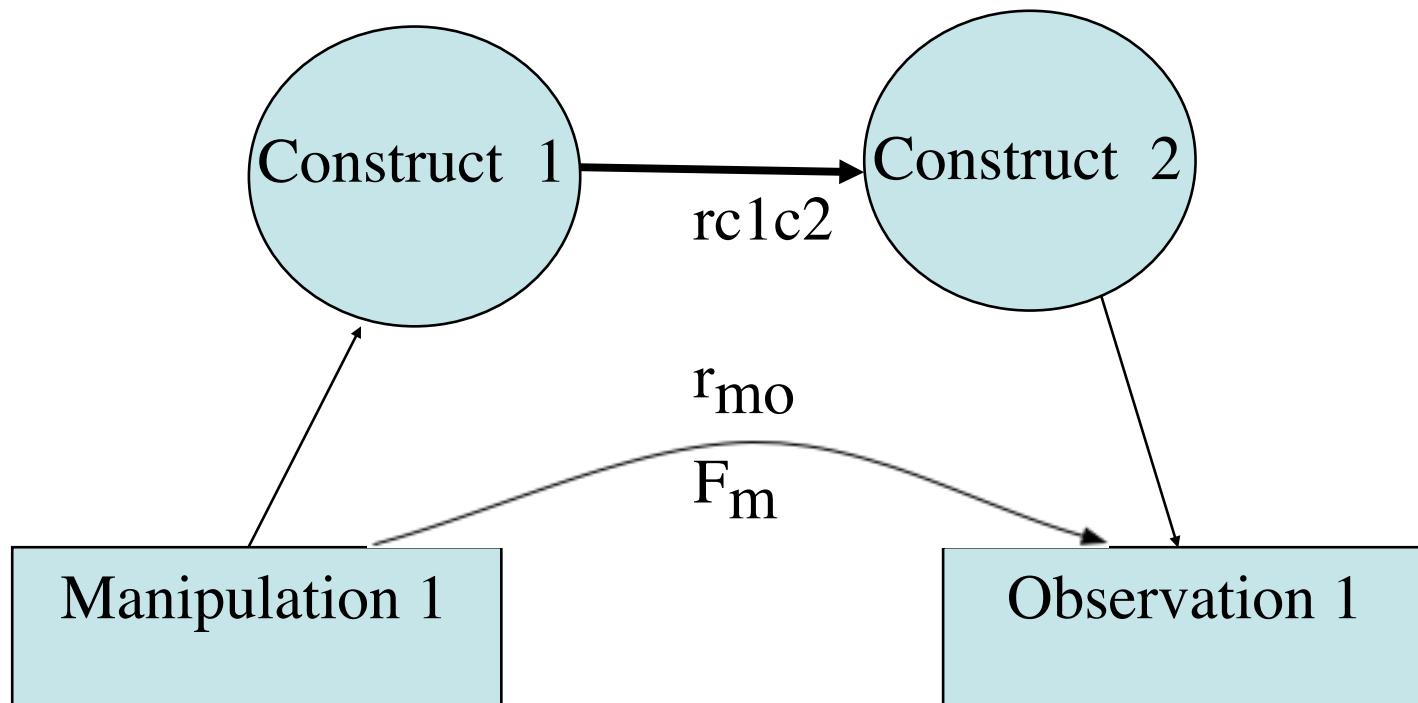
Experimental
Personality
Research
involves
theory,
measurement
and
experimental
technique



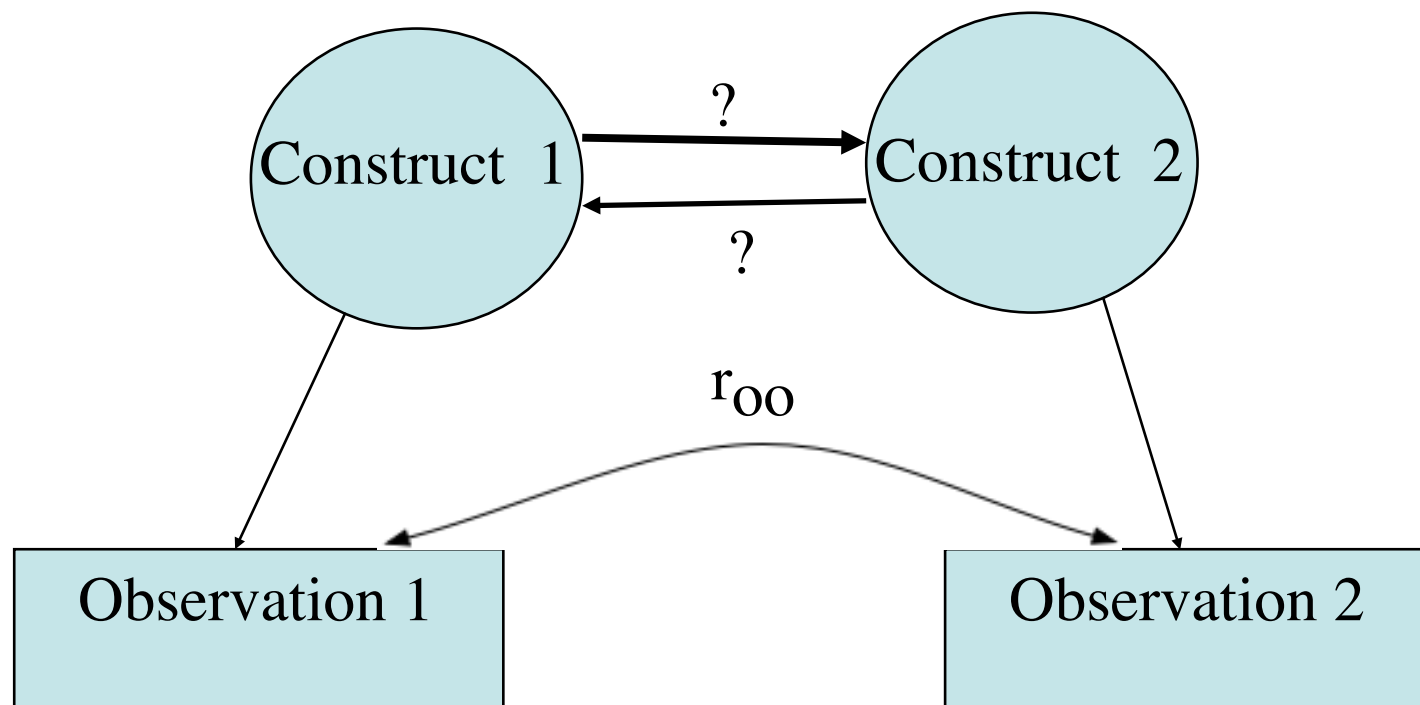
Theory and Theory Testing I: Theory



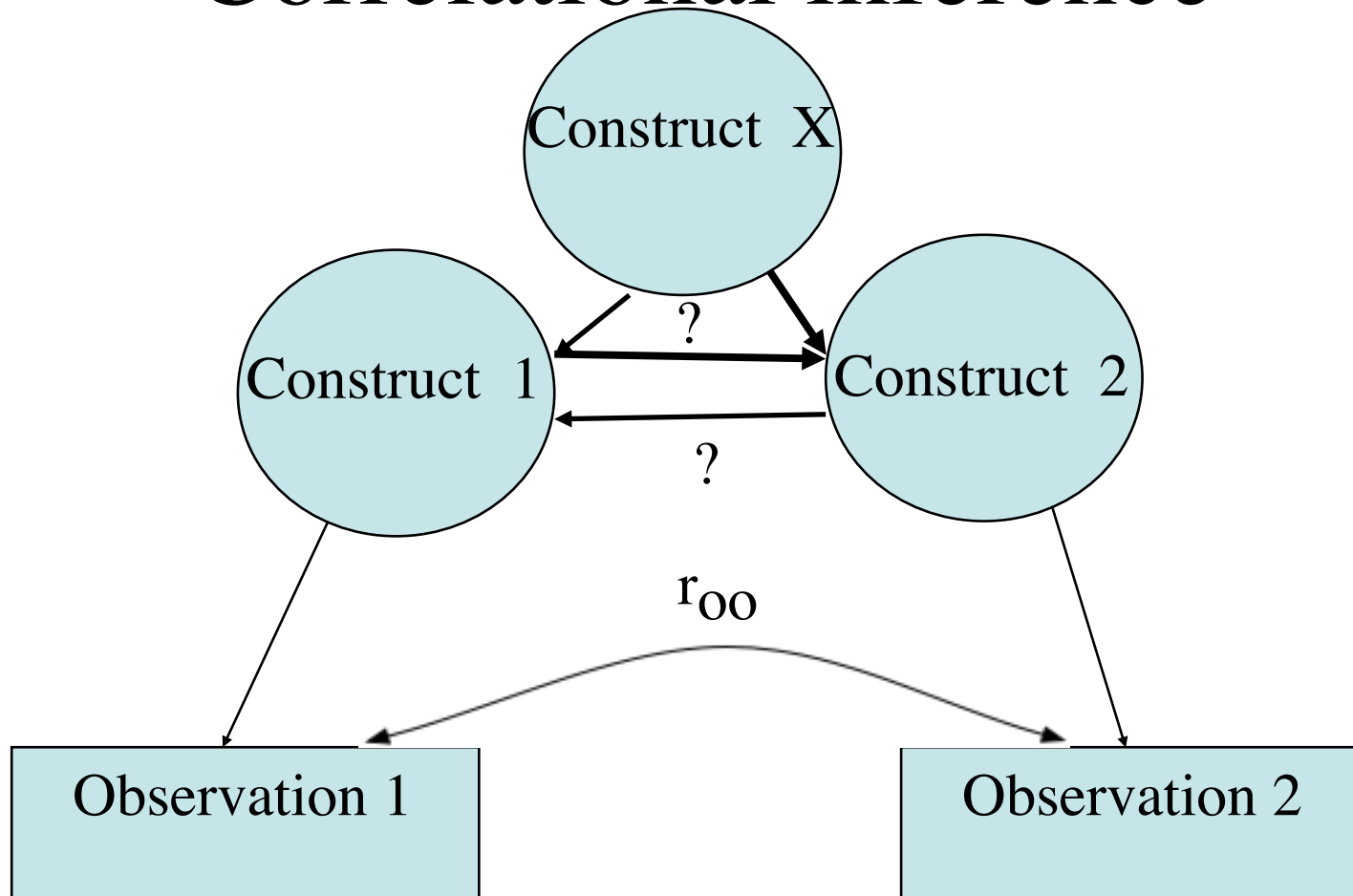
Theory and Theory Testing II: Experimental manipulation



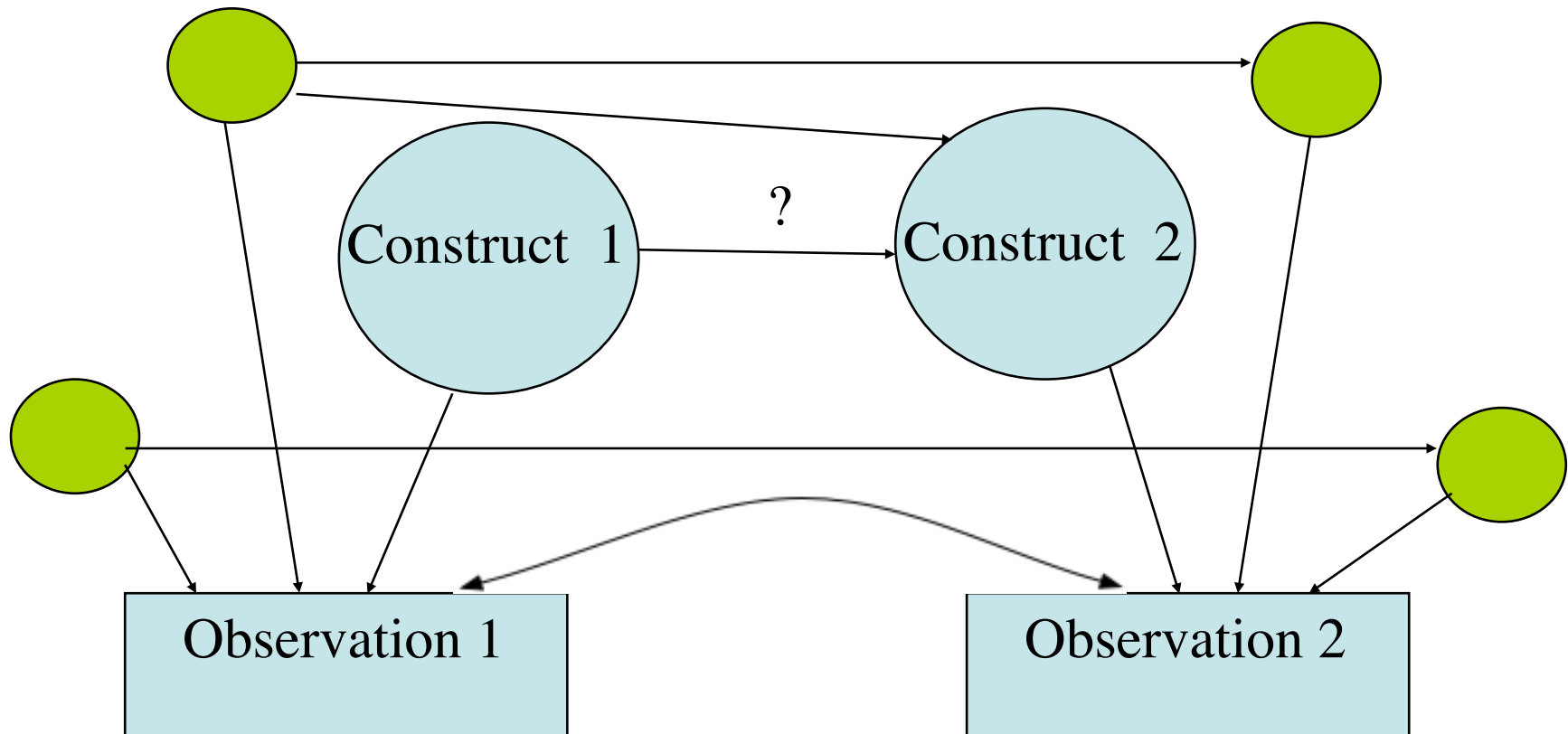
Theory and Theory Testing III: Correlational inference



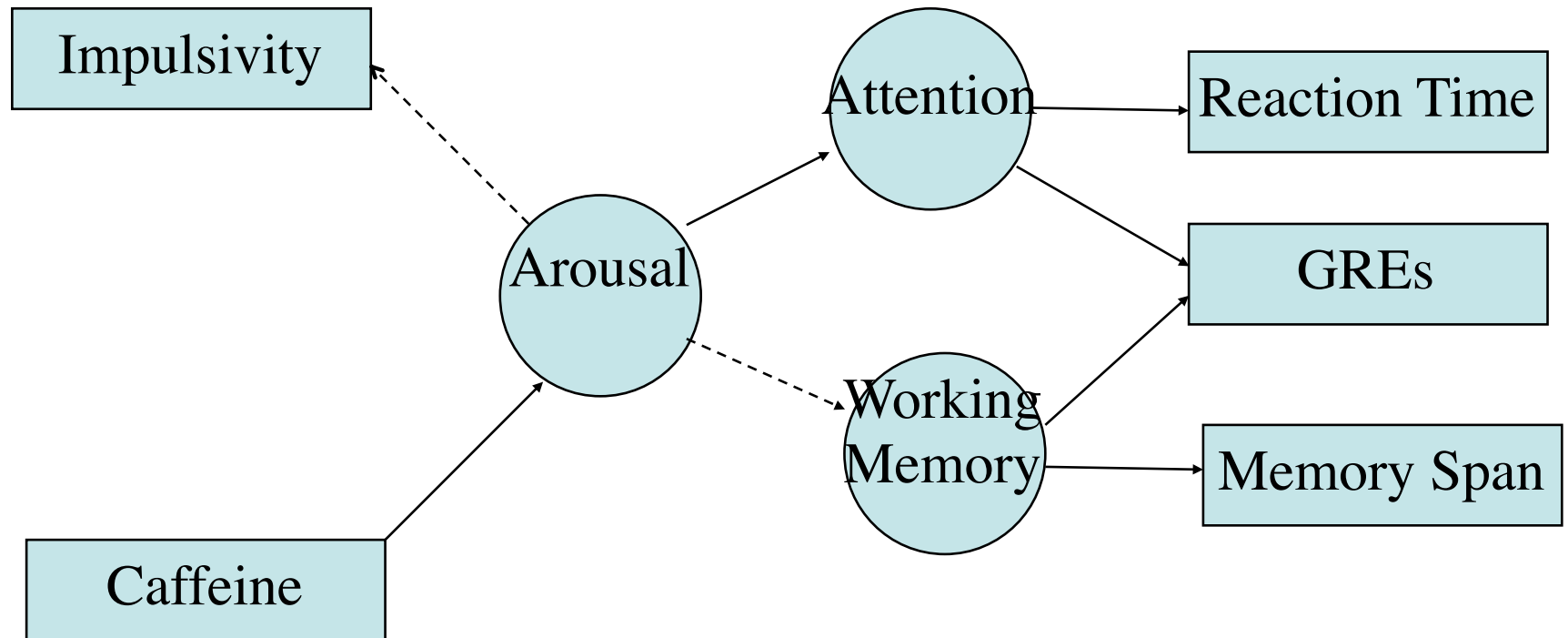
Theory and Theory Testing IV: Correlational inference



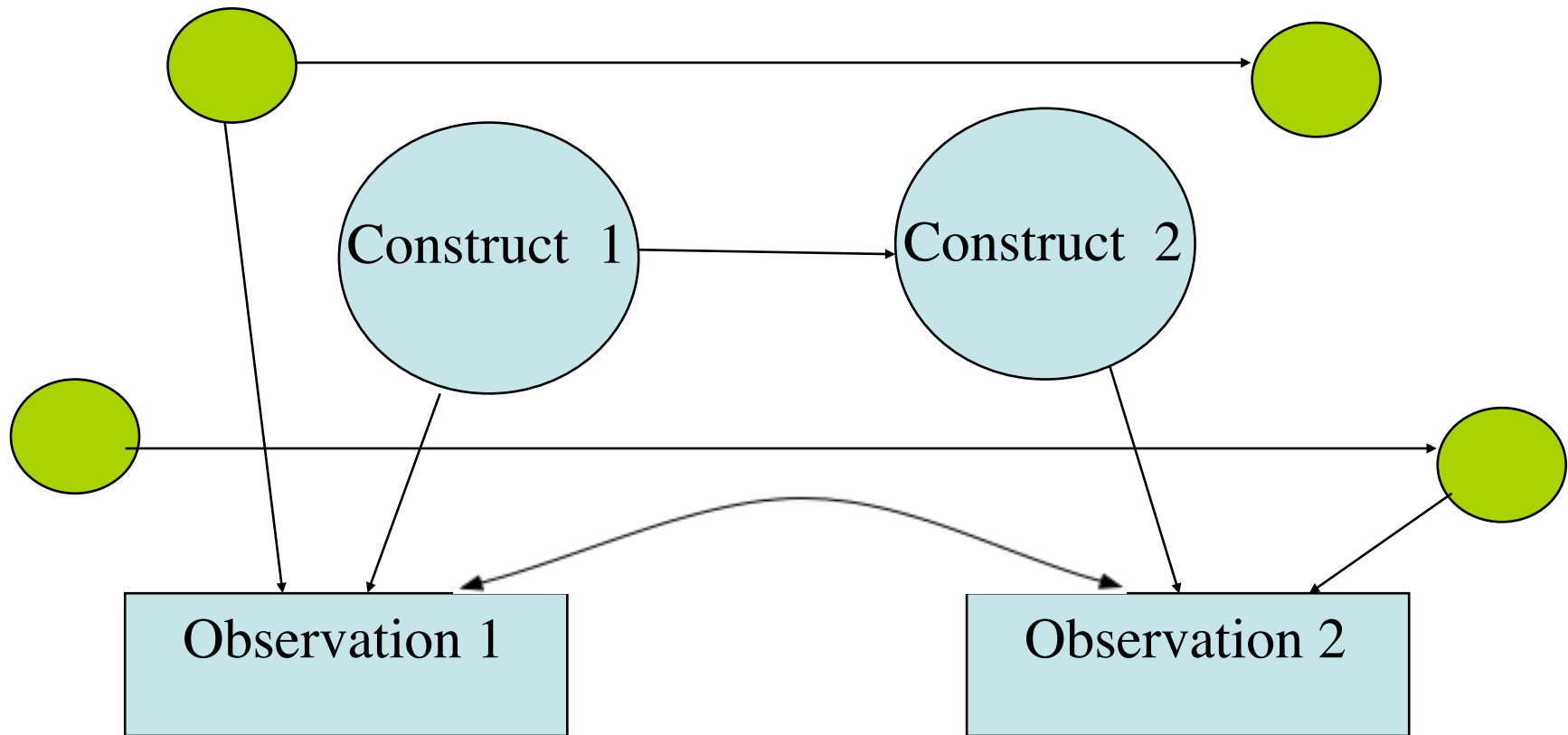
Theory and Theory Testing V: Alternative Explanations



Individual differences and general laws



Theory and Theory Testing VI: Eliminate Alternative Explanations

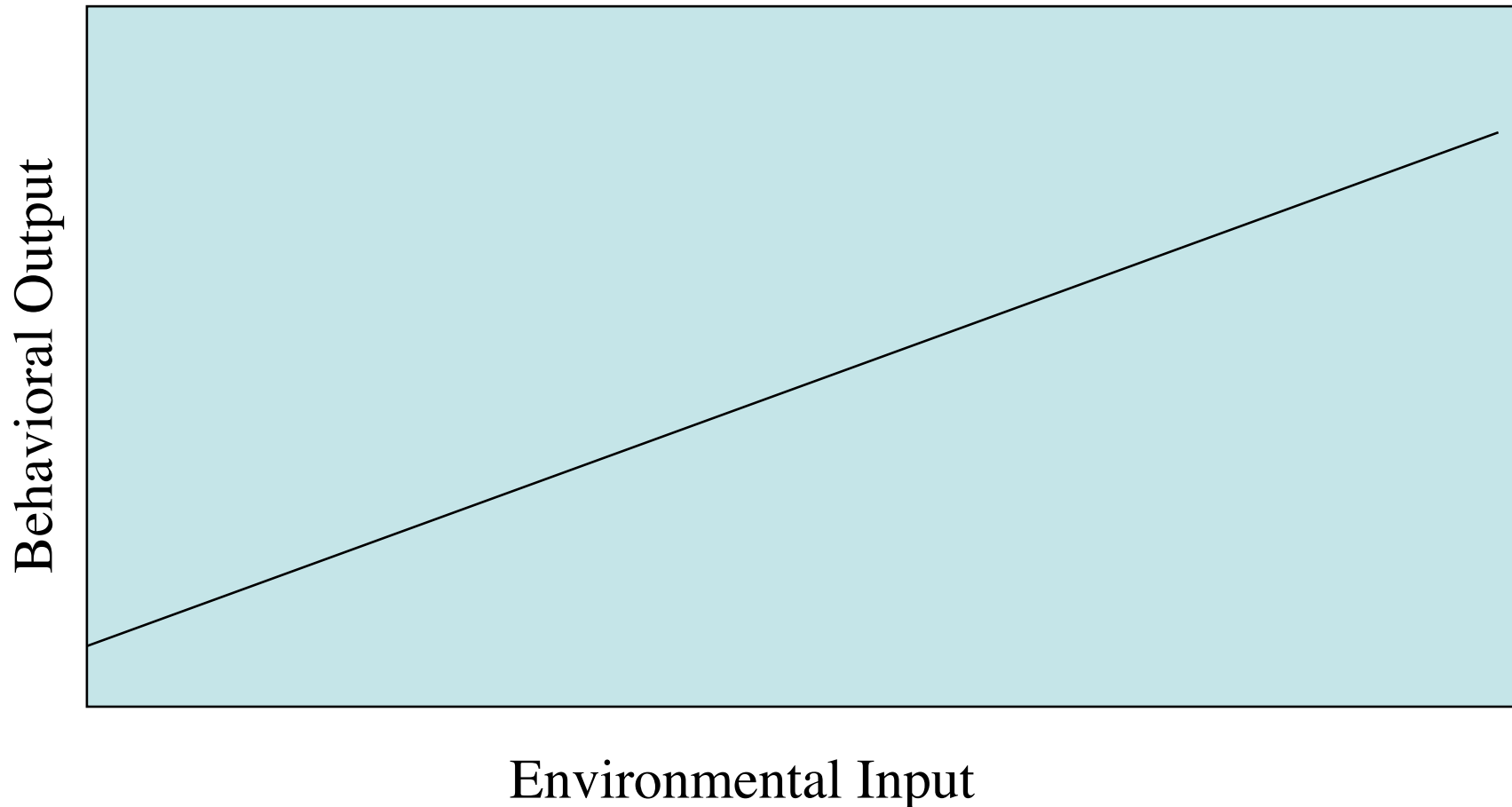


Types of Relationships

(Vale and Vale, 1969)

- Behavior = $f(\text{Situation})$
- Behavior = $f_1(\text{Situation}) + f_2(\text{Personality})$
- Behavior = $f_1(\text{Situation}) + f_2(\text{Personality}) + f_3(\text{Situation} * \text{Personality})$
- Behavior = $f_1(\text{Situation} * \text{Personality})$
- Behavior = idiosyncratic

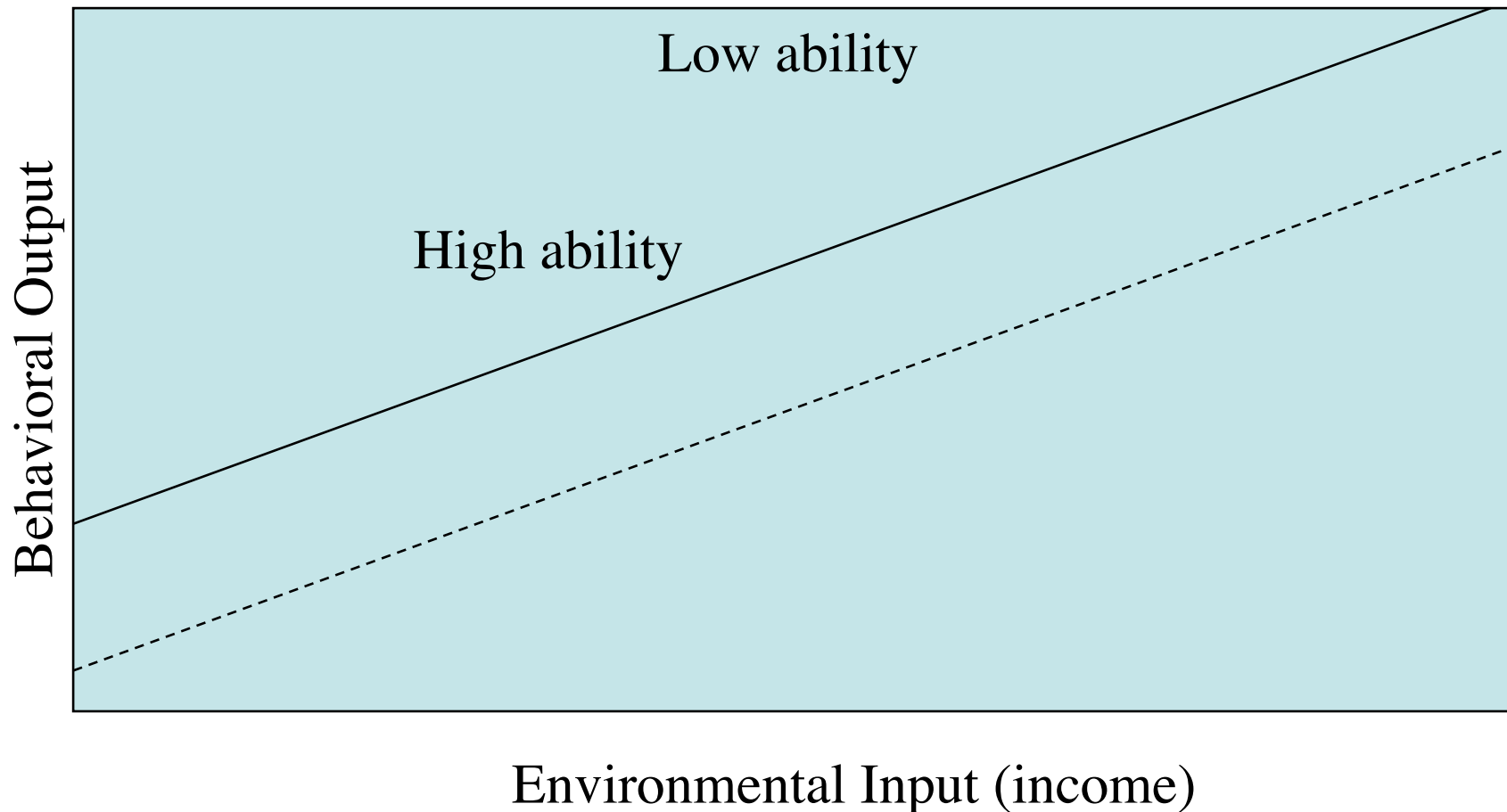
Types of Relationships: $\text{Behavior} = f(\text{Situation})$



Neuronal excitation = $f(\text{light intensity})$

Types of Relationships:

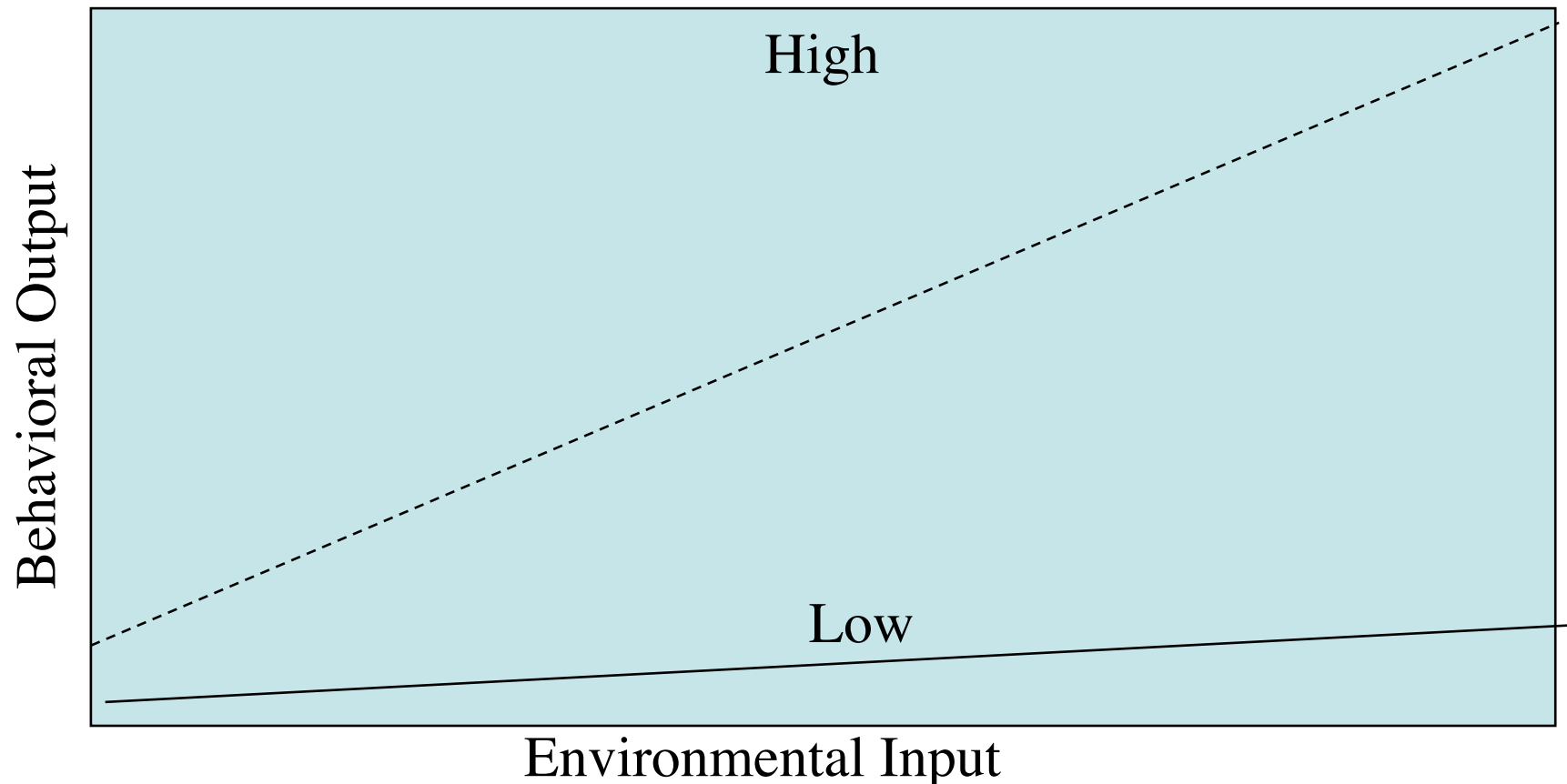
Behavior = $f_1(\text{Situation}) + f_2(\text{Person})$



$$\text{Probability of college} = f_1(\text{income}) + f_2(\text{ability})$$

Types of Relationships:

$$\text{Behavior} = f1(\text{Situation}) + f2(\text{Personality}) + f3(\text{Situation} * \text{Personality})$$

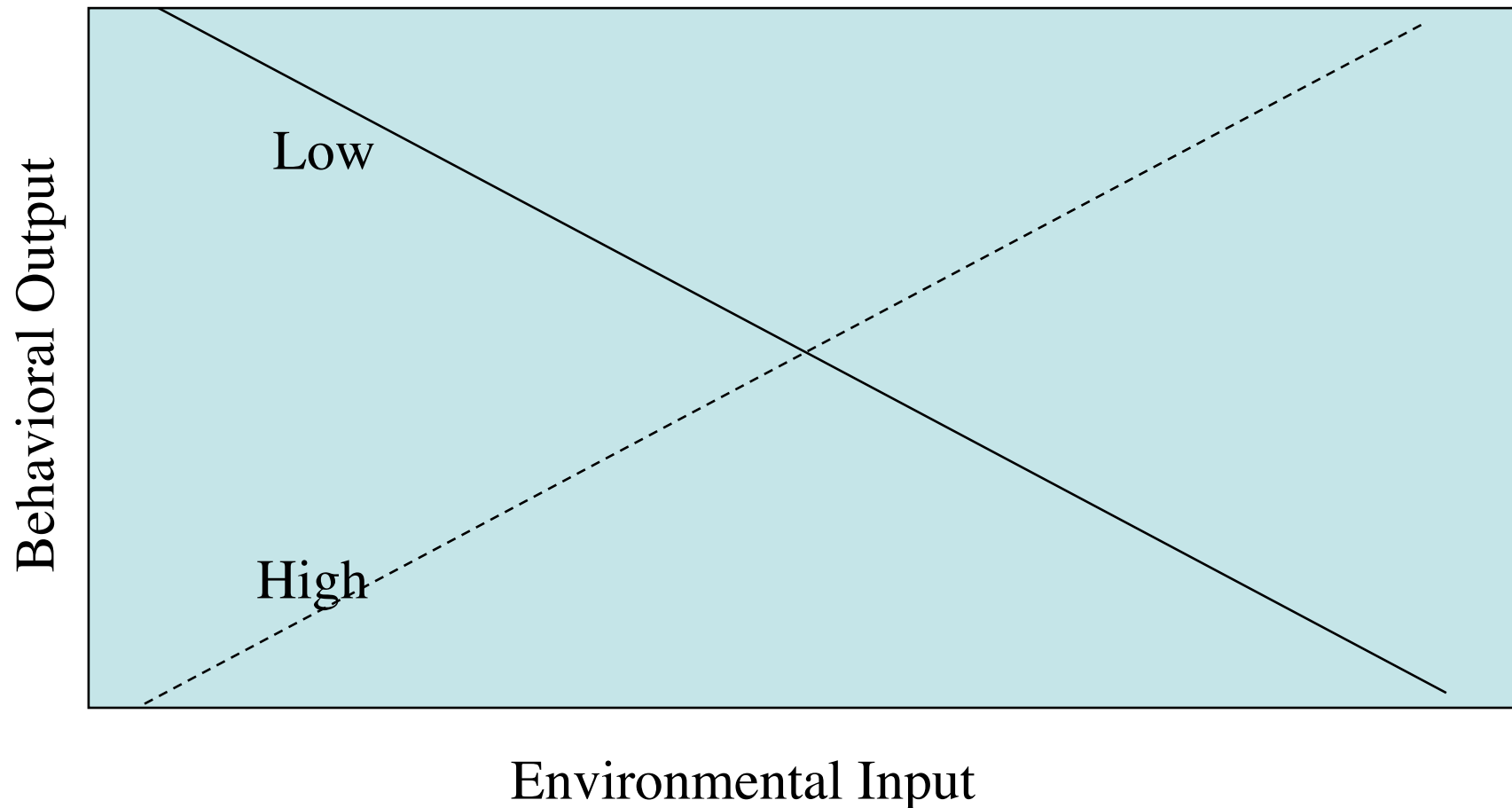


$$\text{Avoidance} = f1(\text{shock intensity}) + f2(\text{anxiety}) + f3(\text{shock} * \text{anxiety})$$

$$\text{Reading} = f1(\text{sesame street}) + f2(\text{ability}) + f3(\text{ss} * \text{ability})$$

Types of Relationships:

Behavior = f(Situation*Person)

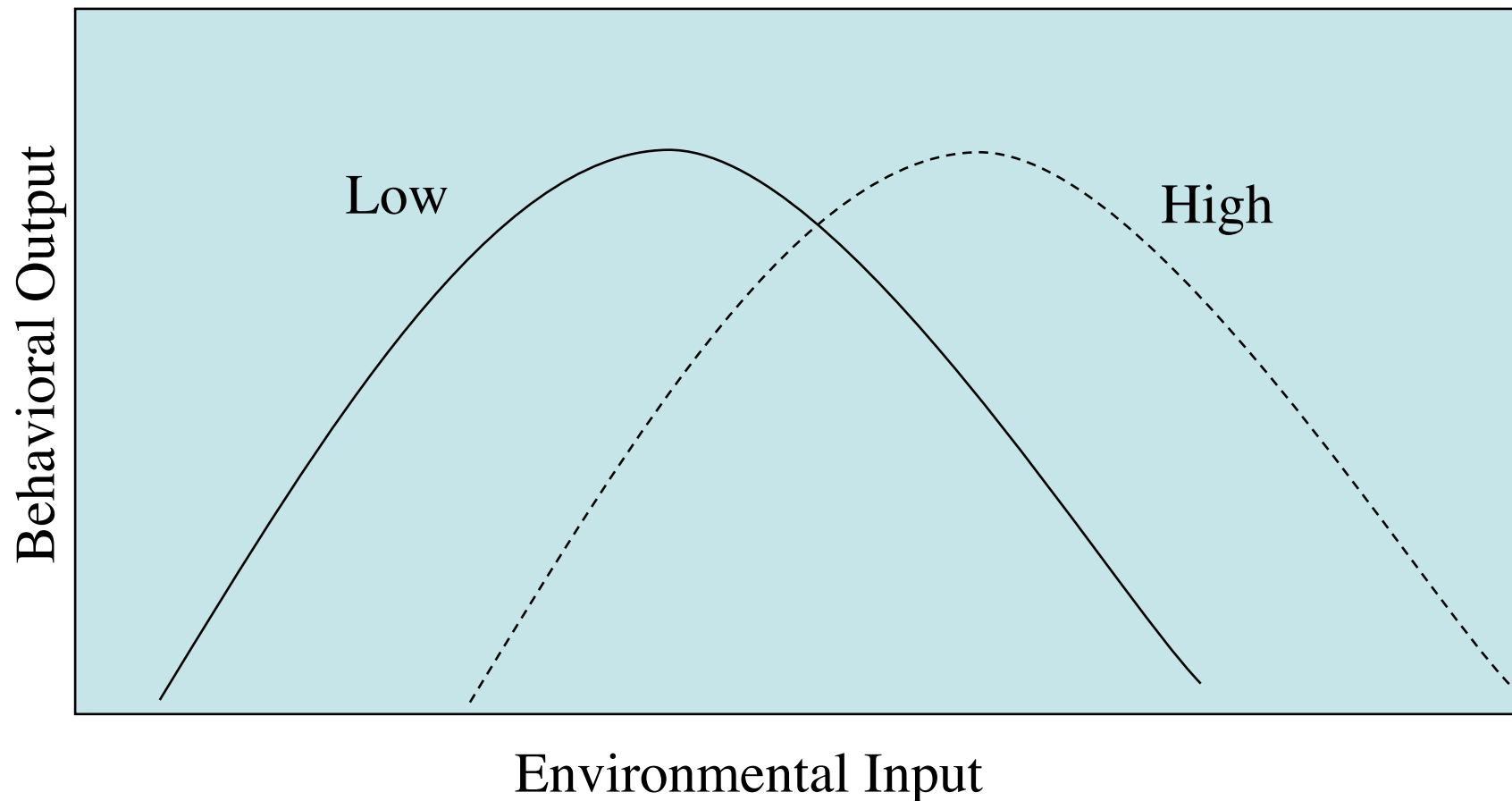


$$\text{Eating} = f(\text{preload} * \text{restraint})$$

$$\text{GRE} = f(\text{caffeine} * \text{impulsivity})^{21}$$

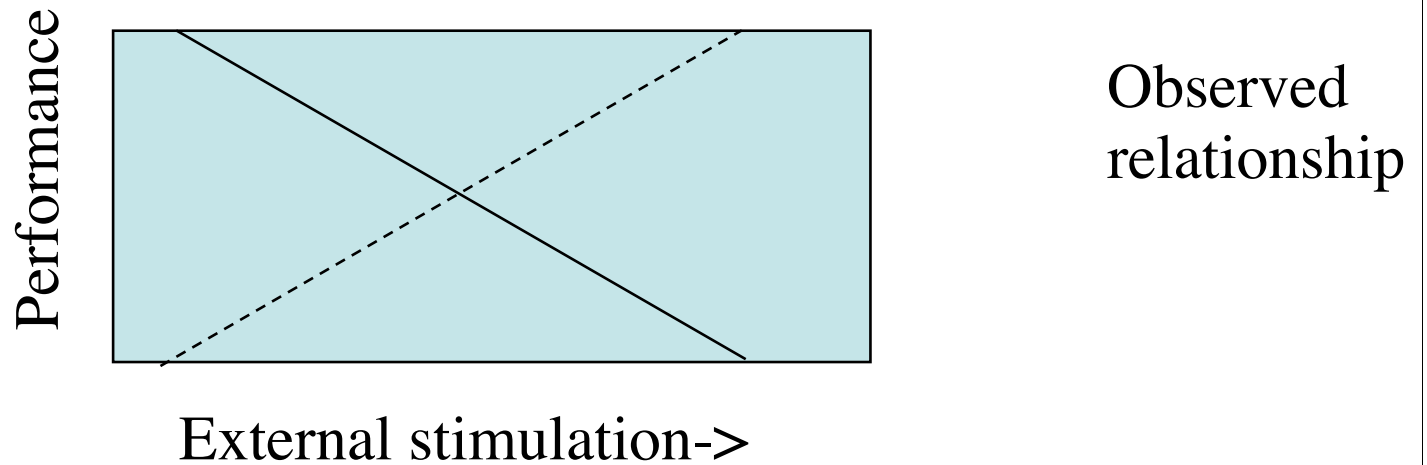
Types of Relationships:

Behavior = $f(\text{Situation} * \text{Person})$

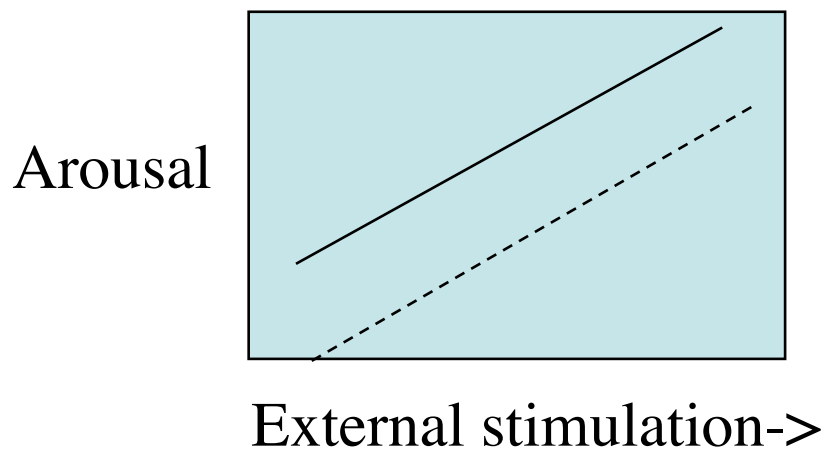


$$\text{GRE} = f(\text{caffeine} * \text{impulsivity})$$

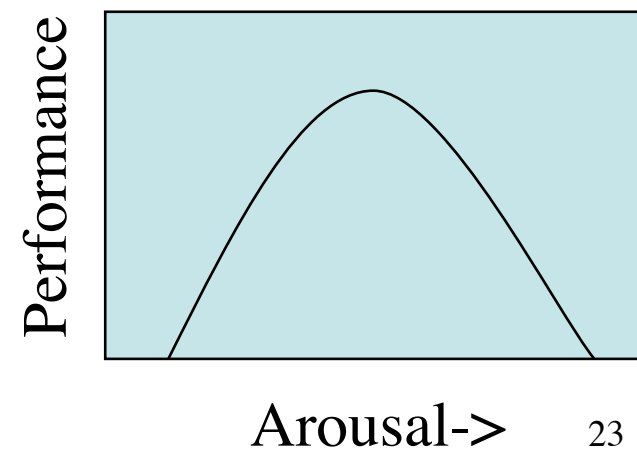
Persons, Situations, and Theory



Individual Difference

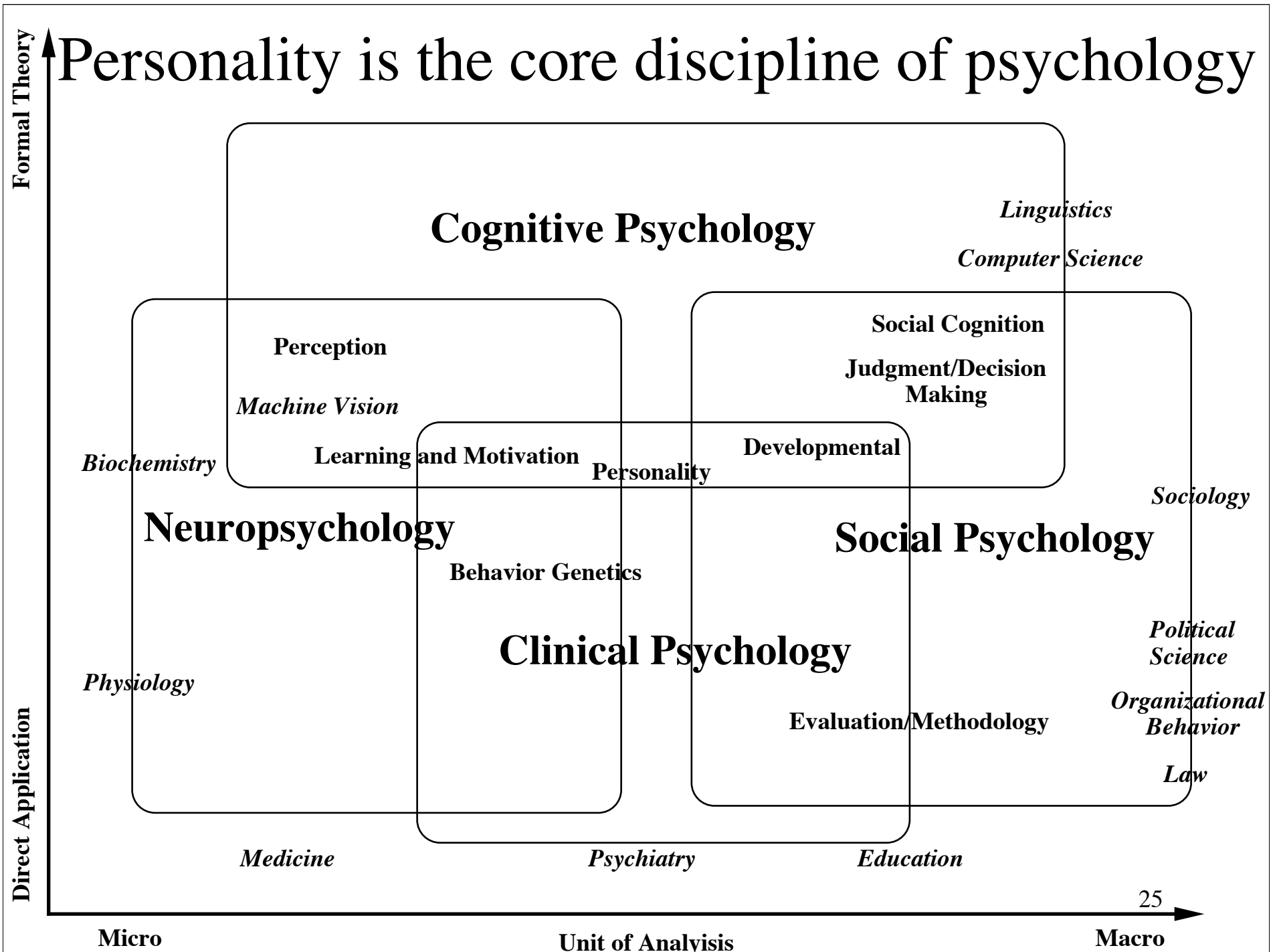


General Law



Place of personality in psychology

- The study of personality is the core discipline of psychology
- Personality is the coherent patterning of affect, behavior, cognition and desire (ABCD)
- Five meta questions asked by personality research
- Two approaches to the field (descriptive vs. causal)
- Personality is the integration of multiple (brain) systems



Personality is the coherent patterning of affect, behavior, cognition and desire

- Personality: Stability and Change
 - How do we recognize an old friend?
 - Are we the same person we were 10 years ago?
 - Are we the same person we will be in 10 years?

Personality: the temporal coherence of affect, behavior, cognition and desire

- Personality as music: Recognizing a person is like recognizing a tune
- Recognition of an old tune
 - Notes may be different but if the pattern of notes is the same, it is the same tune
 - Melody
 - Rhythm
 - Lyrics
- Familiarity of an old friend
 - A person's recognizable signature is the pattern of
 - Affect
 - Behavior
 - Cognition
 - Desire
- Emotion is to Personality as weather is to climate

Personality: the temporal coherence of affect, behavior, cognition and desire

Five questions about personality

1. Generality across situations
2. Stability across time
3. Functioning (adaptive vs. maladaptive)
4. Causality (biological/nature + environmental/nuture)
5. Application (does it make any difference)

Dimensions of Explanation and Analysis

Generality

Species Typical

Individual Differences

Uniqueness

← All people are the same

Some People are the same

→ No person is the same

Stability

← 10⁻³ 10⁻² 10⁻¹ 10⁰ 10¹ 10² 10³ 10⁴ 10⁵ 10⁶ 10⁷ 10⁸ 10⁹ (sec) →

Causality

Genetic
predispositions
Evolutionary
selection

Biological
substrates and
constraints

Development:
Learning and
Experience

Cognitive
Affective
Structures

Life
Meaning/
Identity

Functioning

← Adaptive

→ Maladaptive

Application

← Formal Models

→ Direct Application

Personality: the temporal dimension

Stability across 10^X sec

10^{-3} 10^{-2} 10^{-1} 10^0 10^1 10^2 10^3 10^4 10^5 10^6 10^7 10^8 10^9

Conventional units

1 10 100 1 10 ≈ 2 20 ≈ 3 ≈ 1 11 4 3 32
ms sec min hour days months years

Phenomena

Cognitive/
Linguistic
processing

Emotional
reactions

Mood
states

Diurnal
rhythms

Monthly
Seasonal
rhythms

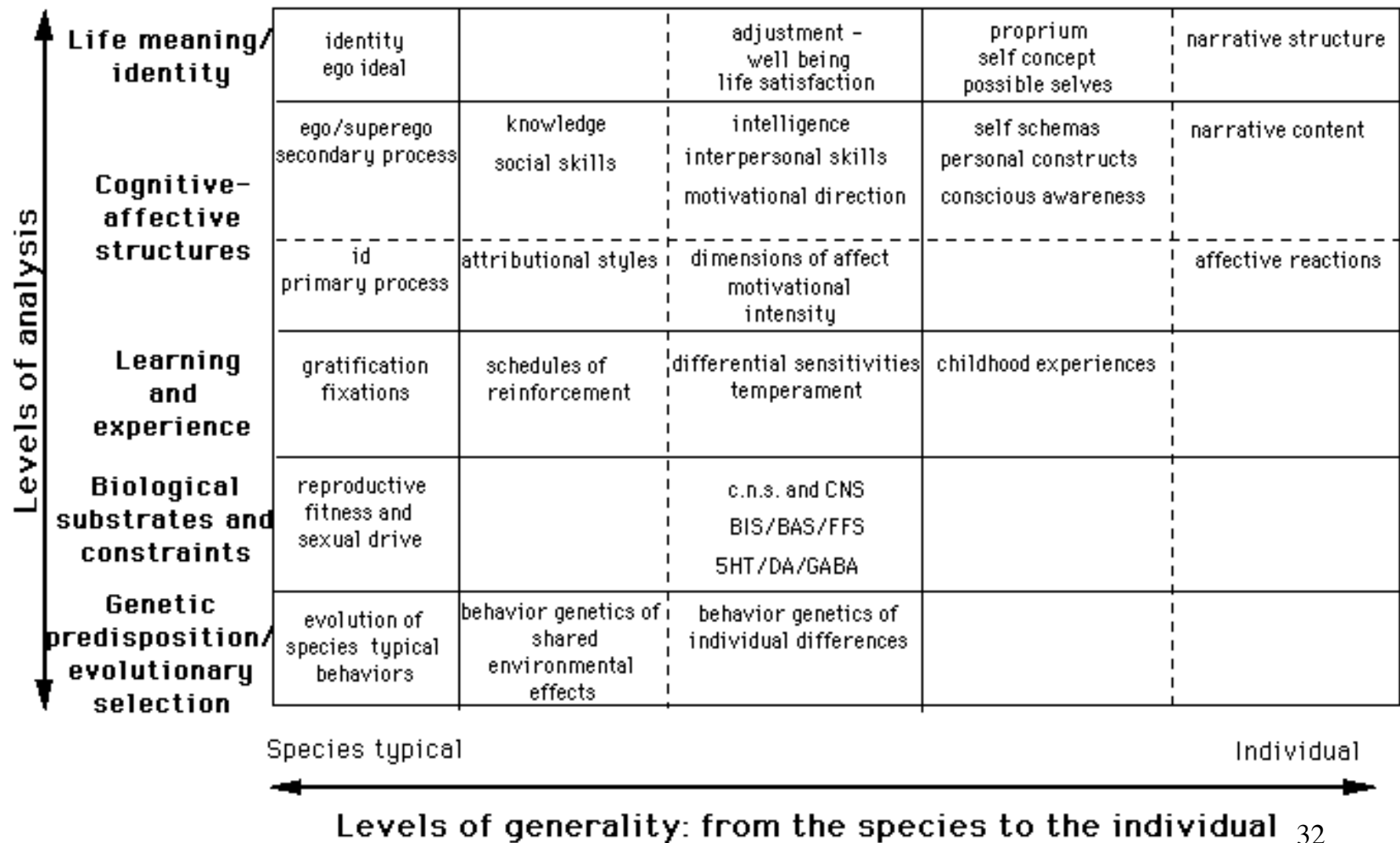
Life
Story

Personality Research:

Generality x Levels of Analysis

- Generality
 - All people are the same -- species typical
 - Some people are the same -- individual differences
 - No person is the same-- individual uniqueness
- Levels of analysis
 - Genetic substrate
 - Physiological systems
 - Learning and Experience
 - Cognitive-Emotional structures
 - Life meaning and identity

A conceptual organization of personality theory and research



Multiple approaches to personality

1. Psychology of the individual

1. Consistency and change in the life of a person
2. Coherence over situations and time

2. Individual differences

1. How many dimensions are needed?
2. What are they?

3. Stability of individual differences over time

Does knowing about individuals in one situation predict anything about other situations?

Multiple approaches to personality

1. Psychology of the individual

1. Consistency and change in the life of a person
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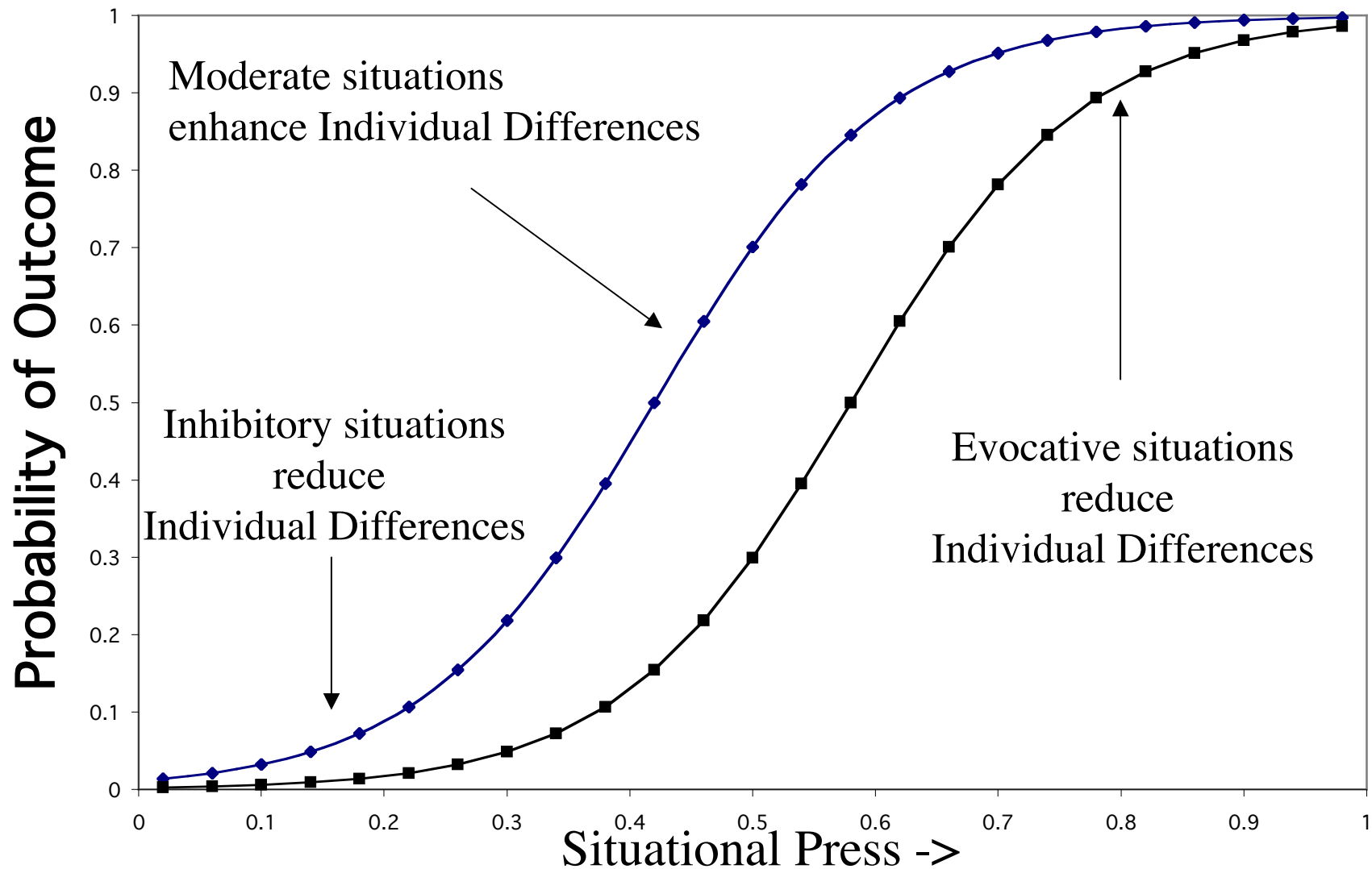
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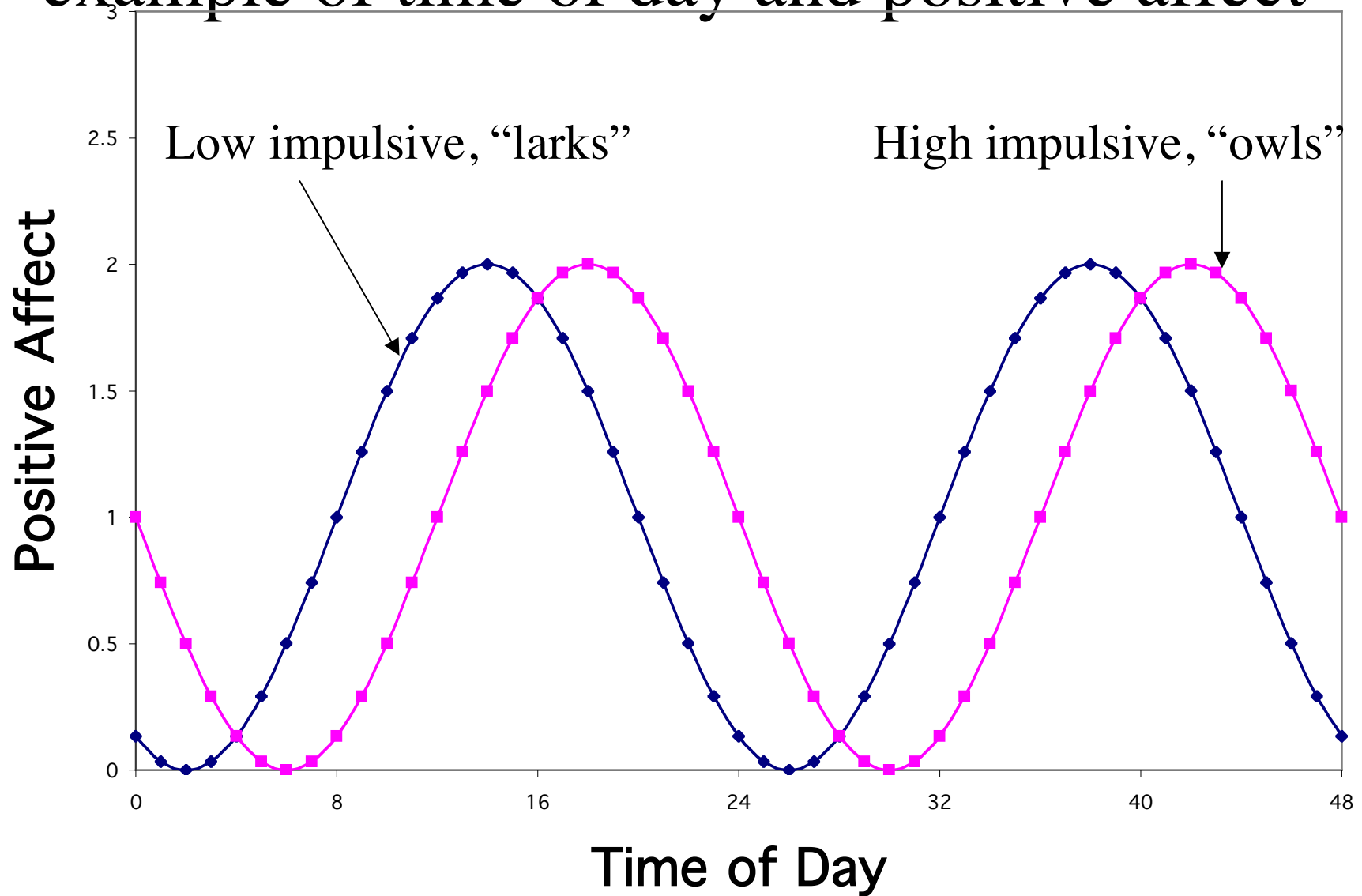
3. Stability of individual differences over time

- Does knowing about individuals in one situation predict anything about other situations?

Personality Consistency: the power of the situation



Coherency of individual differences: the example of time of day and positive affect



Conley's meta analysis of personality stability

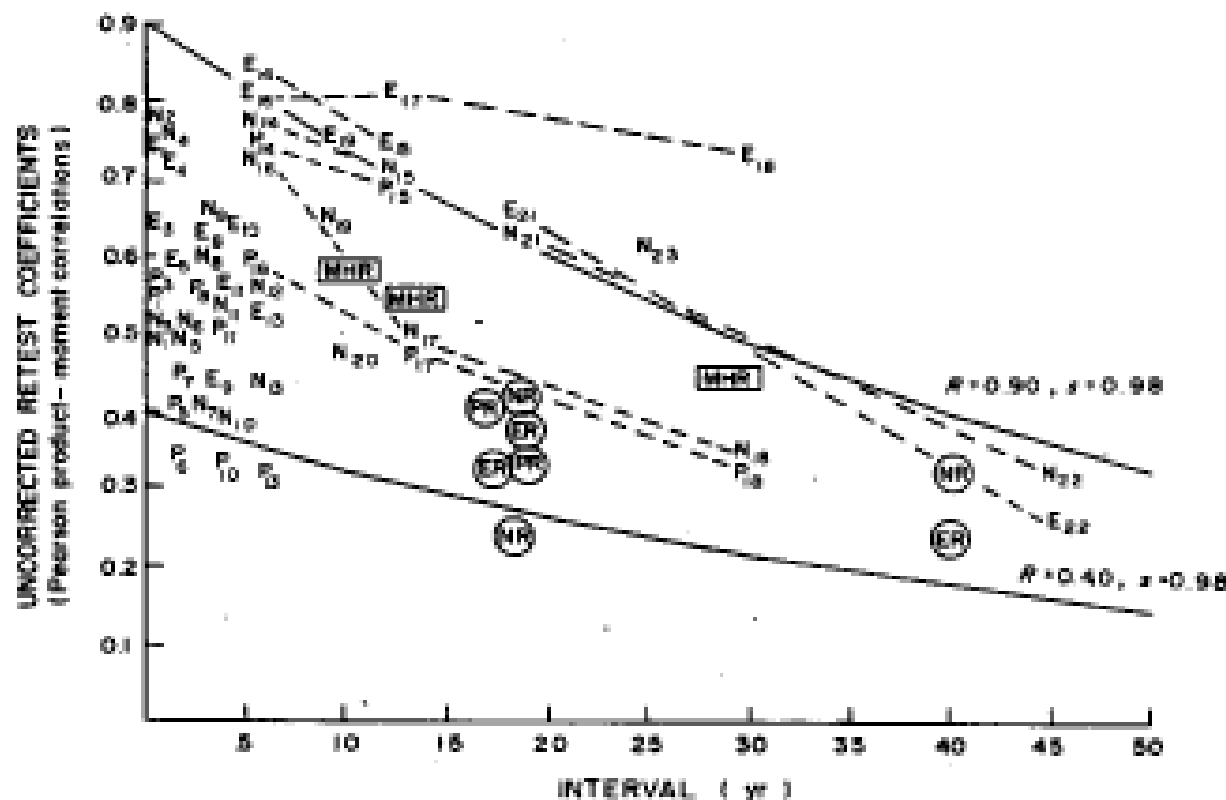


Fig. 3. Results of longitudinal studies of personality traits. (Numbers correspond to those in Table 3. N = neuroticism, E = extraversion, P = psychoticism.)

Year to year correlations (correcting for initial reliability) = .98

| | | | | | | |
|-------------|-----|-----|-----|-----|-----|-----|
| Years | 1 | 5 | 10 | 20 | 30 | 40 |
| Consistency | .98 | .90 | .82 | .67 | .55 | .45 |

Early Personality Research

I. Gideon

II. Plato

III. Theophrastus

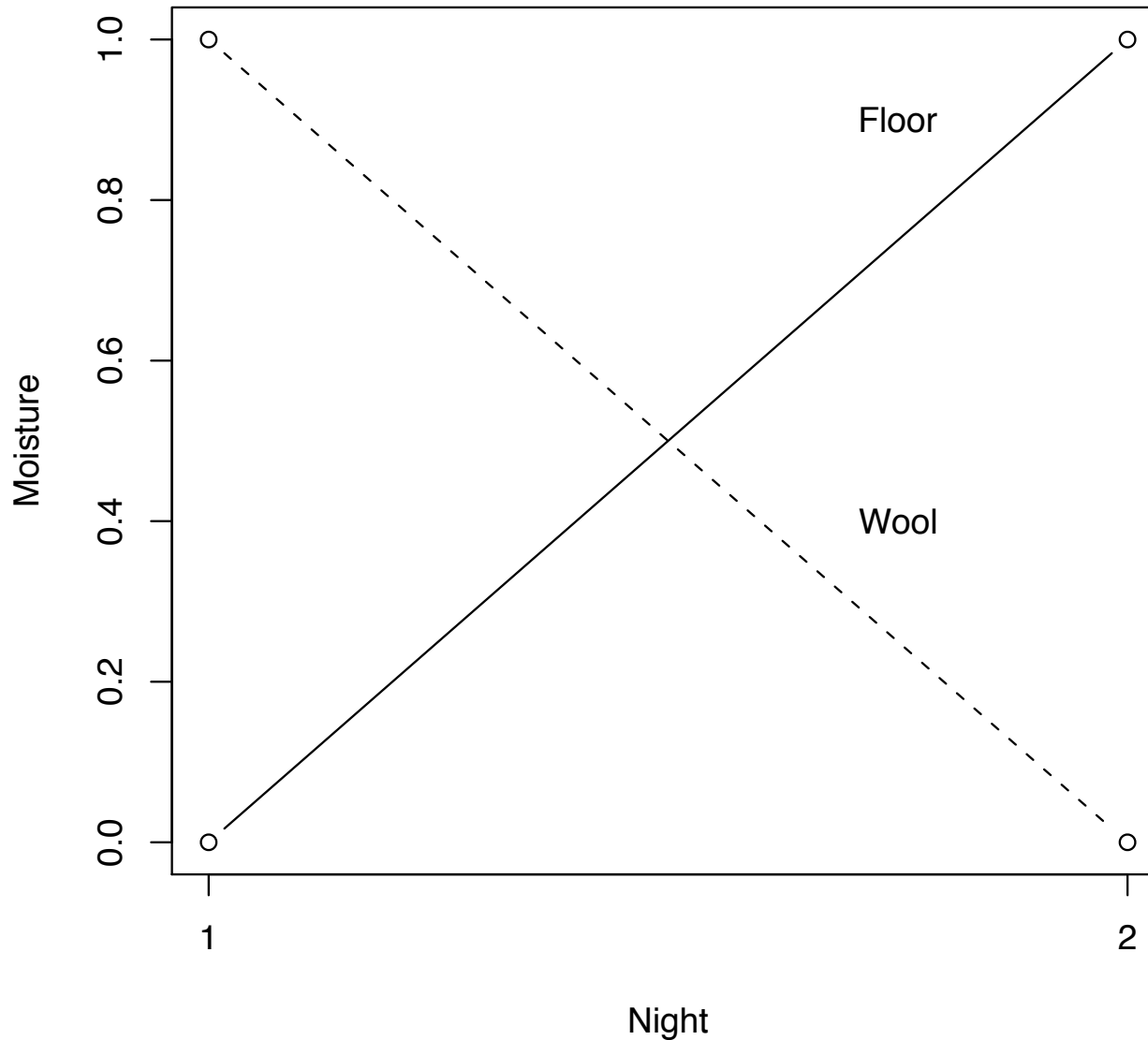
IV. Hippocrates/Galen

V. Galton/Wundt/Heymans

Gideon, master methodologist

- I. introduced the within subjects design
- II. recognized the power of cross over interactions
- III. was not afraid of asking hard questions

Gideon's double dissociation test



Gideon's tests for God are an early example of a double dissociation and probably the first published example of a cross over interaction. On the first night, the wool was wet but the floor was dry. On the second night, the floor was wet but the wool was dry (Judges 6:36-40)

Gideon and assessment

I. The problem: 32,000 volunteers were too many for purpose

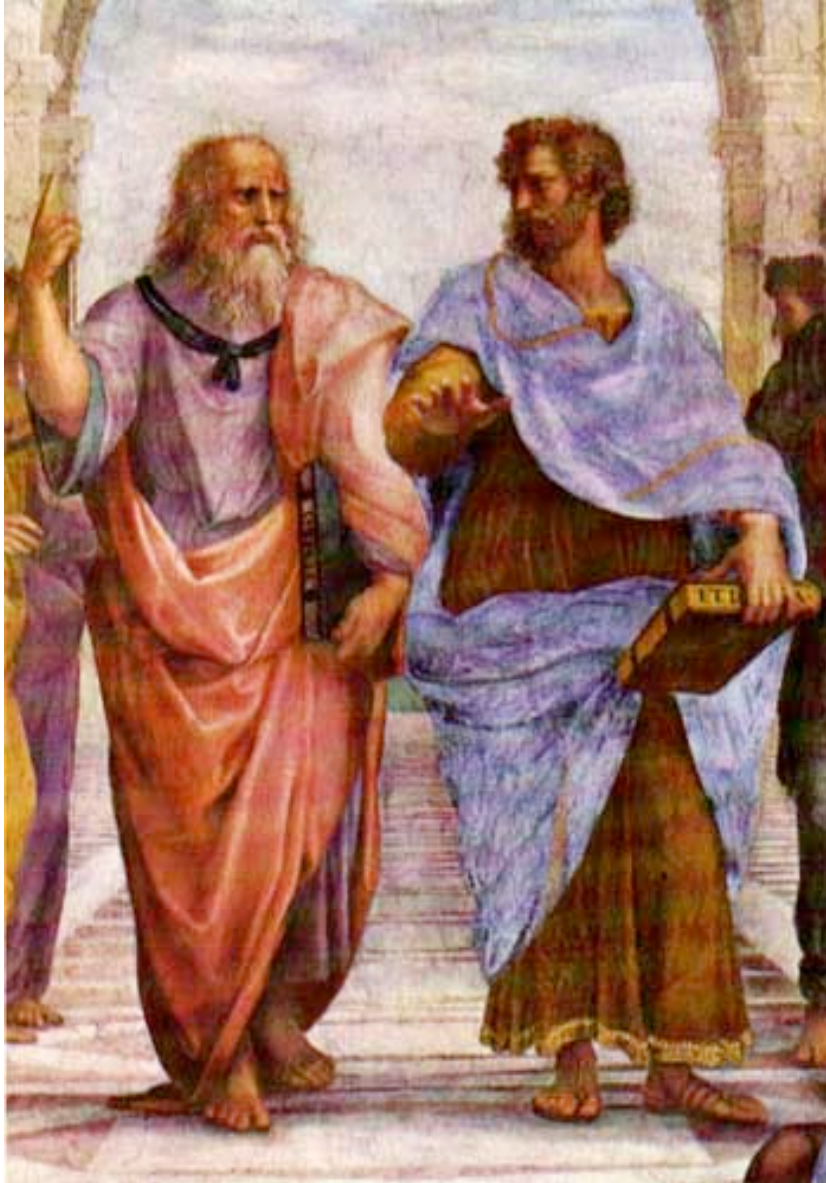
II. Solution: Sequential Affective and Cognitive Assessment

A) 10,000 passed the affective test (step back if you are afraid)

B) 300 passed the cognitive assessment (lapping water like a dog showing battlefield skill)

Gideon's assessment technique





Plato's contribution to psychometrics and personality assessment

Plato's contribution to psychometrics and assessment

I. True Score theory

II. The Allegory of the Cave and latent variable analysis

III. The Republic: leadership effectiveness and the Giant 3: the role of intelligence, anxiety and impulsivity

Plato and latent variables: The allegory of the cave

Suppose that there is a group of human beings who have lived their entire lives trapped in a subterranean chamber lit by a large fire behind them. Chained in place, these cave-dwellers can see nothing but shadows (of their own bodies and of other things) projected on a flat wall in front of them. Some of these people will be content to do no more than notice the play of light and shadow, while the more clever among them will become highly skilled observers of the patterns that most regularly occur. In both cases, however, they cannot truly comprehend what they see, since they are prevented from grasping its true source and nature. (Republic 514a)

Plato and leadership

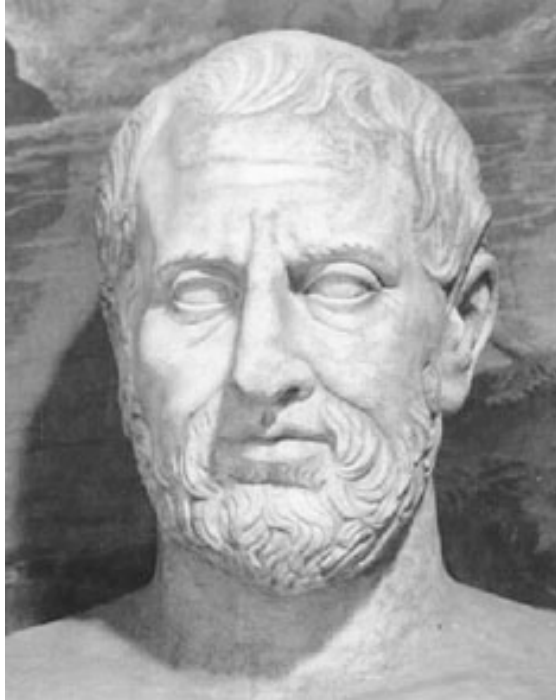
“... quick **intelligence**, **memory**, sagacity, **cleverness**, and similar qualities, do not often grow together, and that persons who possess them and are at the same time high-spirited and magnanimous are not so constituted by nature as to live orderly and in a peaceful and settled manner; they are driven any way by their **impulses**, and all solid principle goes out of them.

On the other hand, those steadfast natures which can better be depended upon, which in a battle are **impregnable to fear** and immovable, are equally immovable when there is anything to be learned; they are always in a torpid state, and are apt to yawn and go to sleep over any intellectual toil.

And yet we were saying that both qualities were necessary in those to whom the higher education is to be imparted, and who are to share in any office or command.

And will they be a class which is rarely found?

Then the aspirant must not only be tested in those labours and dangers and pleasures which we mentioned before, but there is another kind of probation which we did not mention--he must be exercised also in many kinds of **knowledge**, to see whether the soul will be able to endure the highest of all, or will faint under them, as in any other studies and exercises.”



Tyrtamus of
Lesbos
(Theophrastus)
biological
taxonomist and
taxonomist of
character

Theophrastus: behavior genetics and taxonomic theory

“Often before now have I applied my thoughts to the puzzling question -- one, probably, which will puzzle me for ever -- why it is that, while all Greece lies under the same sky and all the Greeks are educated alike, it has befallen us to have characters so variously constituted.”

Theophrastus, Chaucer and personality taxonomy

I. Theophrastus and the characters

II. Chaucer and the Canterbury Tales

Theophrastus meets Goldberg

| Extraversion | Agreeableness | Conscientious | Neuroticism | Openness |
|--------------|-------------------|---------------|--------------|----------------|
| Talkative | Sympathetic | Organized | Tense | Wide Interests |
| Assertive | Kind | Thorough | Anxious | Imaginative |
| Active | Appreciative | Planful | Nervous | Intelligent |
| Energetic | Affectionate | Efficient | Moody | Original |
| -Quiet | -Cold | -Careless | -Stable | -Commonplace |
| -Reserved | -Unfriendly | -Disorderly | -Calm | -Simple |
| Talker | Anxious to please | -Hostile | Coward | -Stupid |
| Chatty | Flatterer | -Shameless | Grumbler | -Superstitious |
| Boastful | -Unpleasant | -Distrustful | Mean | -Boor |
| Arrogant | -Outcast | -Avaricious | Unseasonable | -Gross |

Goldberg, L. (1990); John, O. (1990); Theophrastus (372-287 BCE)

The biological basis of individual differences

I. Plato and the 3 domains of psychological research

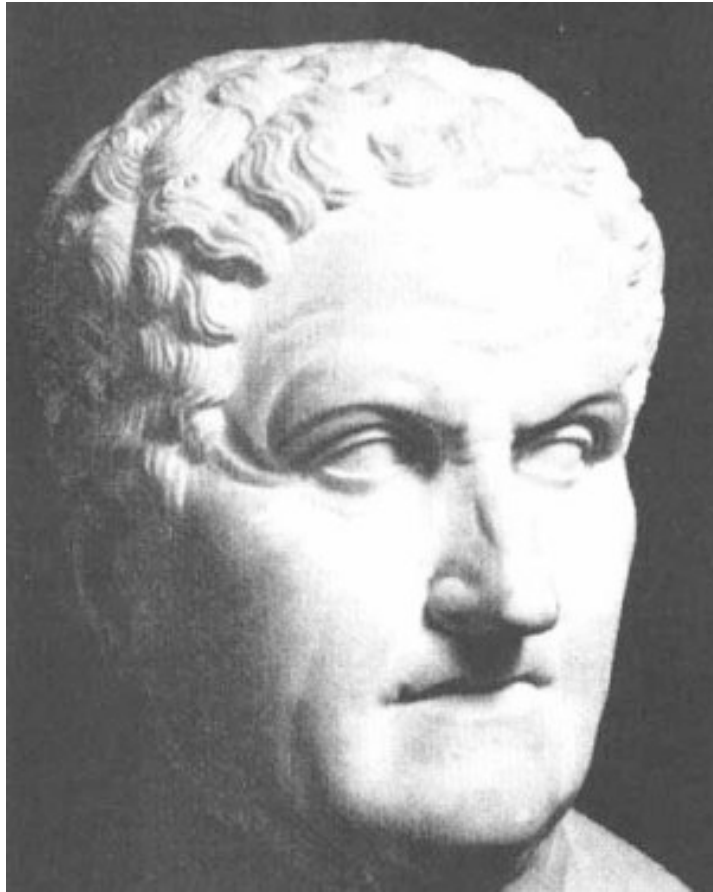
A) Reason and the brain

B) Emotion and the heart

C) Desire and the liver

II. Hippocrates/Galen and theories of temperament

Galen of Pergamum



4 temperaments of Galen/Kant

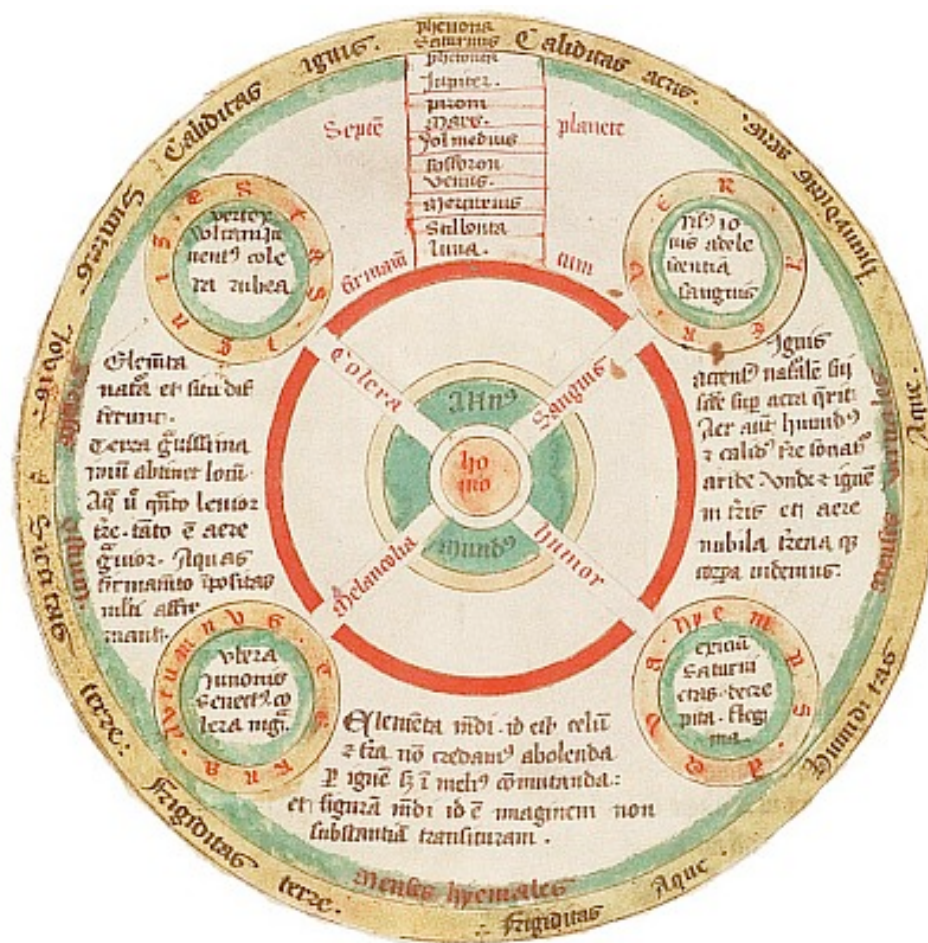
a recurring taxonomy

| “element” | Physiological basis | Temperament |
|-----------|---------------------|-------------|
| Fire | Yellow Bile | Choleric |
| Water | Phlegm | Phlegmatic |
| Air | Blood | Sanguine |
| Earth | Black Bile | Melancholic |

Multiple representations of the 4 temperaments



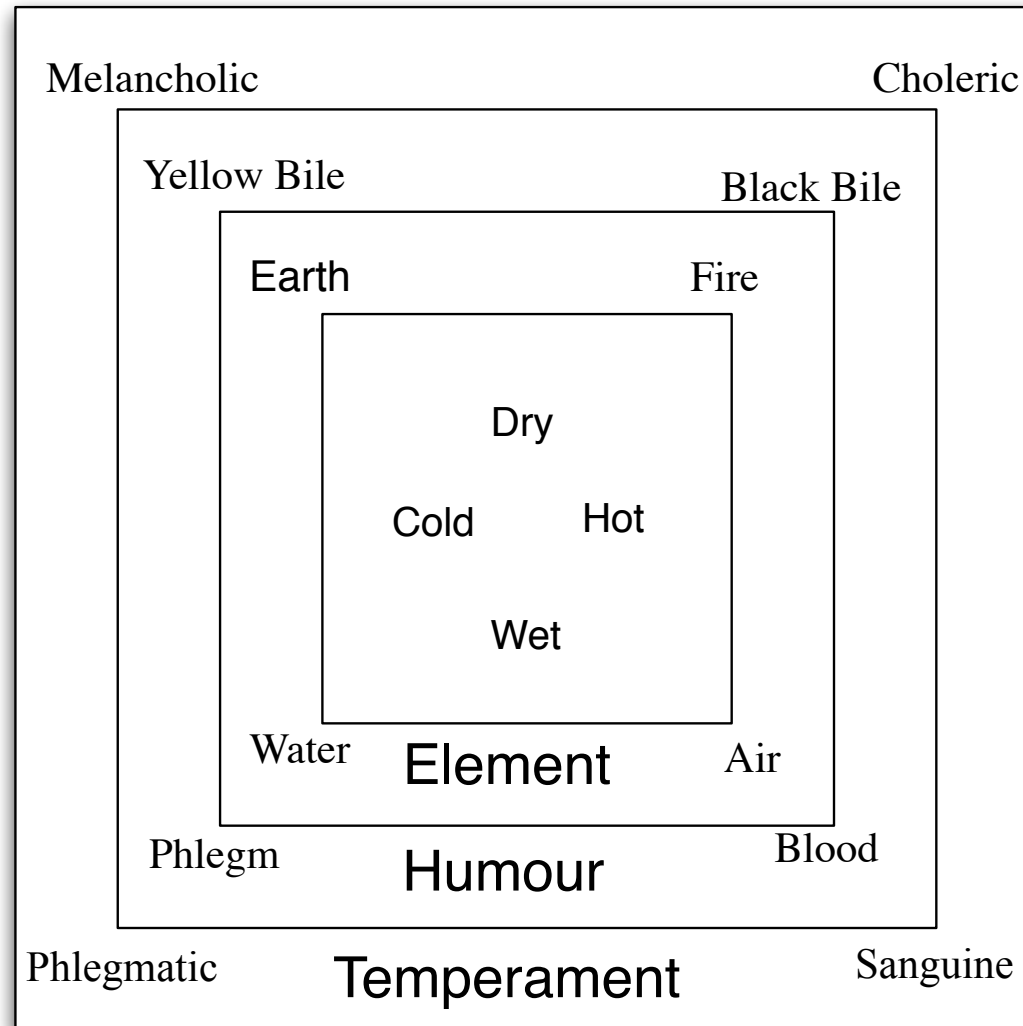




Astrology and the four temperaments

Autumn

Summer

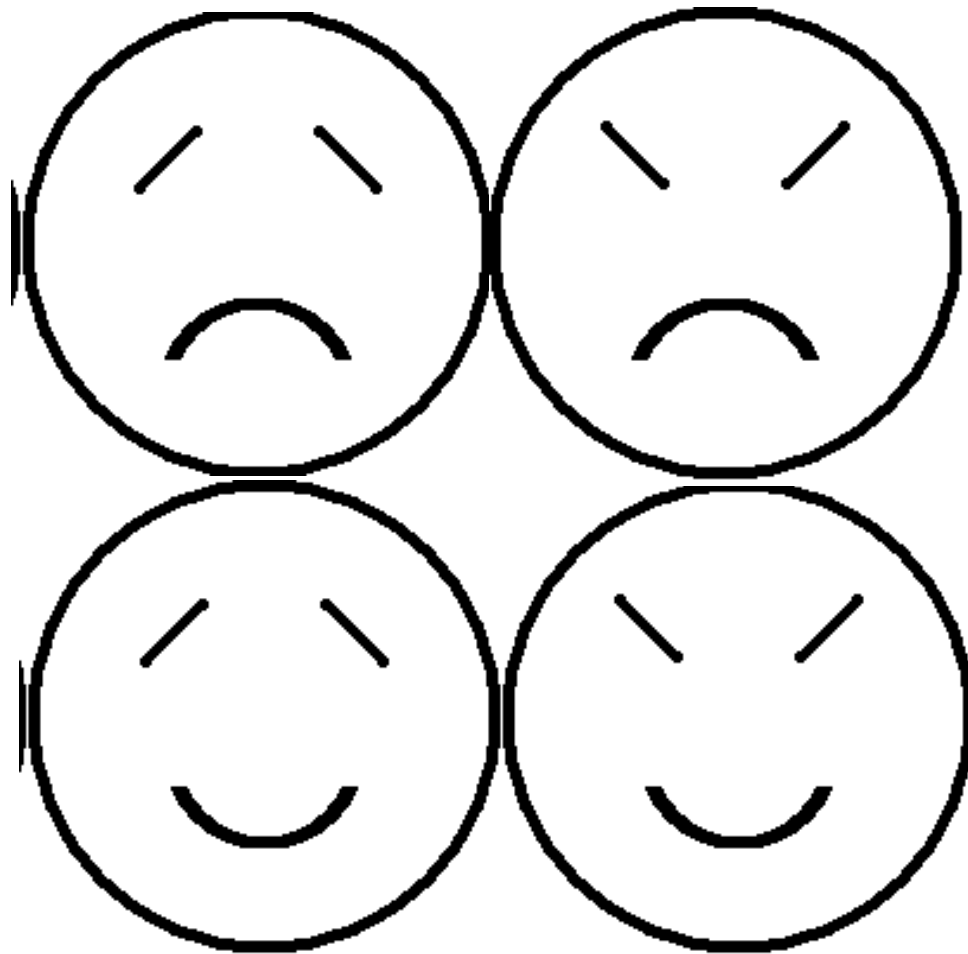


Winter

Season

Spring

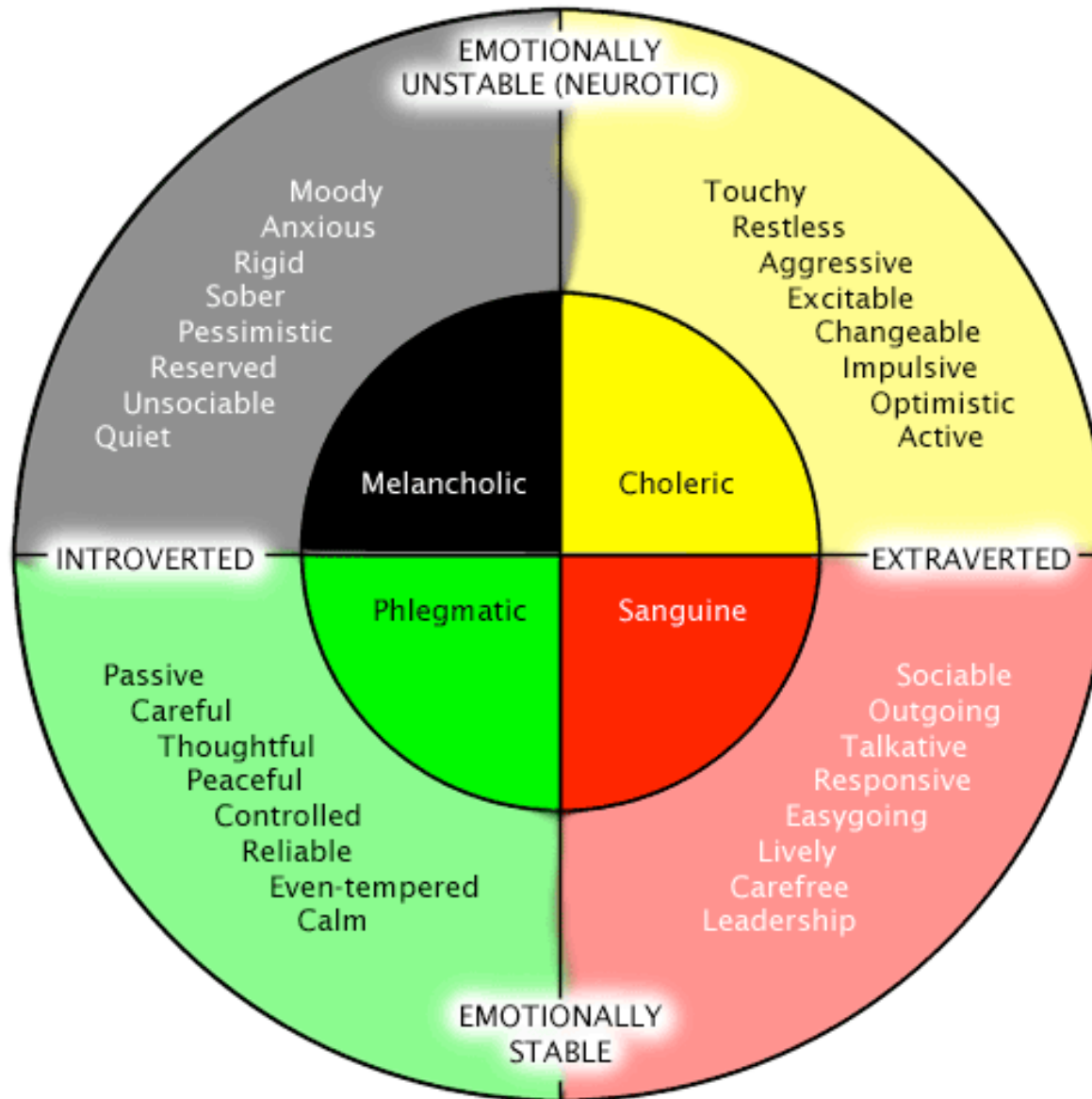
Interest in the 4 temperaments continues today (c.f. wiki)



Wundt's dimensional analysis

| | Changeability | |
|---------------|---------------|----------|
| | Melancholic | Choleric |
| Exciteability | Phlegmatic | Sanguine |
| | | |

Eysenck's dimensional organization

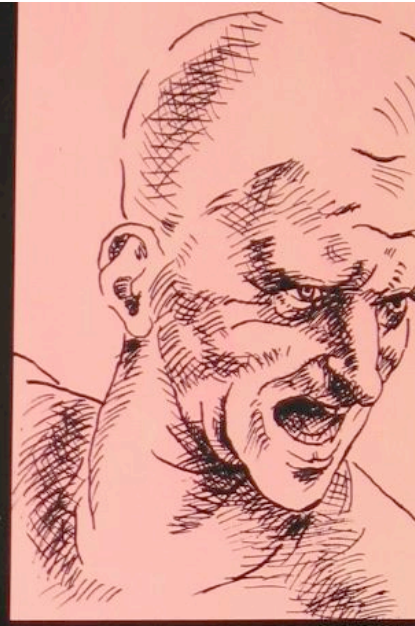


Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences*.

Melancholic



Choleric

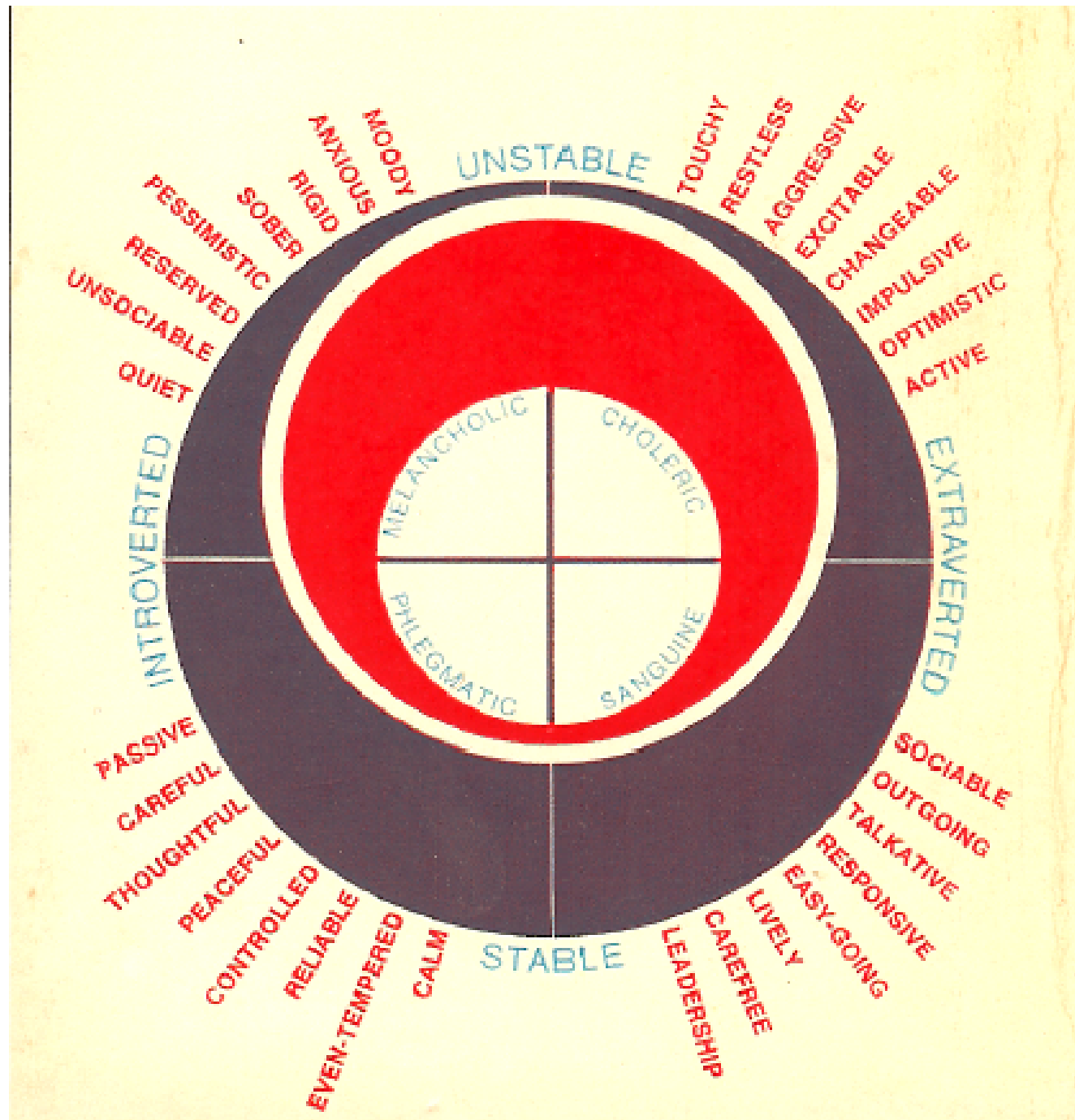


Phlegmatic



Sanguine





Individual differences come of
age:

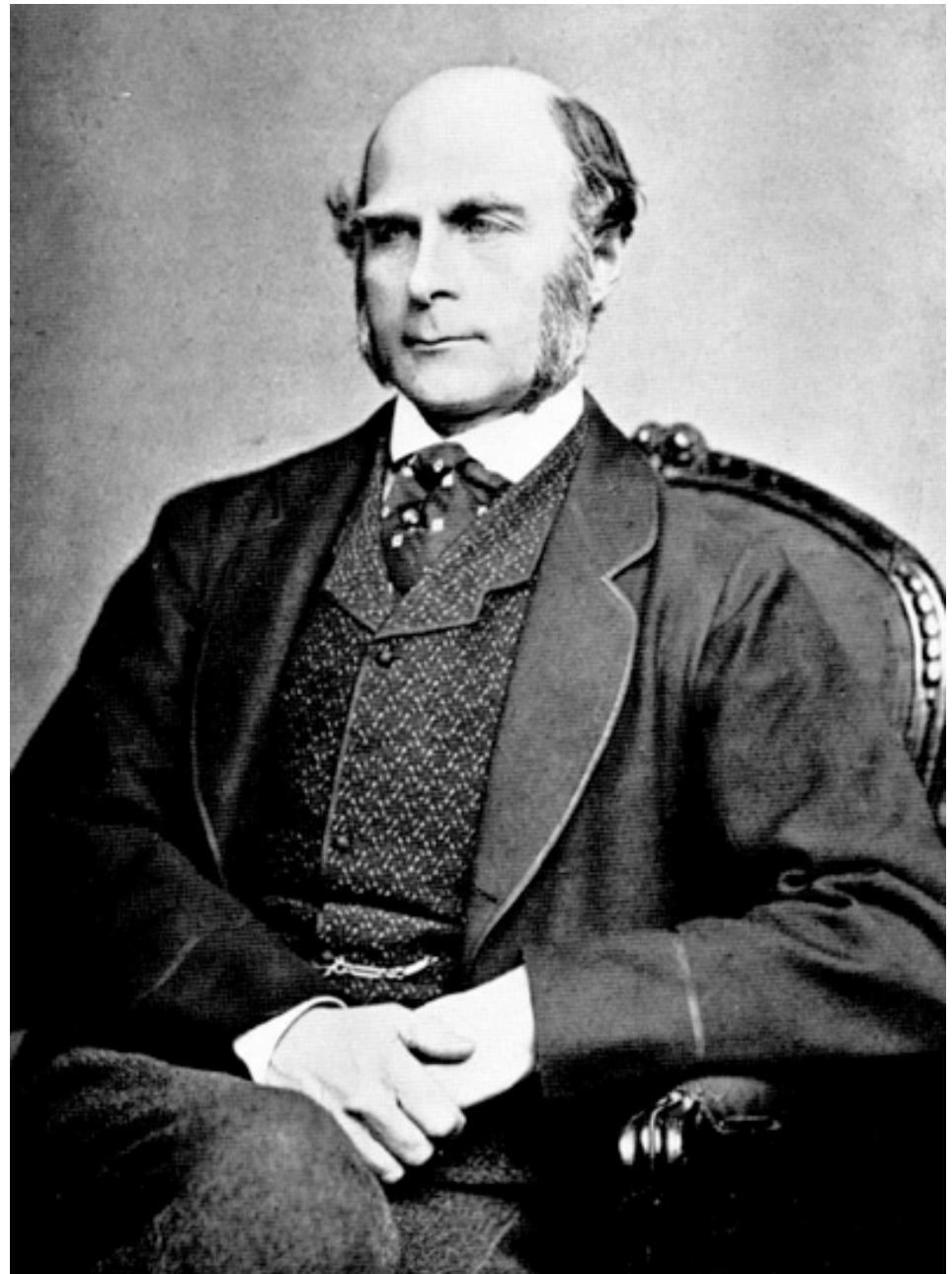
Measurement and experiments

I. Francis Galton and regression

II. Wilhelm Wundt and experimental
methods

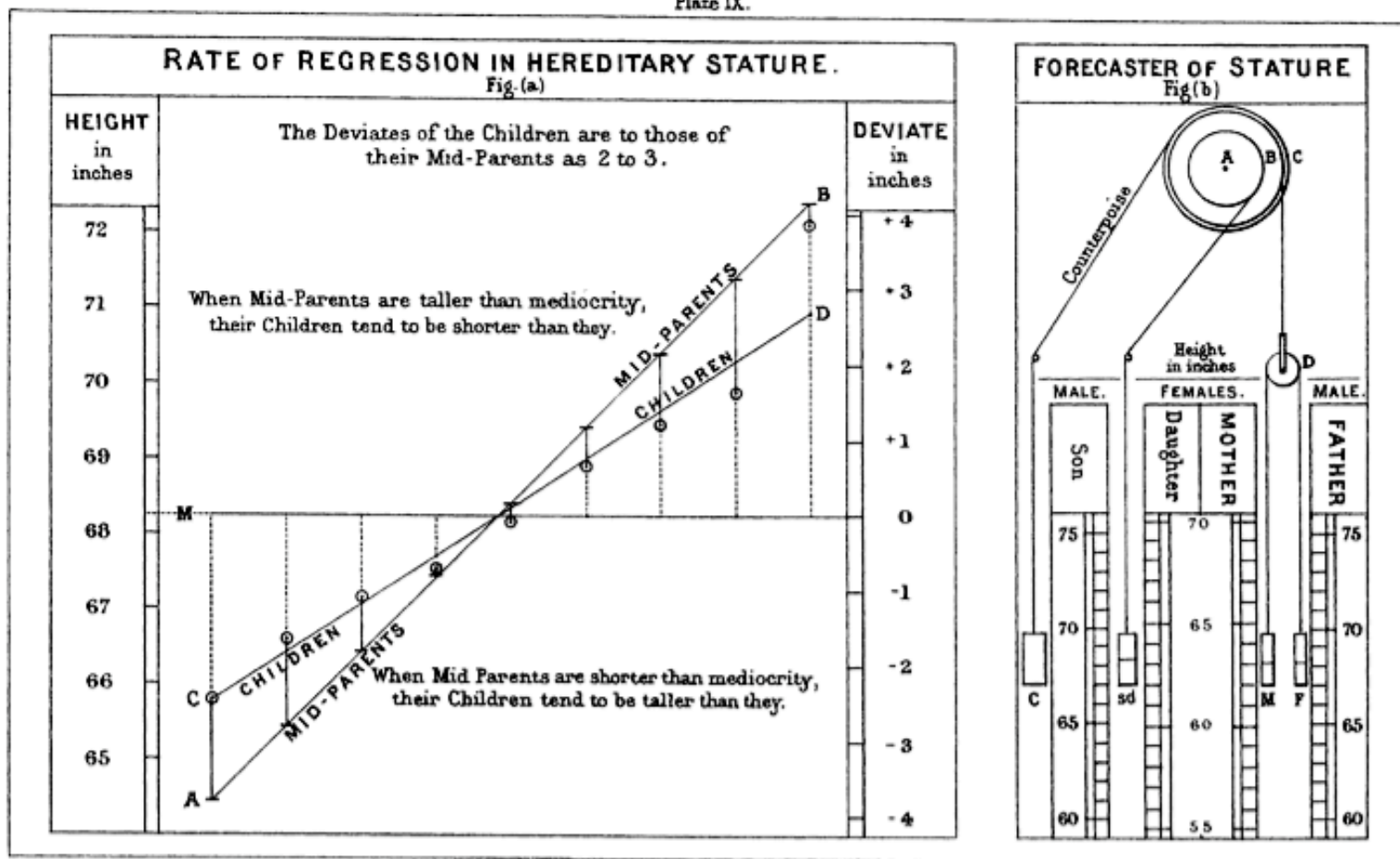
Francis Galton 1822-1911

- Study of Hereditary Genius
- Regression
- Individual Differences



Galton and Regression

Plate IX.



Journal Anthropological Inst., Vol. XV, Pl. IX

Galton and Regression

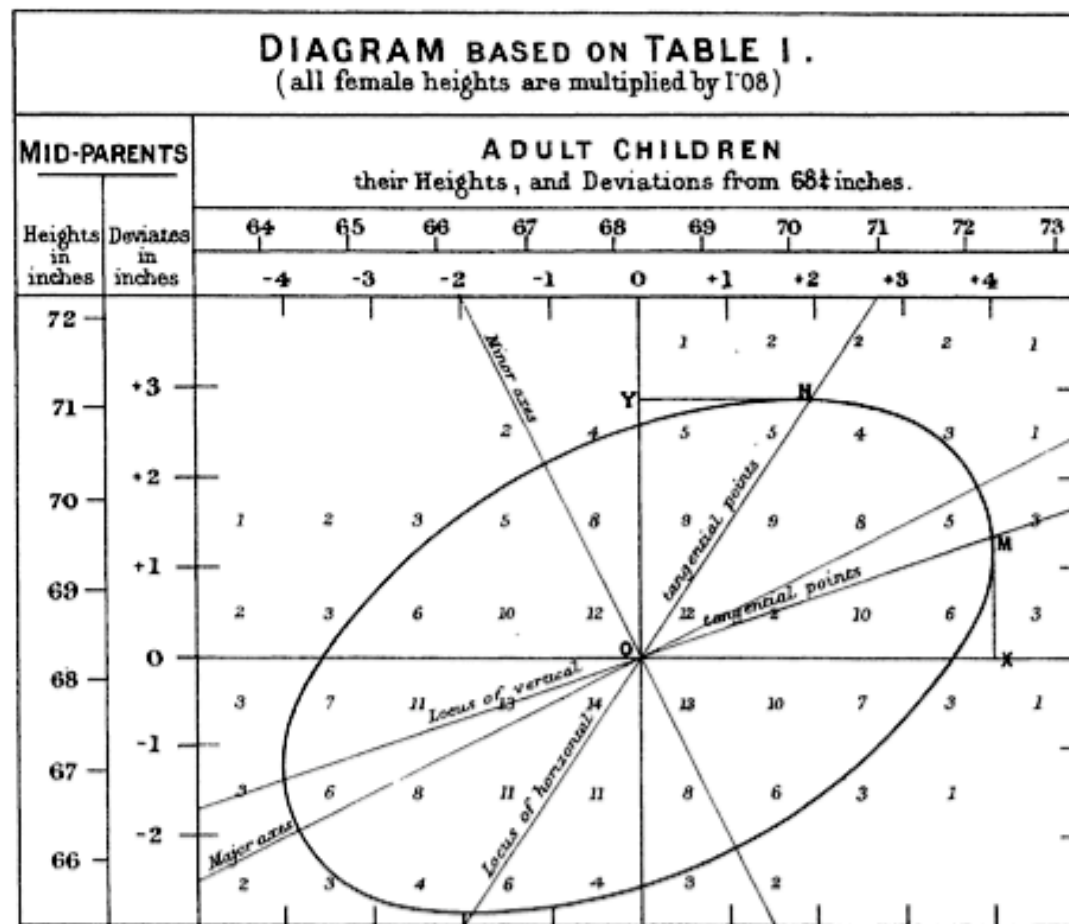
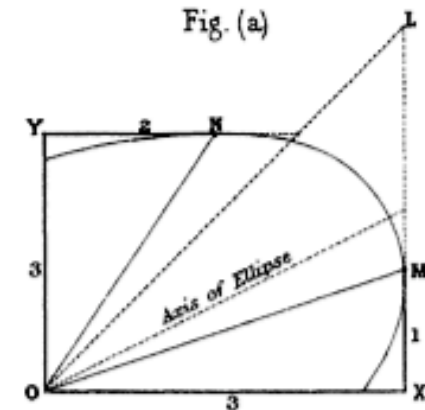


Fig. (a)



Wilhelm Wundt

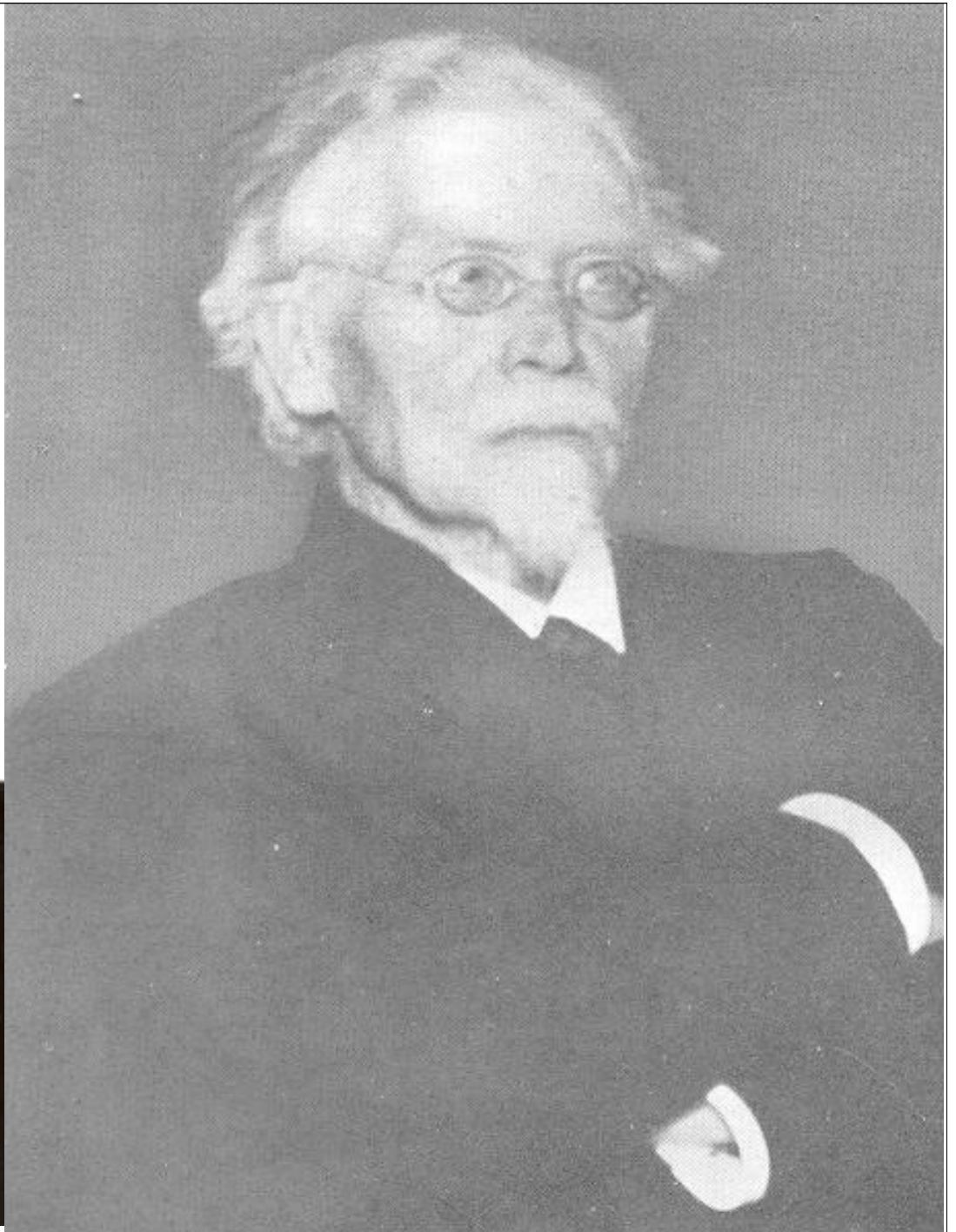
1832-1920

- Basic Experimental Paradigm
- 3 factor theory of emotion
- Hedonic theory



Gerard Heymans (1857-1930)

- Empirically based research
- 3 dimensions of personality



Gerard Heymans (1857-1930)

- Empirically based research
 - 3000 (Dutch) doctors were asked to rate all members of a family on a large number of traits
 - ≈ 400 responded with ratings on 2,523 subjects
- Three dimensions
 - Emotionality or Emotional Instability
 - Activity or general drive
 - Dominance of primary or secondary functioning

Heymans taxonomy

(from Eysenck, 1992)

| | Emotionality | Activity | P/S | Jung |
|-------------|--------------|----------|-----|-------------|
| Apathetic | - | - | S | Sensitive I |
| Amorphous | - | - | P | Intuitive I |
| Phlegmatic | - | + | S | Intuitive E |
| Sanguine | - | + | P | Sensitive E |
| Passionate | + | + | S | Thinking E |
| Choleric | + | + | P | Feeling E |
| Sentimental | + | - | S | Feeling I |
| Nervous | + | - | P | Thinking I |

Mid - late 20th Century Measurement and theory testing

I. John Atkinson

II. Donald Broadbent

III. Raymond Cattell

IV. Hans Eysenck

V. Jeffrey Gray

John Atkinson

1924-2003

I. Theory of Achievement Motivation

- A) Individual differences and general laws
- B) Theory testing through experimentation

II. Theory of the Dynamics of Action

- A) Inertial properties of motivations and desires
- B) Introduced the concept of personality traits as rates of change in psychological states

Donald E. Broadbent

1926-1993

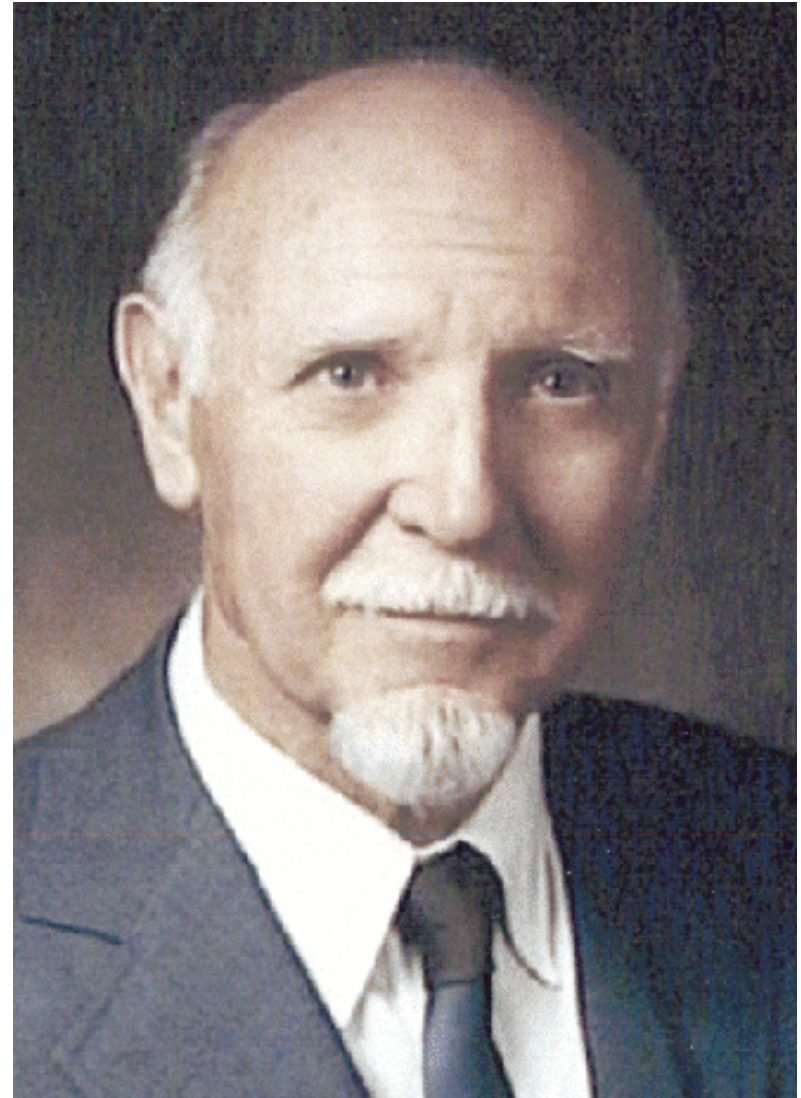
- I. Cognitive experiments showed individual differences interacting with situational determinants of attention and performance
- II. Experimental work on arousal theory inspired work by Eysenck and others

Raymond Cattell

1905- 1998

Founding President:
Society for Multivariate
Experimental Psychology

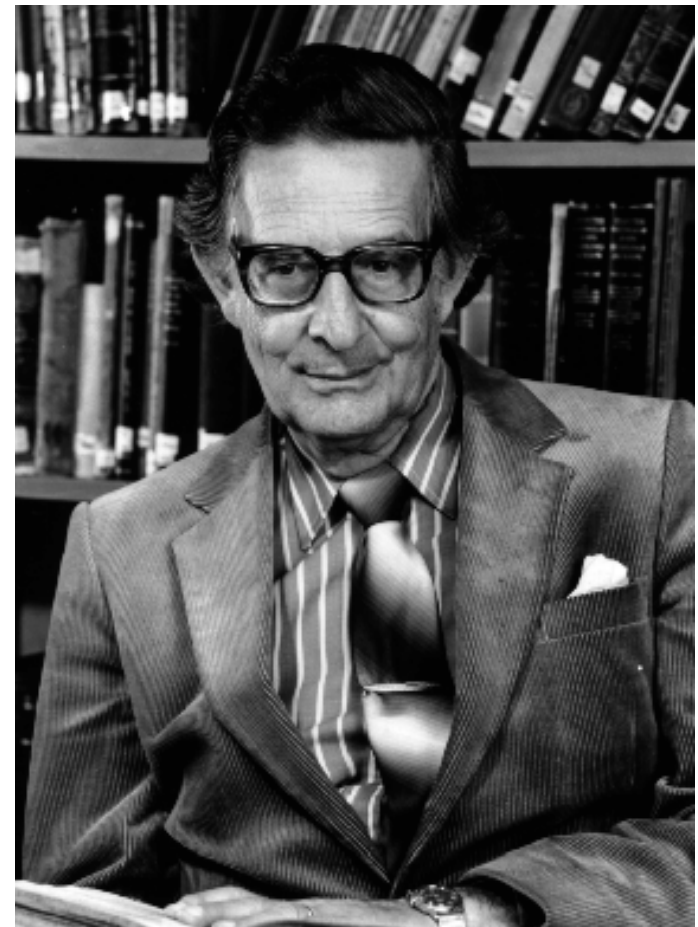
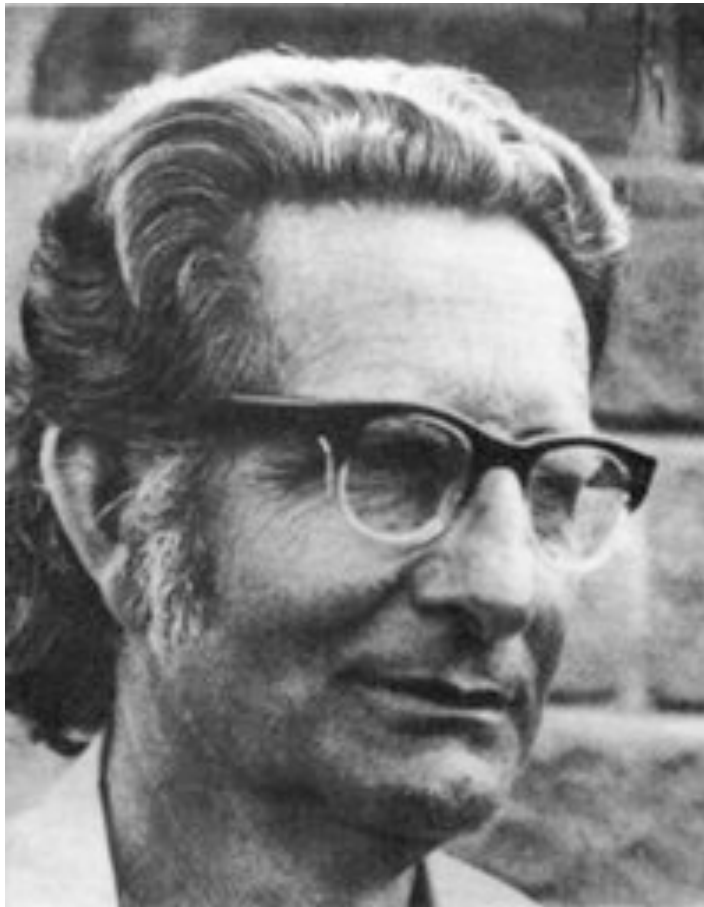
- Primarily
multivariate, little
“experimental”



Hans J. Eysenck

1916-1997

Founding President: International Society for the Study of
Individual Differences



Cronbach, Eysenck and the two disciplines of scientific psychology

I. Cronbach (1957, 1975) and Eysenck (1966, 1983, 1997) argued for the unification of the two disciplines of experimental and correlational approaches

II. Is it possible?

III. Are we doing it?

Is it possible to do Experimental Personality?

- I. Individuals can not be assigned to personality conditions
- II. Experimental designs test person x condition interactions
- III. Can combine general laws with theories of individual differences

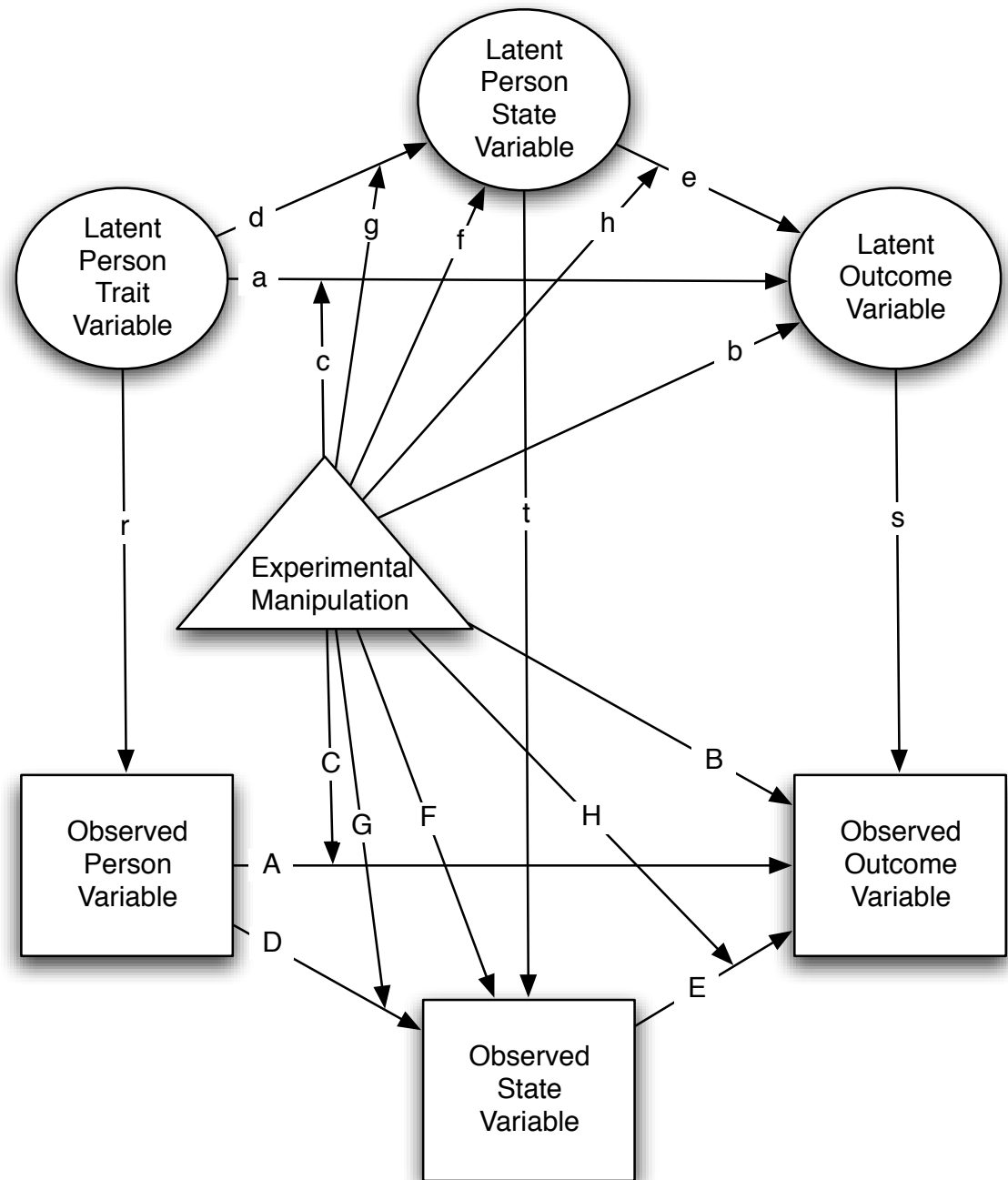
Few studies with experimental techniques or that study IQ are reported in our journals

| Journal | Total | Exper. | IQ | Exp% | IQ% |
|----------|-------|--------|----|------|-----|
| EJP | 68 | 0 | 2 | 0 | 3 |
| JoP | 125 | 7 | 1 | 6 | 1 |
| JPSP | 280 | 26 | 3 | 9 | 1 |
| PaID | 586 | 73 | 47 | 12 | 8 |
| JRP | 102 | 16 | 1 | 16 | 1 |
| JPSP-PID | 92 | 26 | 3 | 28 | 3 |

Revelle, W. and Oehlberg, K. (in press) Integrating experimental and observational personality research: the contribution of Hans Eysenck , Journal of Personality.

The basic logic of a personality experiment

Observed paths (A-H) are estimates of latent paths (a-h) and are affected by reliability (r, s, t)



Testing Personality Theory with experimental methods

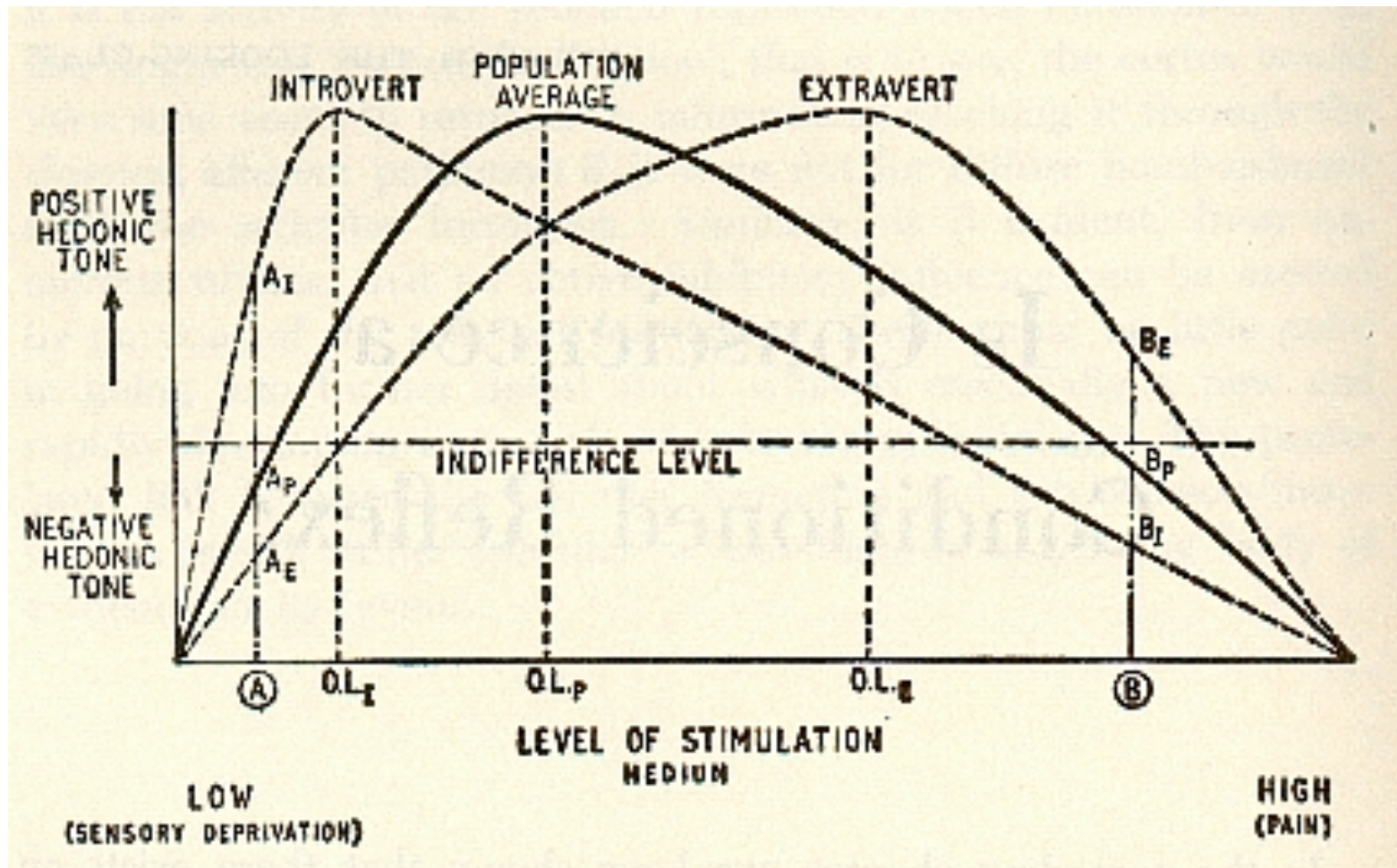
I. Eysenck's theory of extraversion and arousal

A) Preferences

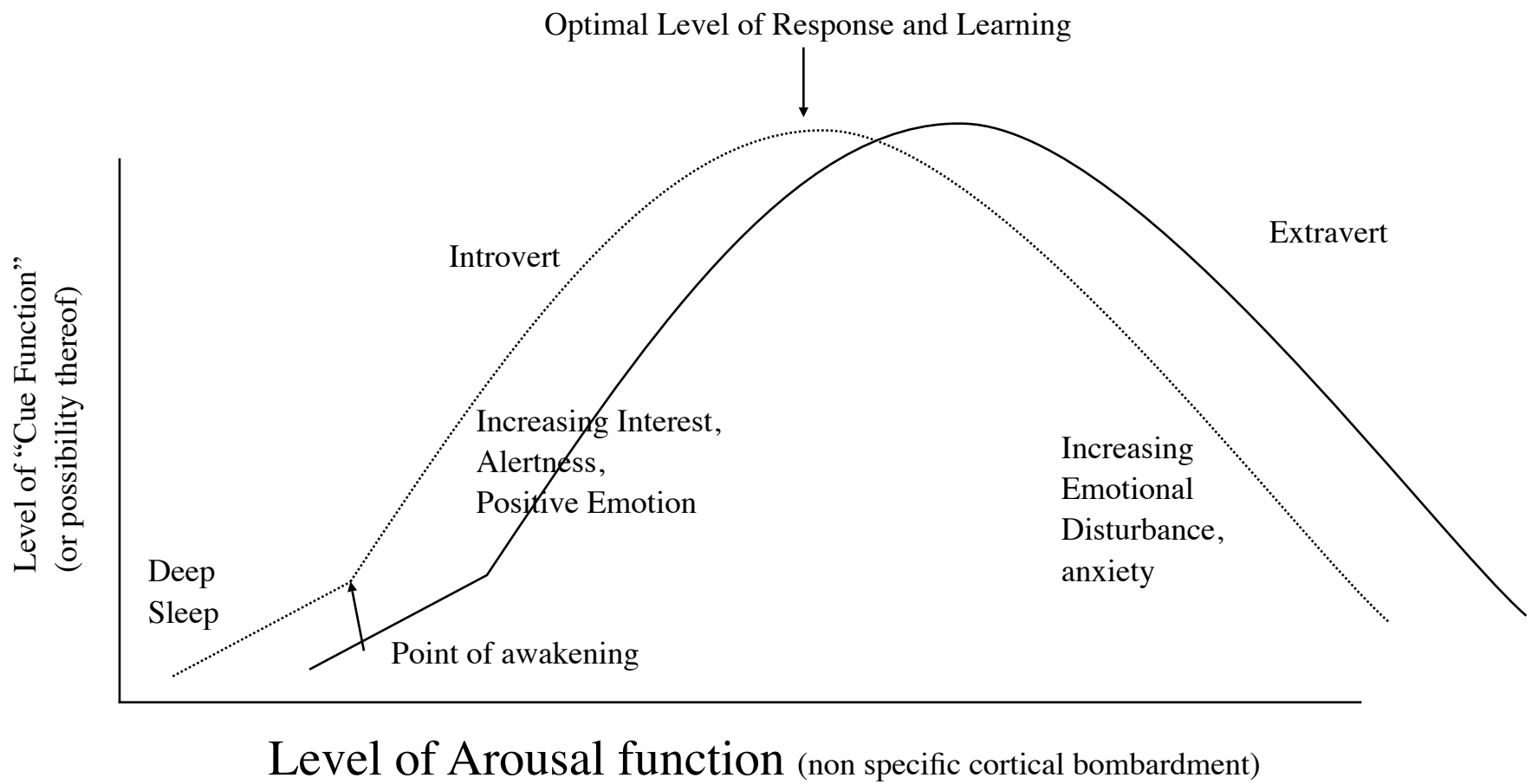
B) Performance

II. Gray's theory of sensitivity to reward and punishment cues

Eysenck and Wundt curve



Eysenck (1967) + Hebb (1954) + Yerkes/Dodson (1908)



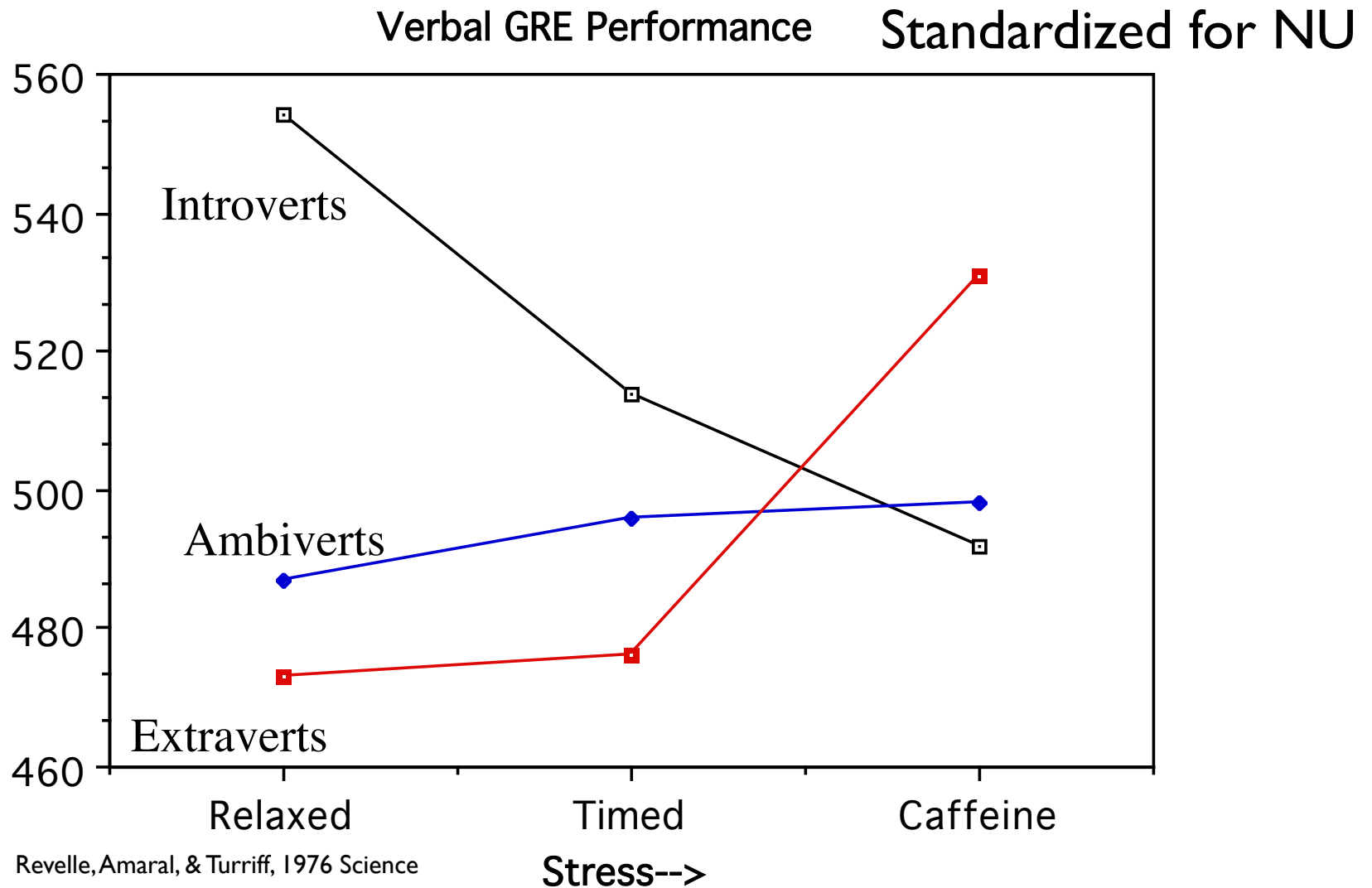
Experiments test limits of generality

- I. If a personality dimension interacts with a manipulation, then we are able to define the limits of the individual difference
- II. Interactions allow us to exclude alternative hypotheses

Introversion and cognitive performance

- I. Introverts do better on exams in relaxed conditions than extraverts.
- II. Is this because they are smarter?
- III. No, because experimentally we can show this effect reverses under time stress and caffeine

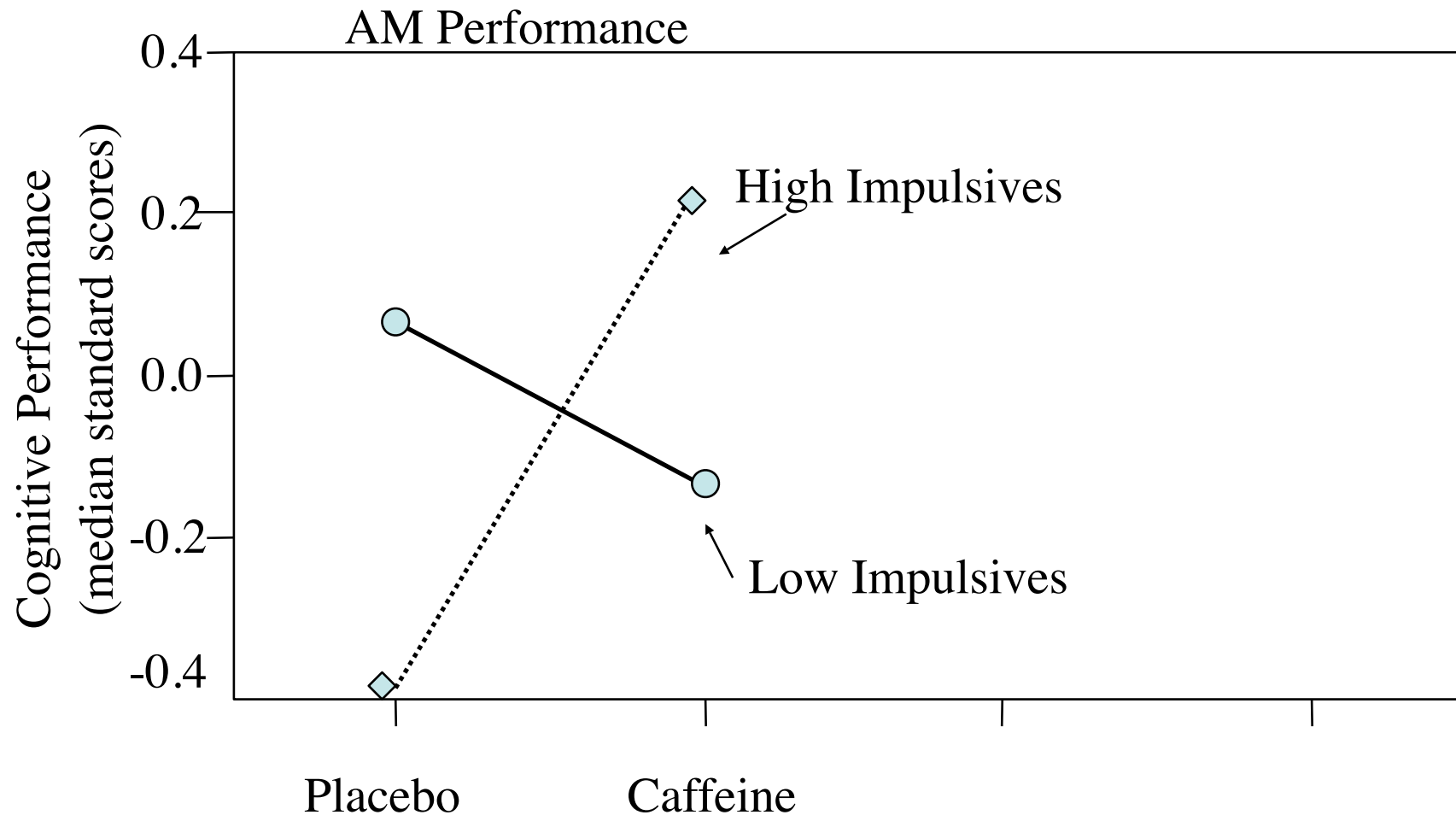
Introversion, time pressure, and caffeine: effect on verbal performance



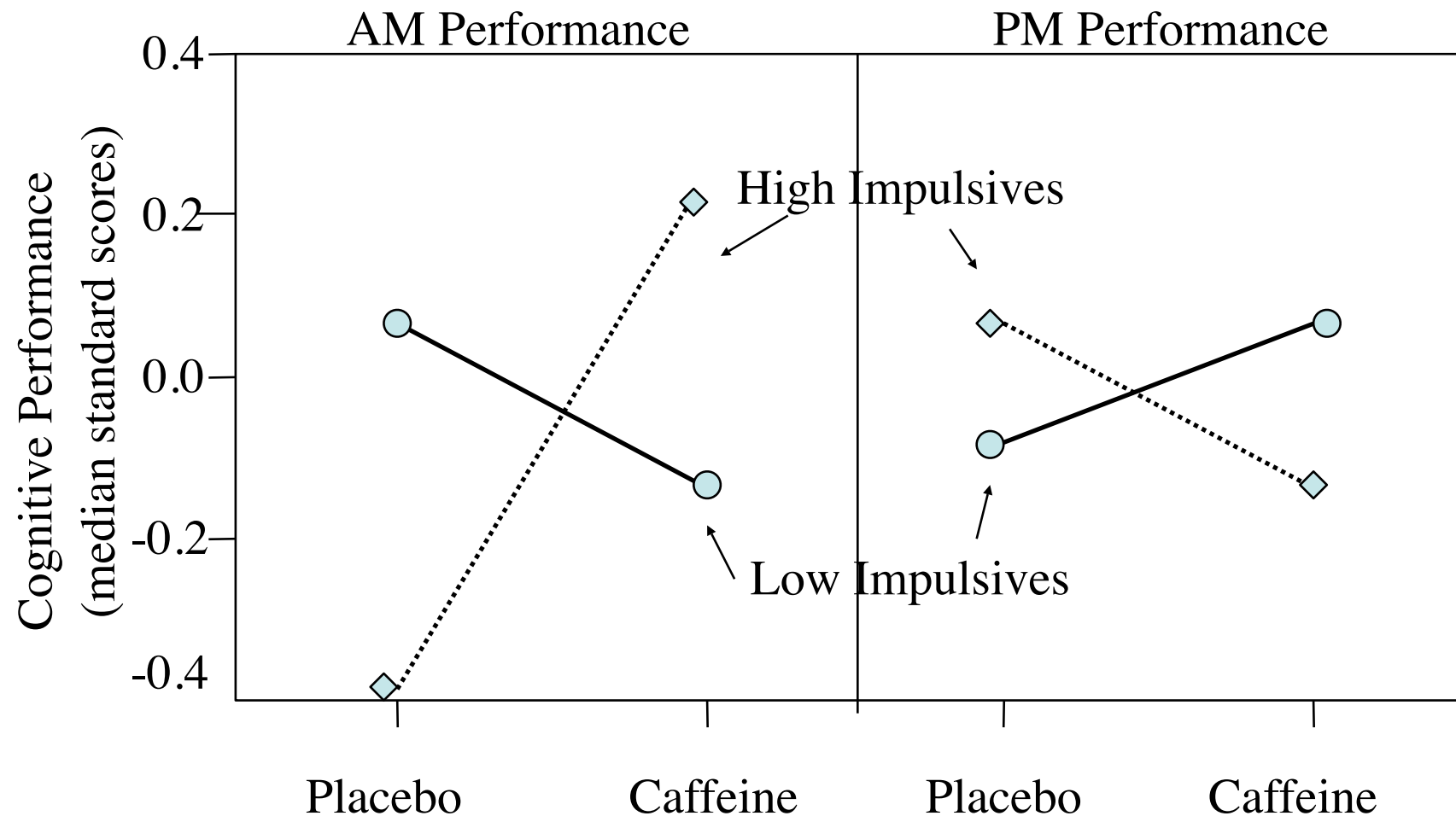
Does this support Eysenck's hypothesis?

- I. Yes, but further studies limit this effect and show an interaction with time of day
- II. This interaction tests and finds the limit of the overall trait effect

Impulsivity, Caffeine, and Time of Day: the effect on complex cognitive performance



Impulsivity, Caffeine, and Time of Day: the effect on complex cognitive performance



Extraversion vs. Impulsivity

- Caffeine effects are systematic, but not for extraversion, but rather for impulsivity
- Systematic interaction with time of day
- Implications
 - Performance does vary as function of personality and arousal, but depends upon time of day
 - Personality dimension of relevance was impulsivity
- Experimental studies allowed us to limit the generalization of the personality trait

Multiple approaches to personality

1. Psychology of the individual

1. Consistency and change in the life of a person
2. Coherence over situations and time

2. Individual differences

1. How many dimensions are needed?
2. What are they?

3. Stability of individual differences over time

- Does knowing about individuals in one situation predict anything about other situations

Identifying personality structure

Is it possible to reduce the broad range of individual variation in personality to a limited number of personality traits?

Trait: A particular feature of mind or character; a distinguishing quality; a characteristic; spec. of a culture or social group (OED)

The pronunciation *tr ei*, after mod. French, in the 19th c. considered in England the correct one, is becoming less general; in U.S. *tr eit* is the established one (OED)

Definition of the relevant domain

- Individual differences in personality
 - Personality traits vs. abilities?
 - Traditional personality traits are central tendencies and preferences rather than limits
 - What do you do vs. what can you do
- What do we want to know about ourselves or others?
 - what we do
 - what we can do

Descriptive Approaches to Personality

- Derived from three approaches to taxonomy construction
 - **Folk Theories**: How ordinary people think about personality – constrained to types and typologies; categorical, not dimensional
 - **Constructive** approach: How verbal **descriptions** of feelings and actions covary; leading to trait dimensions – constrained by interests and ingenuity of investigators
 - **Analytic** approaches : How endorsements of **words** covary, leading to trait dimensions – constrained by the language
- All seek to provide a characterization of kinds of people (a flatterer, extravert, etc.); all are only a first approximation for what a person will do (next)

Theophrastus' Folk Theory

| | | |
|----------------------|----------------------------|-----------------------------|
| The talker | The anxious to please | The hostile man |
| The chatterer | The toady or the flatterer | The shameless man |
| The boaster | The coward | The distrustful man |
| The inventor of news | The superstitious man | The slanderer |
| The ironical man | The feckless | The skinflint or stingy man |
| The boor | The tiresome man | The mean man |
| The arrogant man | The outcast | The avaricious man |

Early theoretical taxonomies

- Plato and the requirement for leadership
 - " ... quick **intelligence**, memory, sagacity, cleverness, and similar qualities, do not often grow together, and ... persons who possess them and are at the same time **high-spirited** and **magnanimous** are not so constituted by nature as to live in an orderly and peaceful and settled manner; they are driven any way by their **impulses**, and all solid principle goes out of them. ... On the other hand, those **stable** and **steadfast** and, it seems, more **trustworthy** natures, which in a battle are **impregnable to fear** and immovable, are equally immovable when there is anything to be learned; they are always in a torpid state, and are apt to yawn and go to sleep over any intellectual toil."

Early taxonomies

- Hippocrates (publicized by Galen):
“Blood, phlegm, yellow bile and black bile are the particular elements of the nature of man”.
- the sanguine, bouyant type; the phlegmatic, sluggish type; the choleric, quick–tempered type; and the melancholic, dejected type
- The 4 temperaments were later discussed by Kant (1798)

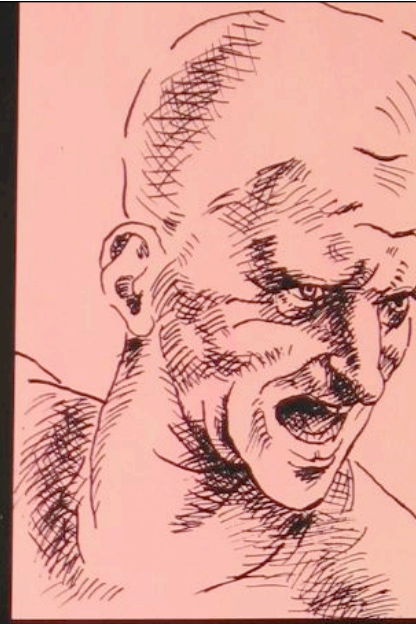
19th Century Taxonomy: Wundt's dimensional structure of the 4 temperaments

| | | |
|-------------|----------|------------|
| Excitable | | |
| Melancholic | Choleric | Changeable |
| Phlegmatic | Sanguine | |

Melancholic



Choleric



Phlegmatic



Sanguine



Early 20th century taxonomies

- Heymans - 3 dimensional model
 - data driven!
- Freud:
 - Interaction of character and childrearing
- Jung:
 - Orientations and functioning
- McDougall domains of personality

Heymans

- Empirically based research
 - 3000 (Dutch) doctors were asked to rate all members of a family on a large number of traits
 - ≈ 400 responded with ratings on 2,523 subjects
- Three dimensions
 - Emotionality or Emotional Instability
 - Activity or general drive
 - Dominance of primary or secondary functioning

Heymans taxonomy

(from Eysenck, 1992)

| | Emotionality | Activity | P/S | Jung |
|-------------|--------------|----------|-----|-------------|
| Apathetic | - | - | S | Sensitive I |
| Amorphous | - | - | P | Intuitive I |
| Phlegmatic | - | + | S | Intuitive E |
| Sanguine | - | + | P | Sensitive E |
| Passionate | + | + | S | Thinking E |
| Choleric | + | + | P | Feeling E |
| Sentimental | + | - | S | Feeling I |
| Nervous | + | - | P | Thinking I |

Freud's taxonomy

- Oral
 - Indulgent: oral erotic -- oral passive optimistic, gullible, dependent, manipulative
 - Restrictive: oral sadistic, oral aggressive pessimistic, suspicious, quarrelsome
- Anal
 - Indulgent: anal retentive, anal compulsive stingy, stubborn, punctual, precise, orderly
 - Restrictive: anal aggressive, anal expulsive cruel, destructive, hostile, disorderly
- Phallic
 - Indulgent: phallic-dominant vain, proud, domineering, ambitious, virile
 - Restrictive: phallic-submissive meek, submissive, modest, timid, feminine

Jung

- Orientations:
 - Introverted Extraverted
- Psychological Functioning
 - Thinking/Feeling
 - Judging/Perceiving
 - Sensing/ Intuiting
- (current application, loosely based upon Jung's typology is the MBTI)

McDougall

- Intellect
- Character
- Temperament
- Disposition
- Temper

Popular culture extensions

- Many simple taxonomies loosely based upon Jung/Galen to describe individual differences
- Popular among group facilitators to show that people differ, with an emphasis that everyone has unique talents
- Practically cult like following of MBTI with people referring to themselves in terms of 4 term abbreviations

Taxonomic problems

- Except for Heymans, based more upon clinical judgment and description rather than systematic analysis of variation.
- It is easy to create 2 x 2 x 2 descriptions of others.
 - (Traits my friends and I have vs those of people I don't like X traits I have versus my friend X traits of some friends versus other friends)

Constructive Approach

(Rational scale construction)

- Propensities to particular behaviors are captured by verbal descriptions
- Researchers construct items with a view to capturing/predicting phenomena of interest
- Empirical application of item responses to solve specific prediction problems

Representative Items

(constructive approach)

Do you like to go to lively parties?

Do you do and say things without stopping to think?

Would you call yourself a nervous person?

Do you like to go to the opera?

Analytic Approach (1950 – 1960s)

- Based on factor analysis of endorsement patterns of **words** (e.g., Allport, Cattell, Norman, Goldberg)
- Earliest systematic analyses were Cattell's
 - 18,000 English words intuitively grouped into ≈ 45 pairs of categories or “trait complexes” eventually reduced to 12-14 primary dimensions
- Most ambitious attempt: Warren Norman (1967)
 - selected a subset of about 2,800 from 40,000 English words representing variations between persons or within individuals over time and varying situations . . . encoded in the language

The lexical hypothesis

- based on the following rationale: Because they are so socially meaningful, personality attributes tend to acquire lexical representation, and degree of lexical representation is one guide to the importance of a personality dimension. Presumably, those dimensions that are most fundamental will be ubiquitous, and therefore can be derived independently from studies of any language.
 - (Saucier)

Lexical Hypothesis: Allport

- trait terms selected from unabridged dictionary
- 18,000 Allport-Odbert word lists
 - stable traits
 - fluctuating states

Lexical Hypothesis: Cattell

selected words from Allport 4,504
grouped by semantic meaning 171
formed intuitive clusters 36-46
factored rating scales 12-14
Subjects: Univ. Illinois fraternity members
early use of factor analysis formed personality
instruments 14-16 self report scales

Representative Trait Complexes

(from Cattell, 1957)

| | | |
|--|--------|--|
| 1. <i>Adaptable</i> : flexible; accepts changes of plan easily; satisfied with compromises; is not upset, surprised, baffled, or irritated if things are different from what he expected | V s | <i>Rigid</i> : insists that things be done the way he has always done them; does not adapt his habits and ways of thinking to those of the group; nonplussed if his routine is upset |
| 2. <i>Emotional</i> : excitable; cries a lot (children), laughs a lot, shows affection, anger, all emotions, to excess | V s | <i>Calm</i> : stable; shows few signs of emotional excitement of any kind; remains calm, even underreacts, in dispute, danger, social hilarity |
| 3. <i>Conscientious</i> : honest; knows what is right and generally does not tell lies or attempt to deceive others; respects others' property | V s | <i>Unconscientious</i> : somewhat unscrupulous; not too careful about standards of right and wrong where personal desires are concerned; tells lies and is given to little deceits; does not respect others' property |
| 4. <i>Conventional</i> : conforms to accepted standards, ways of acting, thinking, dressing, etc.; does the "proper" thing; seems distressed if he finds he is being different | V s | <i>Unconventional, Eccentric</i> : acts differently from others; not concerned about wearing the same clothes as others; has somewhat eccentric interests, attitudes, and ways of behaving; goes his own rather peculiar way |

Reanalyses and extensions of Cattell

- Fiske, 1948 - 5 factors
- Tupes and Christal (1958) 5 factors of peer ratings
- Norman (1963) 5 Factors of peer ratings: The "Big 5"
 - 1. Surgency/Extraversion
 - 2. Agreeableness
 - 3. Conscientiousness
 - 4. Emotional Stability versus Emotionality
 - 5. Culture/Openness
- Digman (1985) 5 factors of ratings (teachers + peers)

Digman's Six Data Sets

Oahu 1st & 2nd grades (N = 885): 49 traits

Oahu 5th & 6th grades (N = 834): 49 traits

Kauai 6th grades (N = 502): 43 traits

39 common traits (N = 2,221)

University of Hawaii Laboratory School:

1959 1st & 2nd grades (N = 102): 36 traits

1960 1st, 2nd, & 3rd (N = 149): 50 traits

1963 5th & 6th grades (N = 100): 63 traits

(from Goldberg, 2004)

The Digman-Hawaii Teacher Assessments

The child personality traits were selected to be a comprehensive set, covering at least 10 broad factors.

Each personality trait was specified by classroom behaviors formulated with the help of focus groups of elementary-school teachers.

(from Goldberg, 2004)

Examples of Two Personality Trait Descriptions

Gregarious: Likes to be with others and seeks their company; spends as much time with others as possible; dislikes being alone.

Persevering: Keeps at his/her work until it is completed; sees a job through despite difficulties; painstaking and thorough.

Digman's Preliminary Analyses of Some of These Data

Published in Digman & Takemoto-Chock (1981);
Digman & Inouye (1986); and Digman (1989):

10 to 12 factors were hypothesized.

But only 5 factors replicated across samples.

These early findings were influential in
popularizing the “Big-Five” factor structure.

(from Goldberg, 2004)

Reanalyses of Digman's Child Data Sets (Goldberg, 2001)

Data from the 6 separate samples of elementary school children were analyzed independently.

Across the 6 samples, the factors were compared at each hierarchical level, from one-factor to 10-factors.

In each of the 6 samples, the classic “Big-Five” factor structure was found.

A Middle-Childhood “Big-Five”

I. Extraversion:

Gregarious, Energetic vs. Seclusive, Lethargic

II. Agreeableness:

Humble vs. Rude, Self-centered

III. Conscientiousness:

Persevering, Planful, Careful vs. Irresponsible

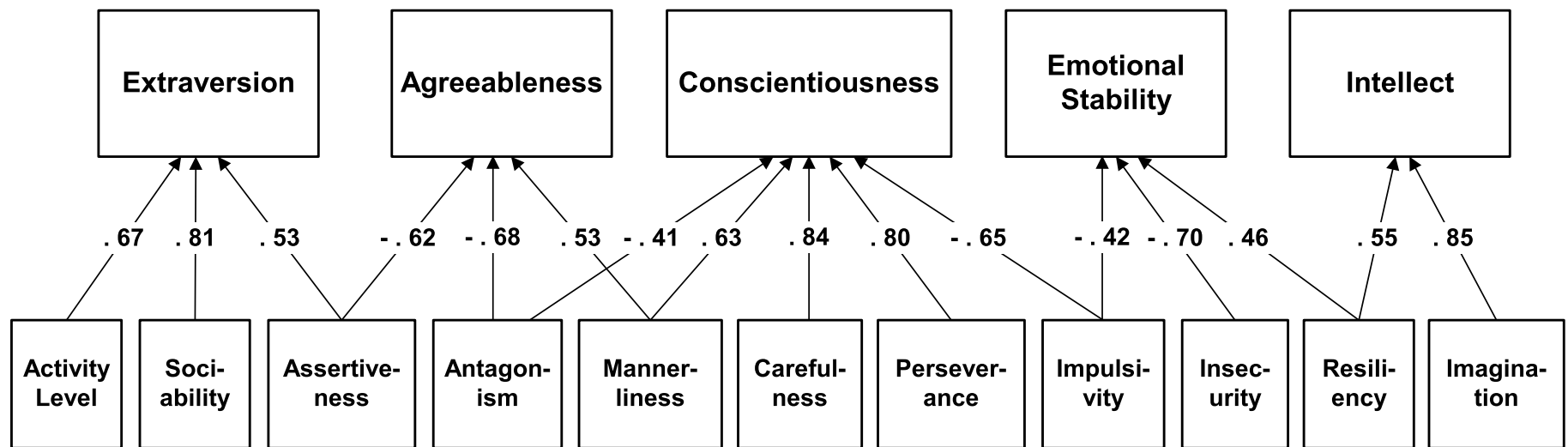
IV. Emotional Stability (vs. Neuroticism):

Fearful, Tense, Concerned about acceptance

V. Intellect:

Original, Imaginative, Curious, Aesthetic

The Hierarchical Structure of Childhood Personality Traits



(from Goldberg, 2004)

Five Domains of Personality (1980s-1990s)

Analyses and meta-analyses of constructive and analytic approaches converged on five domains (Costa & McCrae, 1989; Goldberg, 1981; John, 1990)

technical domain name

Extraversion (surgency)

Agreeableness

Conscientiousness

Neuroticism

Openness

colloquial domain name

Power

Affection

Work

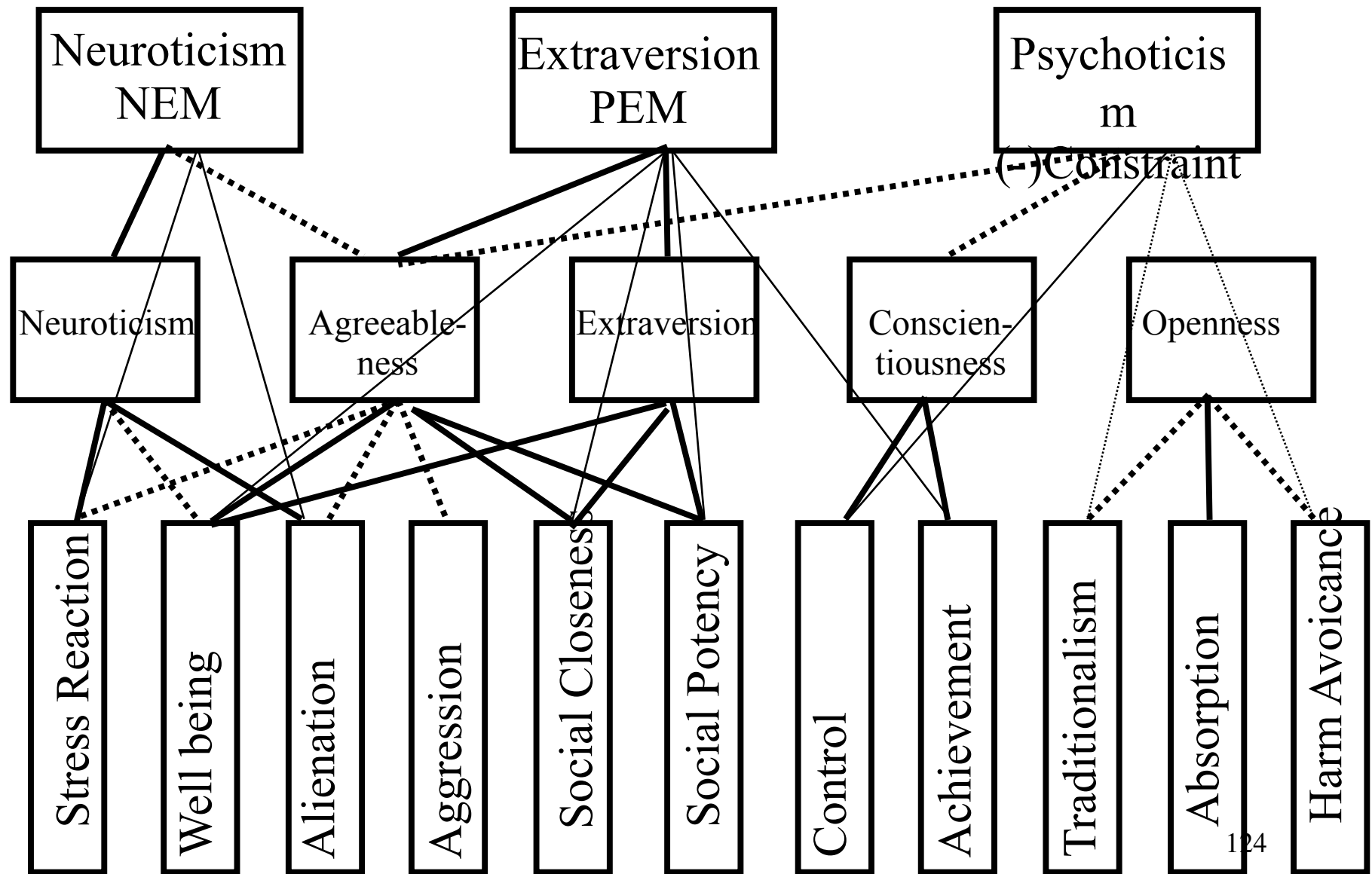
Emotionality

Intellect

Representative Trait Words by Domain

| extraversion | agreeableness | conscientious | neuroticism | openness |
|---------------------|----------------------|----------------------|--------------------|-----------------|
| talkative | sympathetic | organized | tense | wide interests |
| assertive | kind | thorough | anxious | imaginative |
| active | appreciative | planful | nervous | intelligent |
| energetic | affectionate | efficient | moody | original |
| -quiet | -cold | -careless | -stable | -commonplace |
| -reserved | -unfriendly | -disorderly | -calm | -simple |
| -shy | -quarrelsome | -frivolous | -contented | -shallow |
| -silent | -hard-headed | -irresponsible | -unemotional | -unintelligent |

The Giant 3, Big 5, Small 11

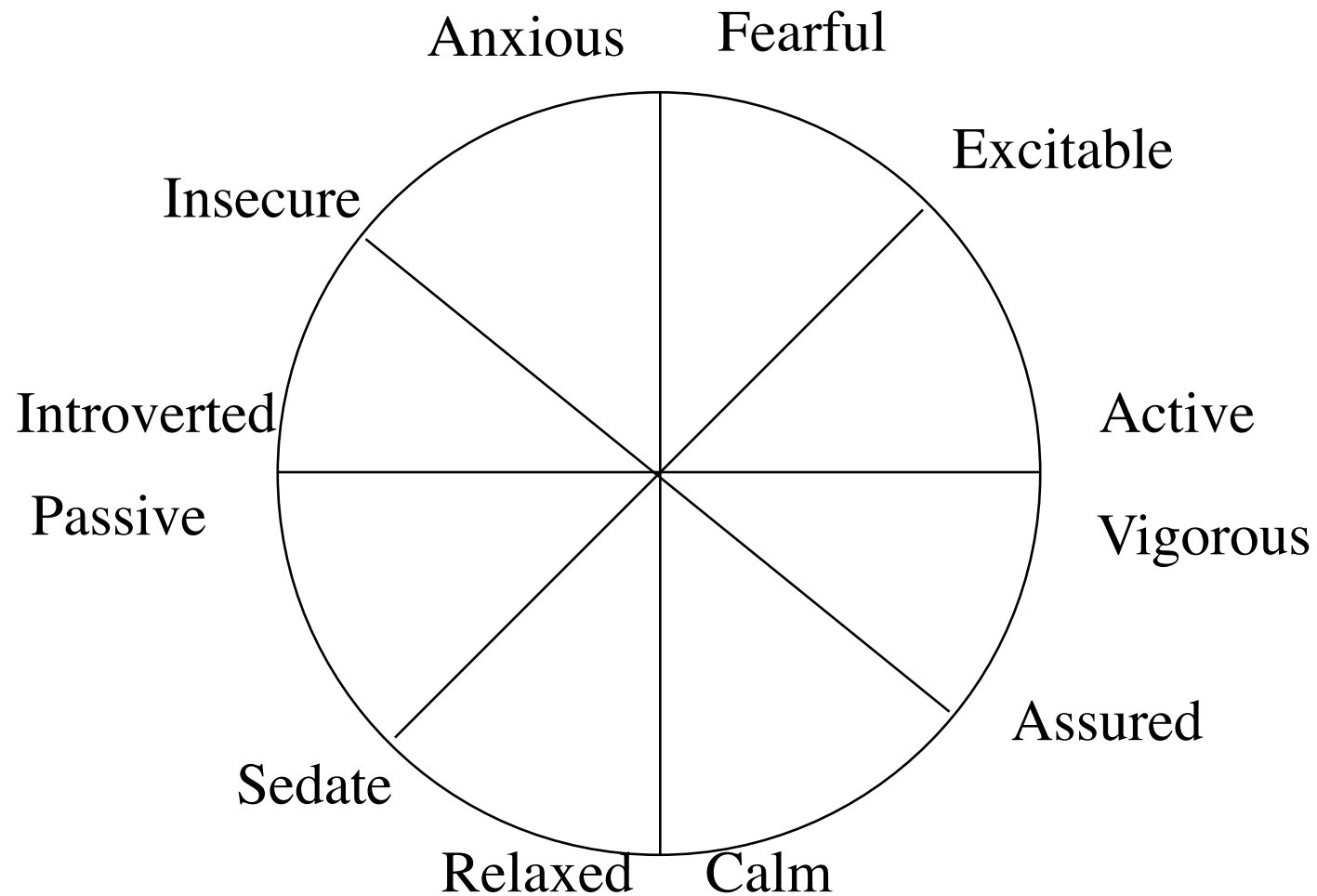


(adapted from Ackerman and Heggestad, 1997)

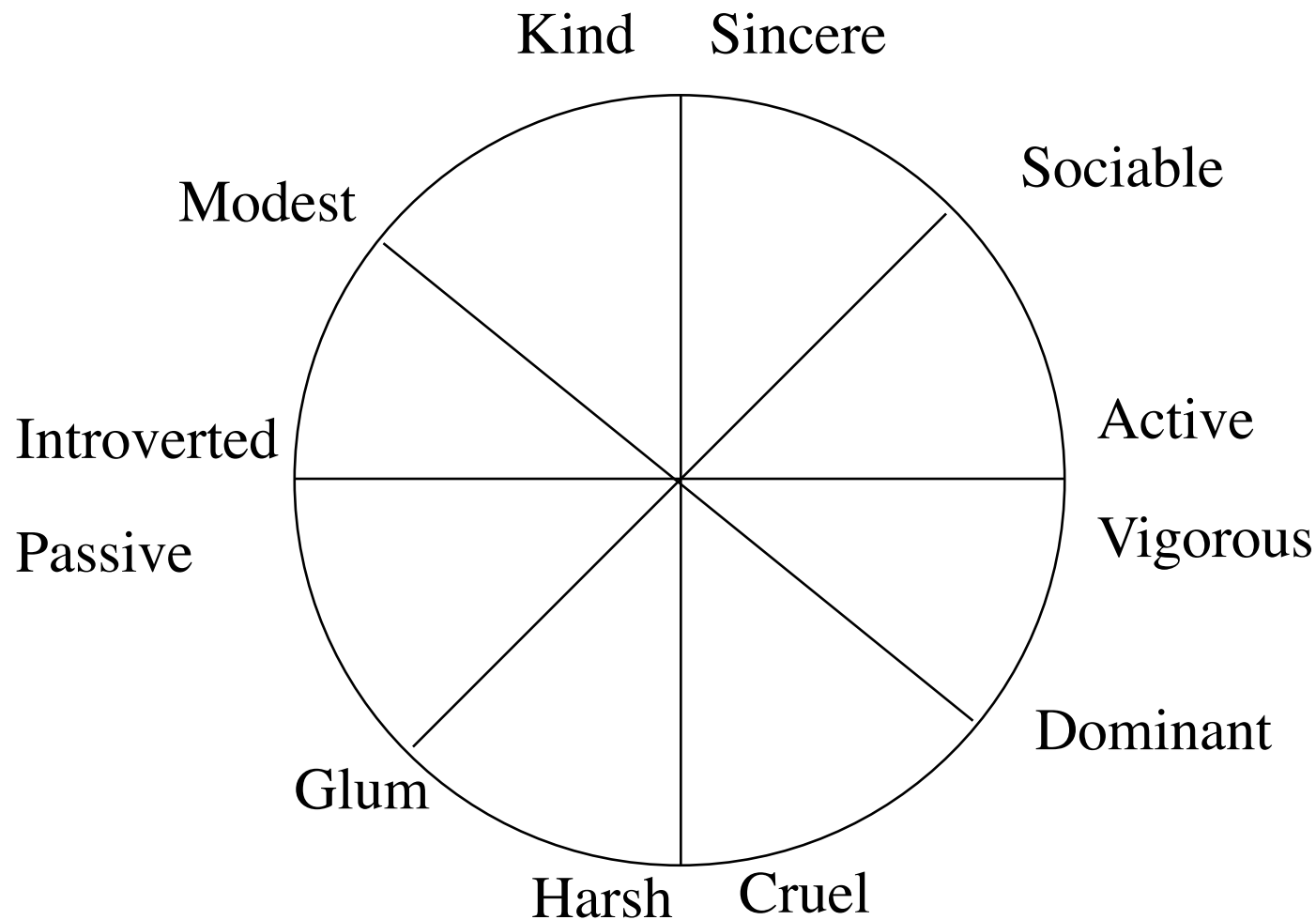
Circumplex of Big 5 dimensions (Abridged Big 5 Circumplex)

- Pair wise ordering of dimensions
 - Agreeableness x Extraversion (interpersonal circumplex of Wiggins)
 - Neuroticism x Extraversion (affective circumplex)
 - Neuroticism x Conscientiousness (the personality disorders?)
 - Agreeableness x Conscientiousness (psychoticism?)
- Comparisons of Self/Other and Positive/Negative Affect
 - a speculative organization
- An alternative would be to organize in terms of Affect, Behavior, Cognition, and Desires

Neuroticism x Extraversion Affective Circumplex (S^+ / S^-)

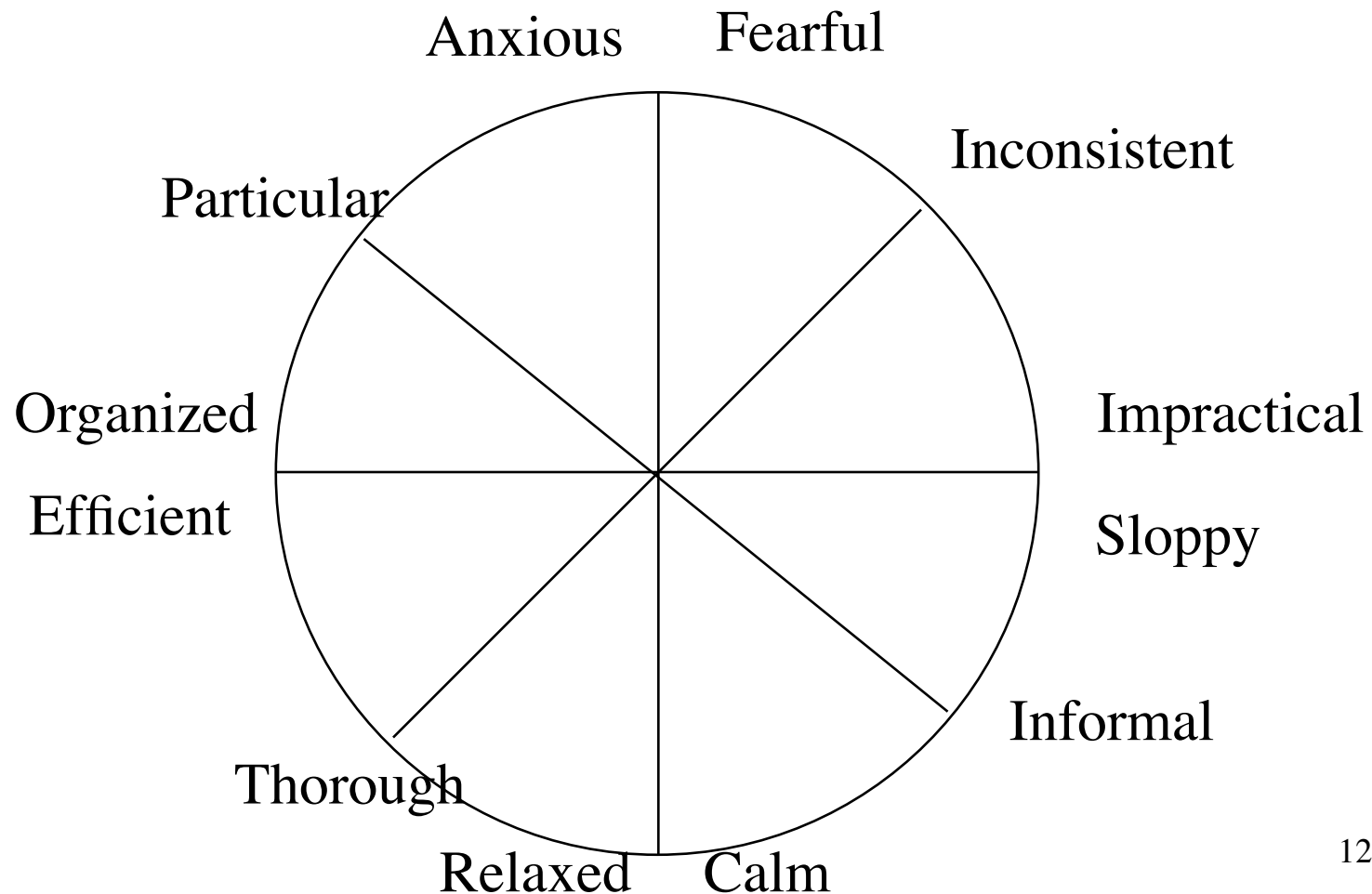


Agreeableness x Extraversion Interpersonal Circumplex (S^+ / O^+)

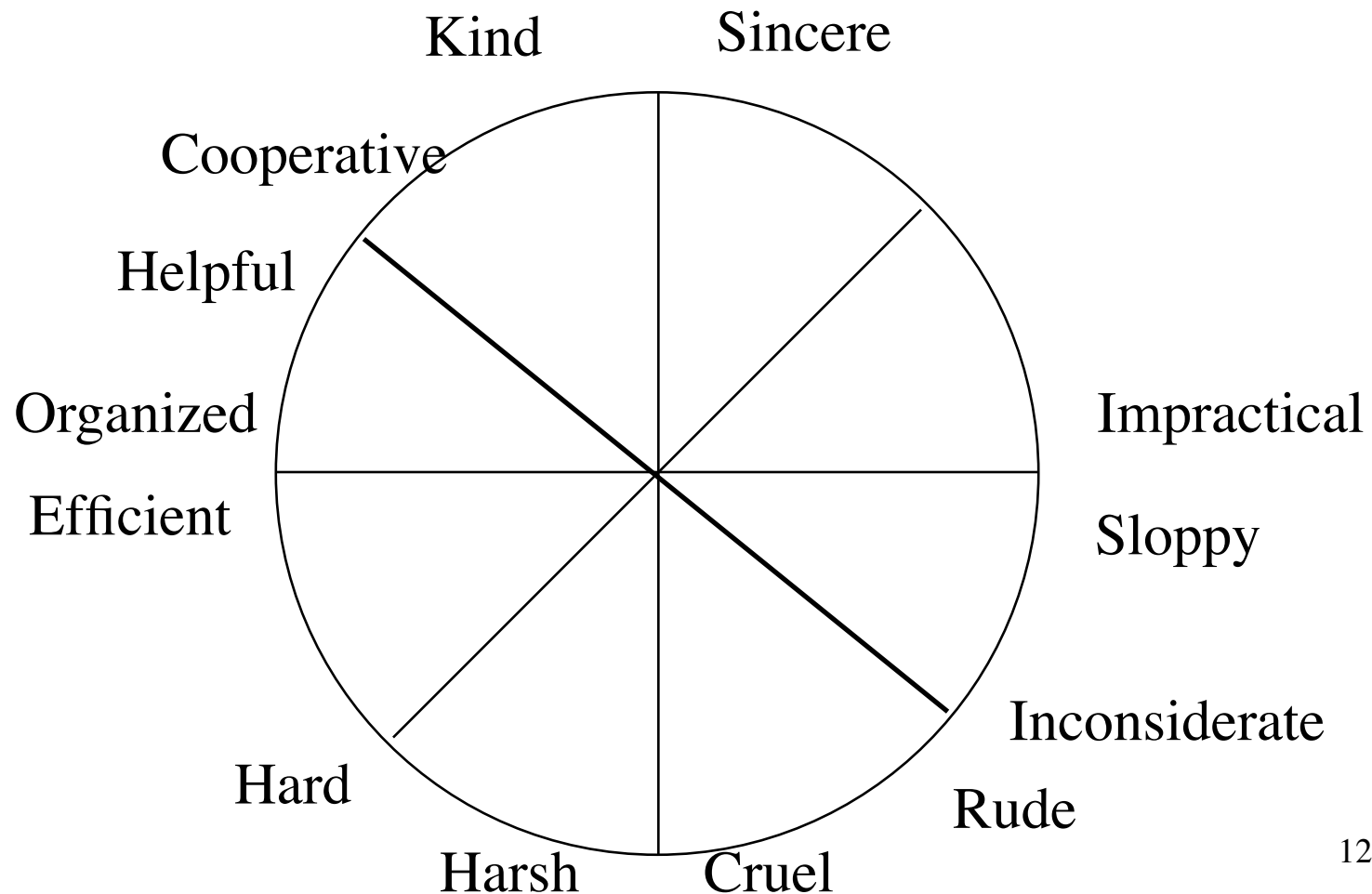


Neuroticism x Conscientiousness

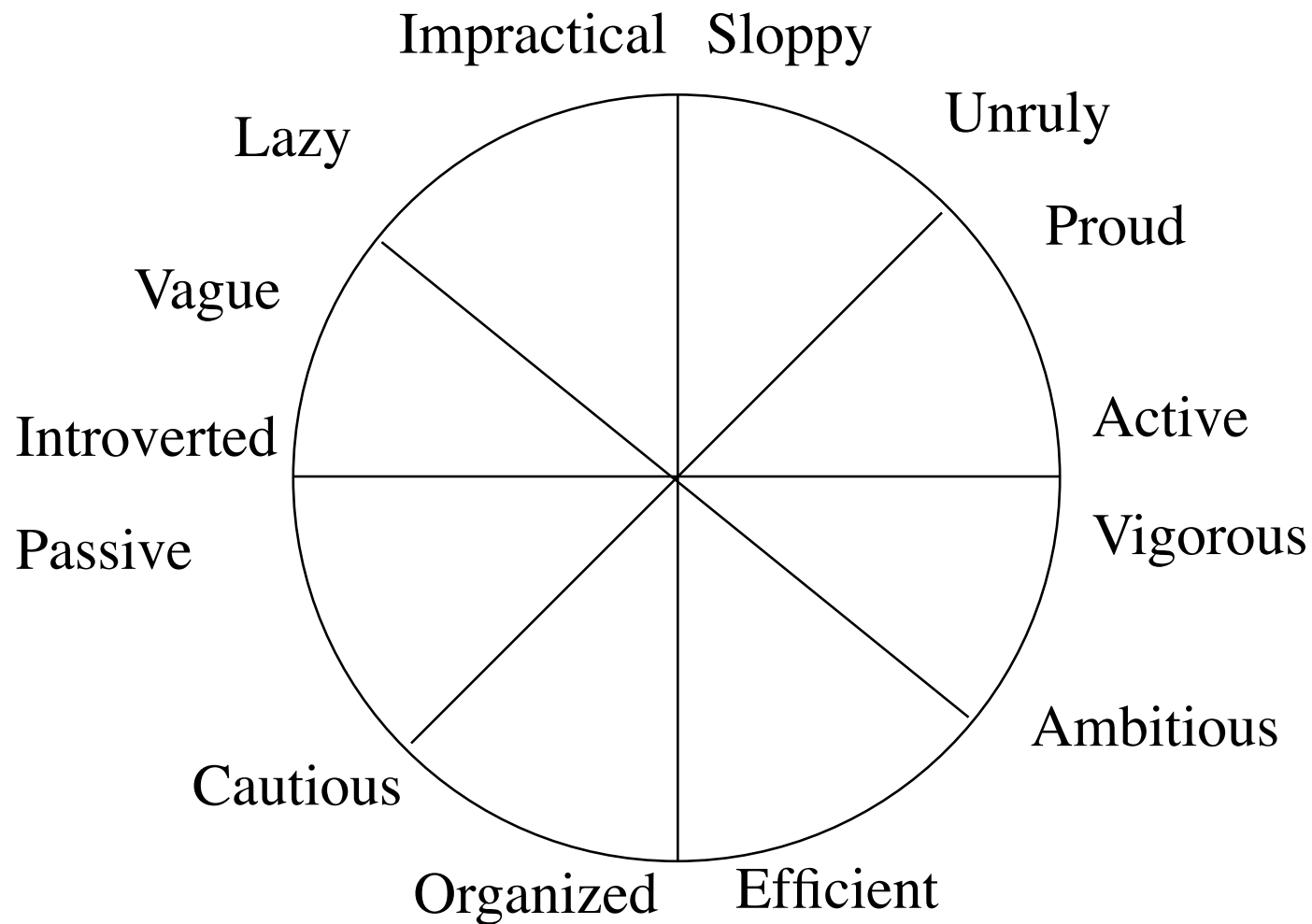
(S⁻/O⁻) : The personality Disorders?



Agreeableness x Conscientiousness (O^+ / O^-): Eysenck's P scale = O^+ vs. O^-)?



Conscientiousness x Extraversion Circumplex (S^+/O^-)



But is Big 5 structure of what people say, not what people do

- Is this the psychology of the stranger?
- Is it merely dimensions of semantic lexicon
- Are personality traits mere delusions?
- (The need for validity studies)

Personality traits as a delusion

- Hartshorn and May (1930)
 - Studies in character -- low correlations across situations for honesty
- Newcomb (1931)
 - Low correlations between real time ratings of behaviors
- Passini and Norman (1966) structure of strangers
- Mischel (1968) critique
- Shweder and D'Andrade (1980) personality as shared delusions
- (This thread continues until today in many classes in social psychology)

Newcomb's behavioral study

rated by camp counselors during the day and at end of day

1. Tells of his own past of the exploits he has accomplished
2. Gives loud and spontaneous expressions of delight or disapproval
3. Goes beyond only asking and answering necessary questions in conversations with counselors.
4. How is the quiet time spent?
5. Spends a lot of time talking at the table.

Newcomb's summer camp 1931

- Systematic encoding by camp counselors of immediate behaviors and subsequent ratings

| Behavior | 1 | 2 | 3 | 4 | 5 |
|----------|------|------|------|-------|------|
| 1 | - | 0.52 | 0.05 | 0.29 | 0.20 |
| 2 | 0.67 | - | 0.03 | -0.14 | 0.08 |
| 3 | 0.61 | 0.68 | - | -0.11 | 0.48 |
| 4 | 0.97 | 0.88 | 0.66 | - | 0.16 |
| 5 | 0.66 | 0.92 | 0.77 | 0.75 | - |

Passini and Norman

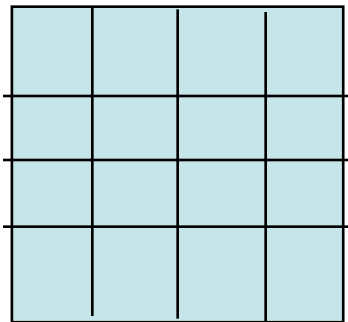
- Structure of strangers
 - Undergraduates rating other (unknown) undergraduates on 20 paragraph descriptors
 - Big 5 structure emerges
 - Is the structure of personality traits merely the structure of the lexicon, not of people?
- See also Mulaik structure of ratings of adjectives

Shweder and D'Andrade (1980)

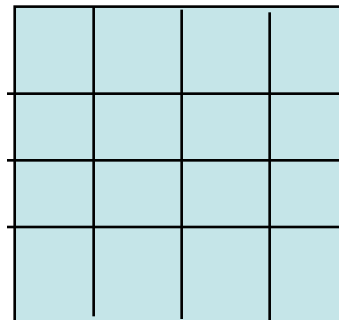
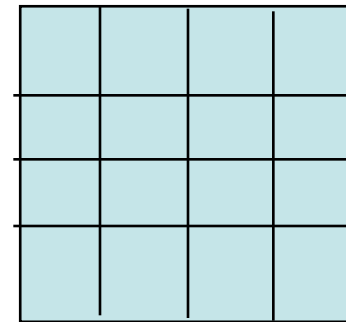
- Method:
 - ratings taken of behavior at time it occurs ("on line")
 - ratings done from memory semantic
 - judgments of similarity of trait words
- Analysis
 - Compare(correlate) the correlation matrices from the three procedures

Comparisons of Correlational Structures

On line ratings



Memory based ratings



Semantic similarity ratings

Shweder and D'Andrade

- Results
 - structure of "on line measures" not the same as memory based
 - structure of memory based equivalent to semantic structure
- Implication: structure of personality ratings is in mind of beholder, not in the behavior of target
- But: "on line" measures were forced choice!

Romer and Revelle (1984)

- Conceptual replication of Shweder's "on line ratings"
- Varied "on line ratings"
 - Presented “behavior” e.g. “Rick was self confident at the meeting”
 - forced choice (ala Shweder)
 - which trait does this behavior represent (dominant, arrogant, cold, introverted, submissive, unassuming, warm, extraverted)

complete rating of all traits (same traits as before)

Semantic structure ratings: how X is this behavior Y?

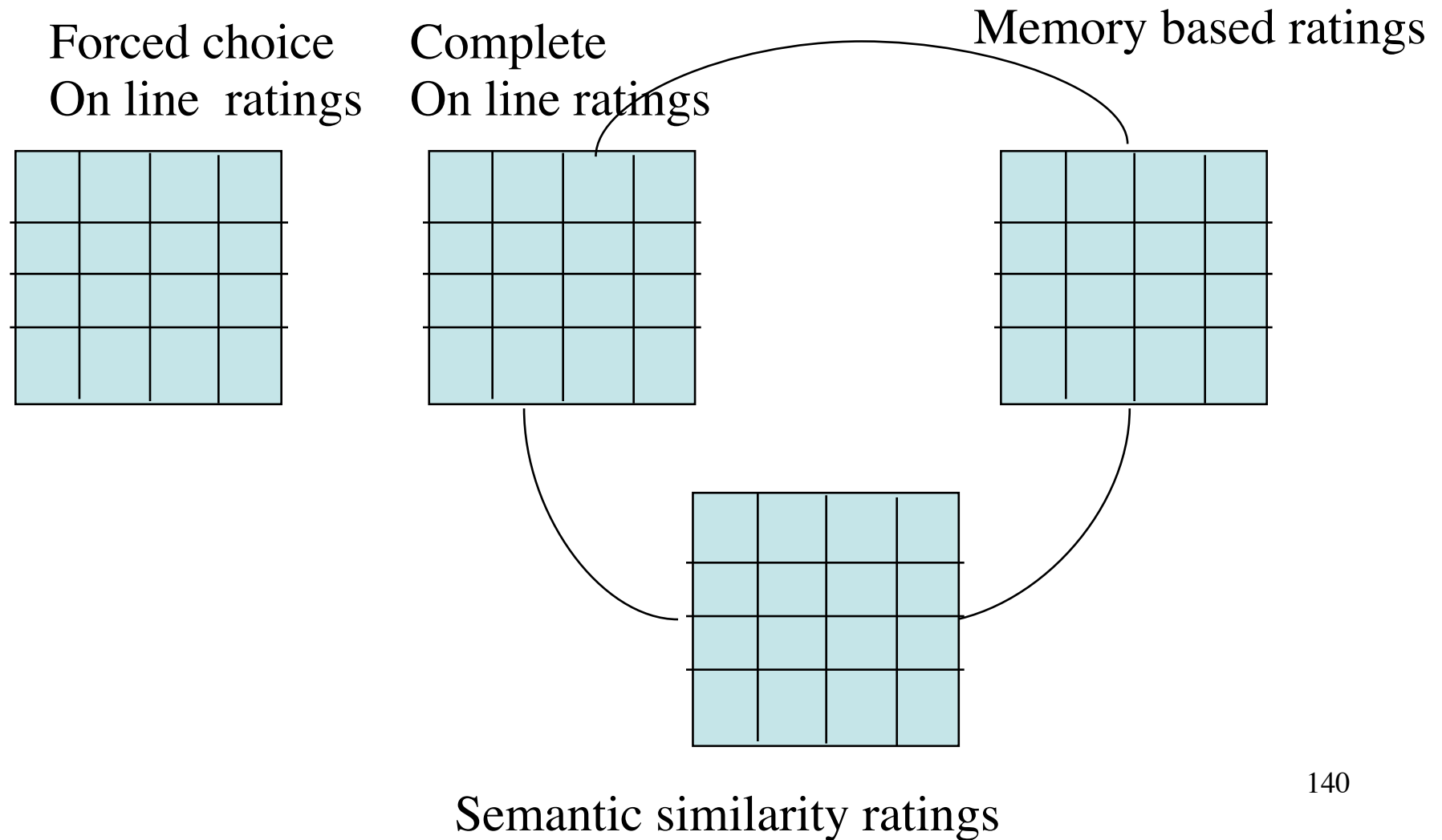
structure of "on line ratings" depends upon method

forced choice categories do not correlate

on line ratings of traits match memory based

See also Borkenau et al.

Comparisons of Correlational Structures



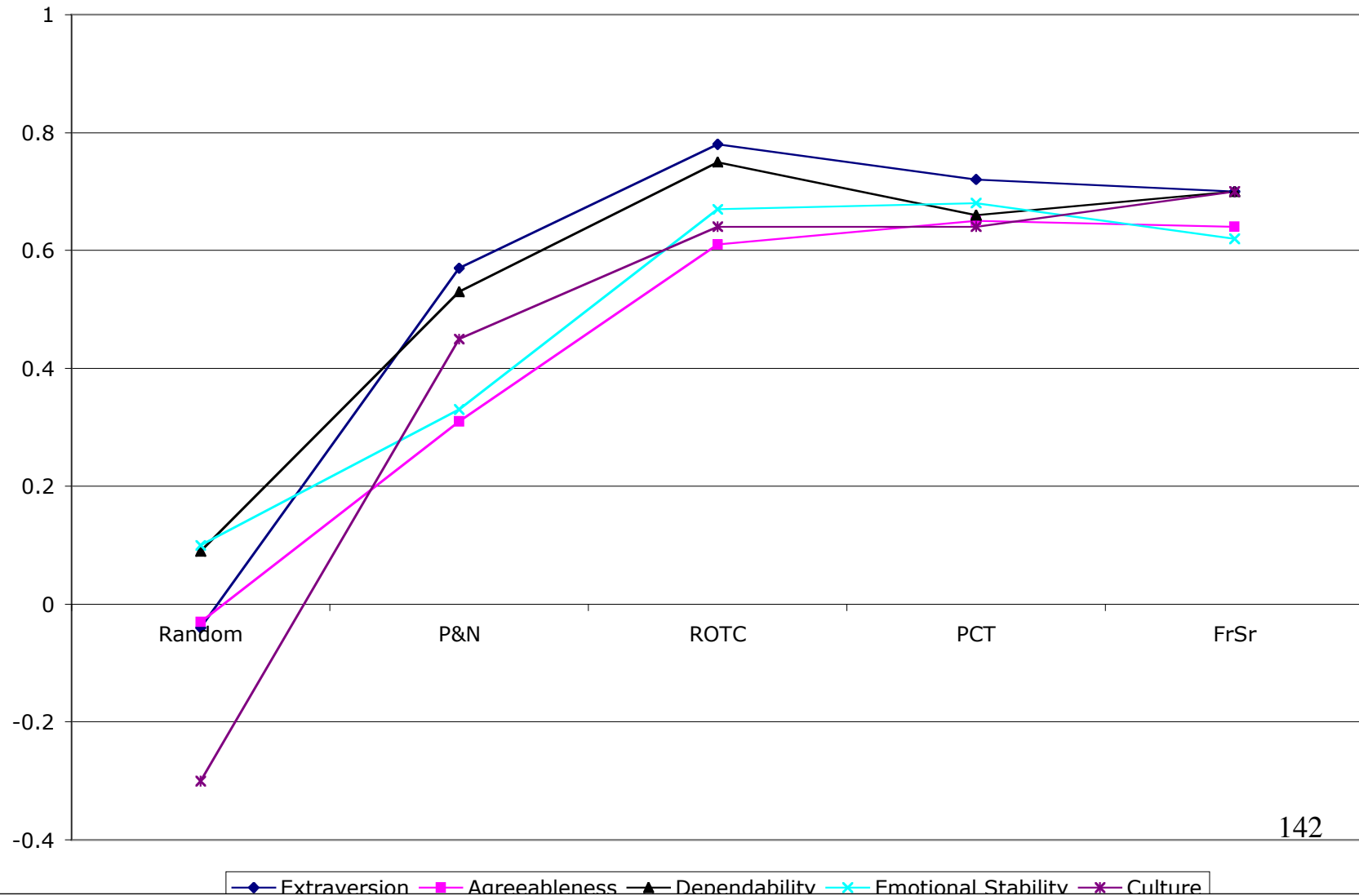
Norman and Goldberg (1966)

Construct validity of structure

- Comparison of interrater agreement as rater-ratee interaction increases
- Levels of interaction
 - Unknown (empty chair- Monte Carlo simulation)
 - Minimal acquaintance (Passini and Norman)
 - ROTC members
 - Fraternity juniors and Seniors
 - Peace Corp Trainees
- Structures remain the same across groups, but interrater agreement increases

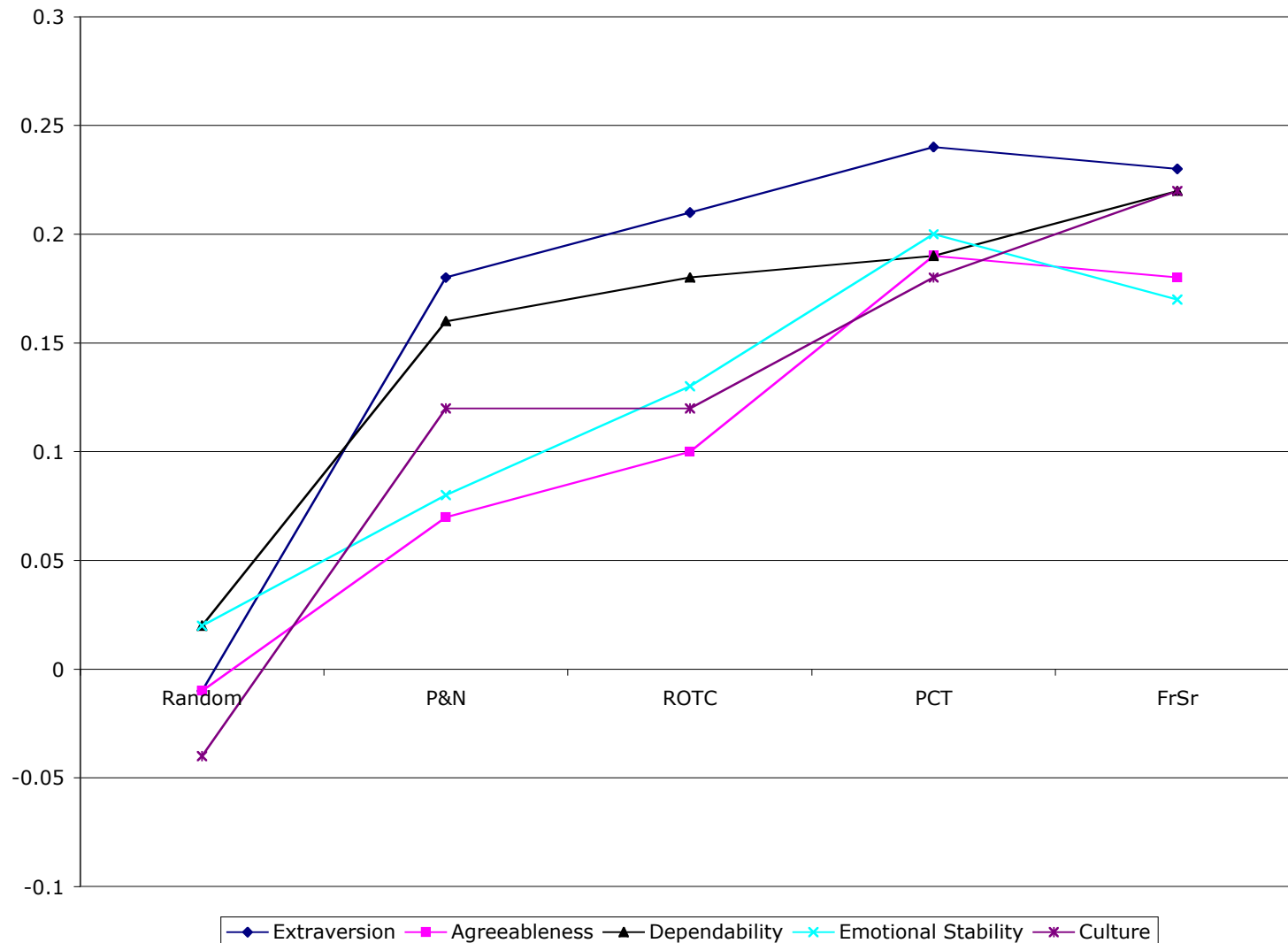
Norman and Goldberg, 1966

Trait reliabilities increase with interaction



Norman and Goldberg 1966

Interrater agreement increases with contact



Self and Peer ratings

- Observability of traits
 - Some traits more open to others
 - Extraversion
 - Agreeableness
 - Openness
 - Some less open
 - Emotional stability
 - Conscientiousness

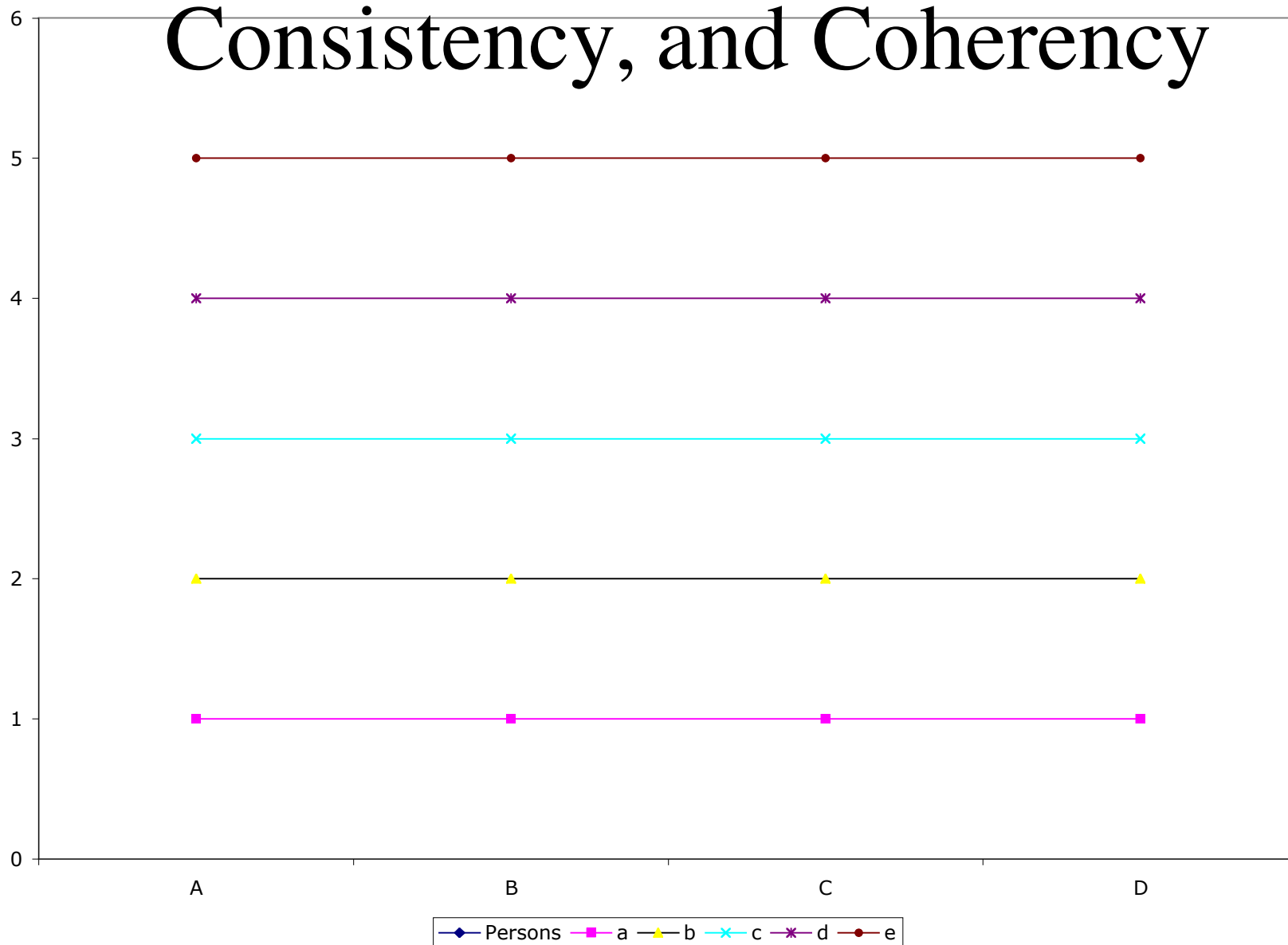
Additional construct validity studies

- If traits have basis in behavior of targets, not in the eye of the beholder, then they should show trans-situational consistency
- Consistency over long period of time
- Consistency across situations
- Consistency across degree of genetic relationship

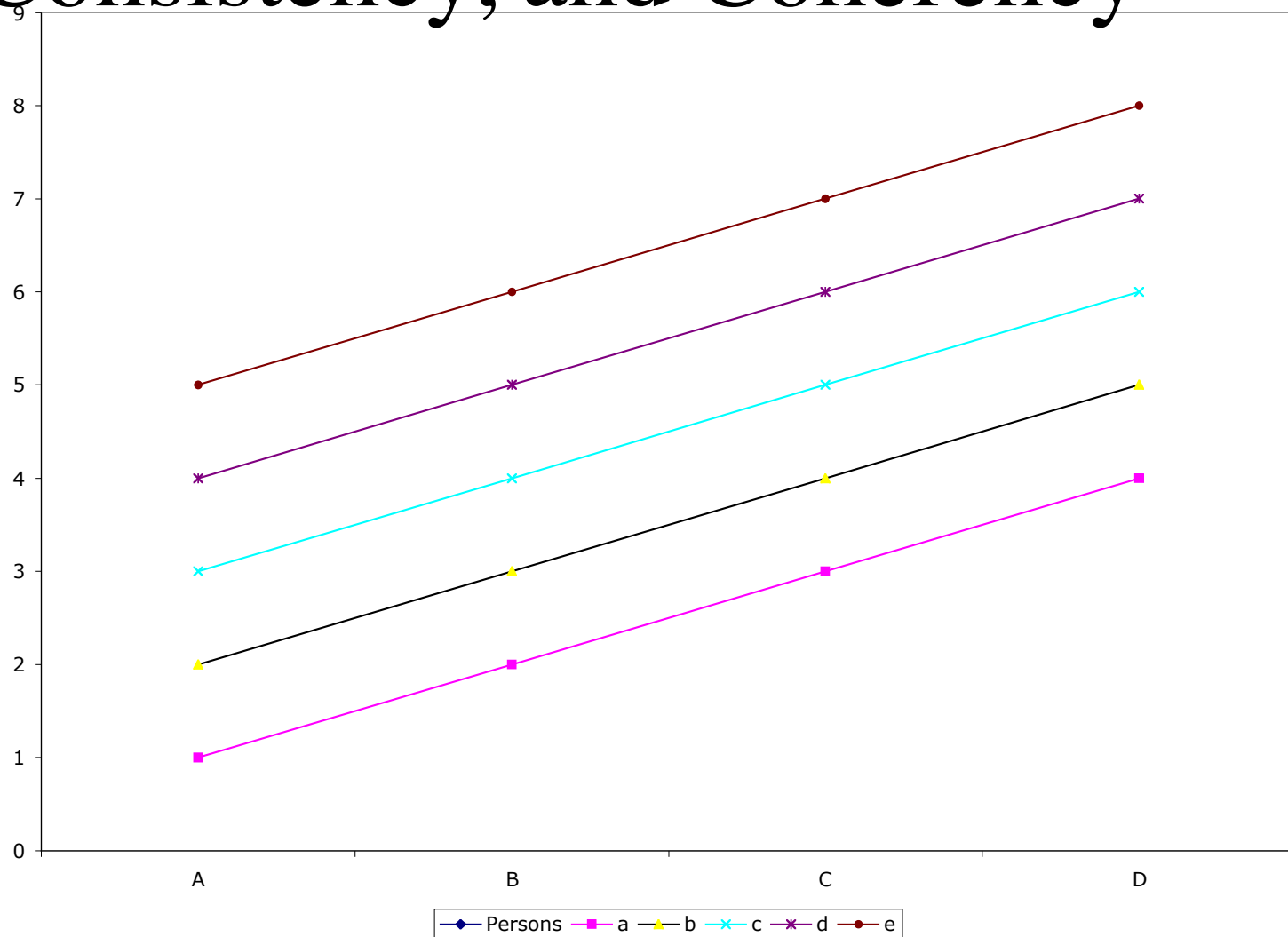
Personality constancy, consistency and coherence

- We do not expect behavior to be constant across situations
- We do expect some consistency
- More complicated is the issue of coherency

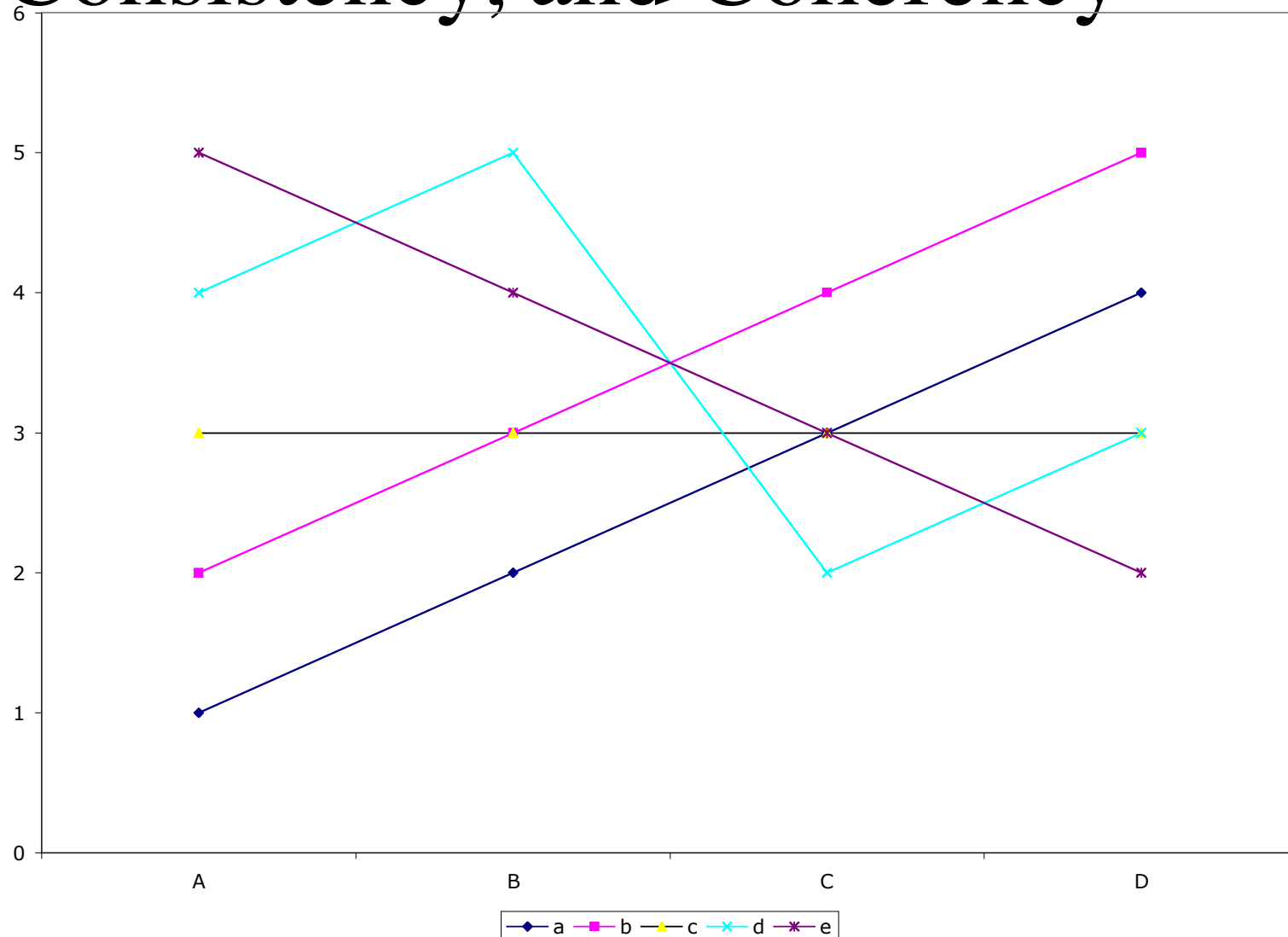
Personality Stability, Consistency, and Coherency



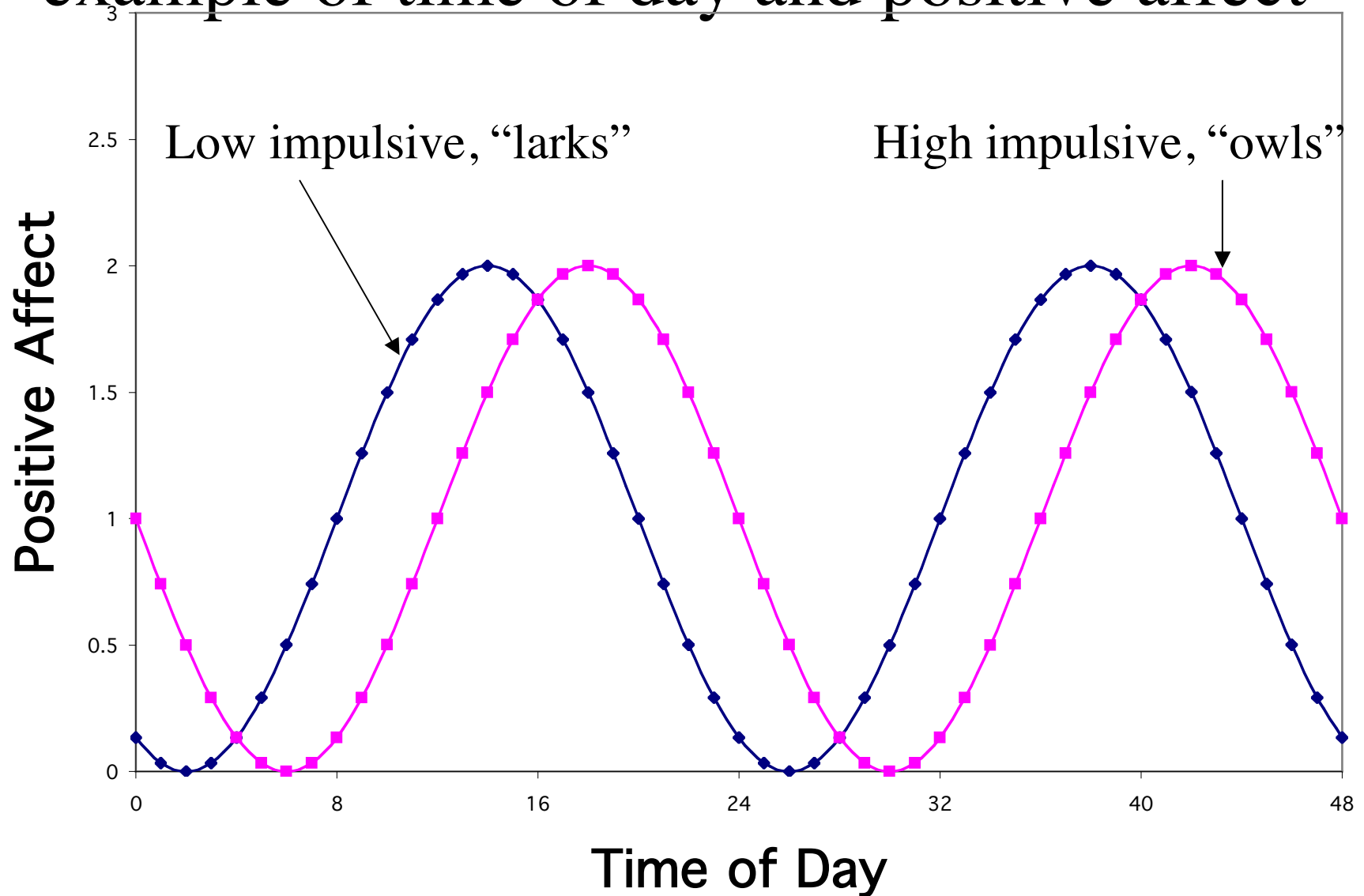
Personality Stability, Consistency, and Coherency



Personality Stability, Consistency, and Coherency



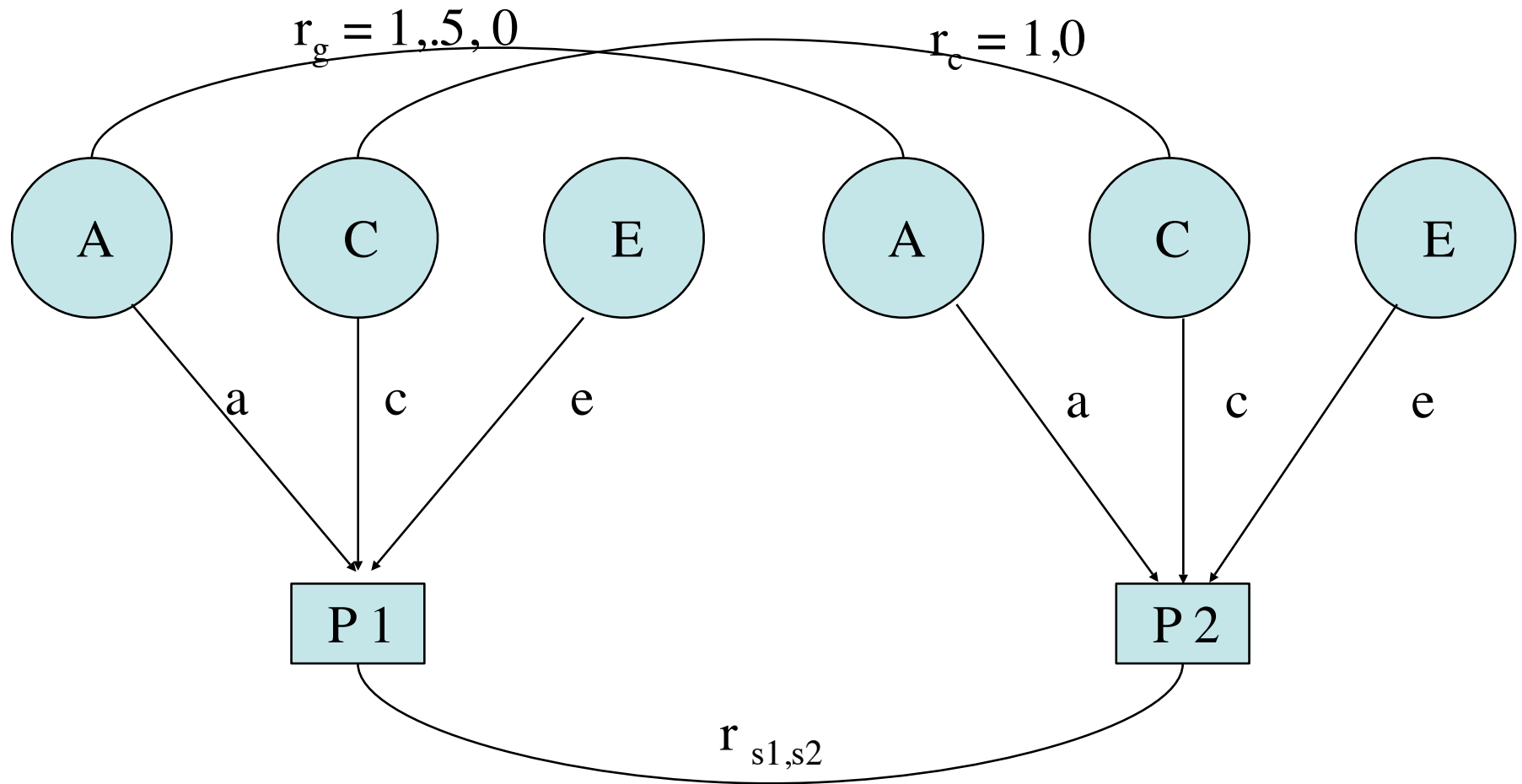
Coherency of individual differences: the example of time of day and positive affect



Estimating the genetics of personality

- Structural equation modeling applied to phenotypic correlations with known genetic pathways.
- Estimate both measurement model as well as strength of pathways

Estimating the Genetics of Personality



A = additive genetic variance
C = Common family environment
E = Unique environment

$r_g = 1$ for MZ, $.5$ for DZ, sibs
 $r_c = 1$ for together, 0 apart

Personality and Genetics

| Trait | Narrow heritability | Broad heritability | Shared Environment |
|-------------------|---------------------|--------------------|--------------------|
| Extraversion | 0.36 | 0.49 | 0.00 |
| Neuroticism | 0.28 | 0.39 | 0.09 |
| Agreeableness | 0.28 | 0.38 | 0.04 |
| Conscientiousness | 0.31 | 0.41 | 0.05 |
| Openness | 0.46 | 0.45 | 0.05 |
| IQ | 0.50 | 0.75 | 0.04 |

Personality and Genetics

| Occupational interest | Narrow heritability | Broad heritability ^a | Shared Environment |
|-----------------------|---------------------|---------------------------------|--------------------|
| Realistic | 0.36 | 0.41 | 0.12 |
| Investigative | 0.36 | 0.66 | 0.10 |
| Artistic | 0.39 | 0.50 | 0.12 |
| Social | 0.38 | 0.52 | 0.08 |
| Enterprising | 0.31 | 0.50 | 0.11 |
| Conventional | 0.38 | 0.38 | 0.11 |

^aestimated from MZ apart correlation

McGue and Bouchard, ARN, 1998

Personality and Genetics

| Psychiatric illness | Broad heritability | Shared Environment |
|---------------------|--------------------|--------------------|
| Schizophrenia | 0.80 | No |
| Major Depression | 0.37 | No |
| Panic disorder | .30-.40 | No |
| Generalized Anx | 0.30 | Small, females |
| Phobias | .2-.4 | No |
| Alcoholism | .50-.60 | Yes |

Personality and Genetics

| Social Attitudes | Broad heritability | Shared Environment |
|-----------------------|--------------------|--------------------|
| Conservatism | | |
| Under age 20 | 0 | Yes |
| Over age 20 | .45-.65 | Yes, females |
| Right Wing Auth | .50-.64 | .0-.16 |
| Religiousness (adult) | .30-.45 | .2-.4 |
| Specific religion | 0 | NA |

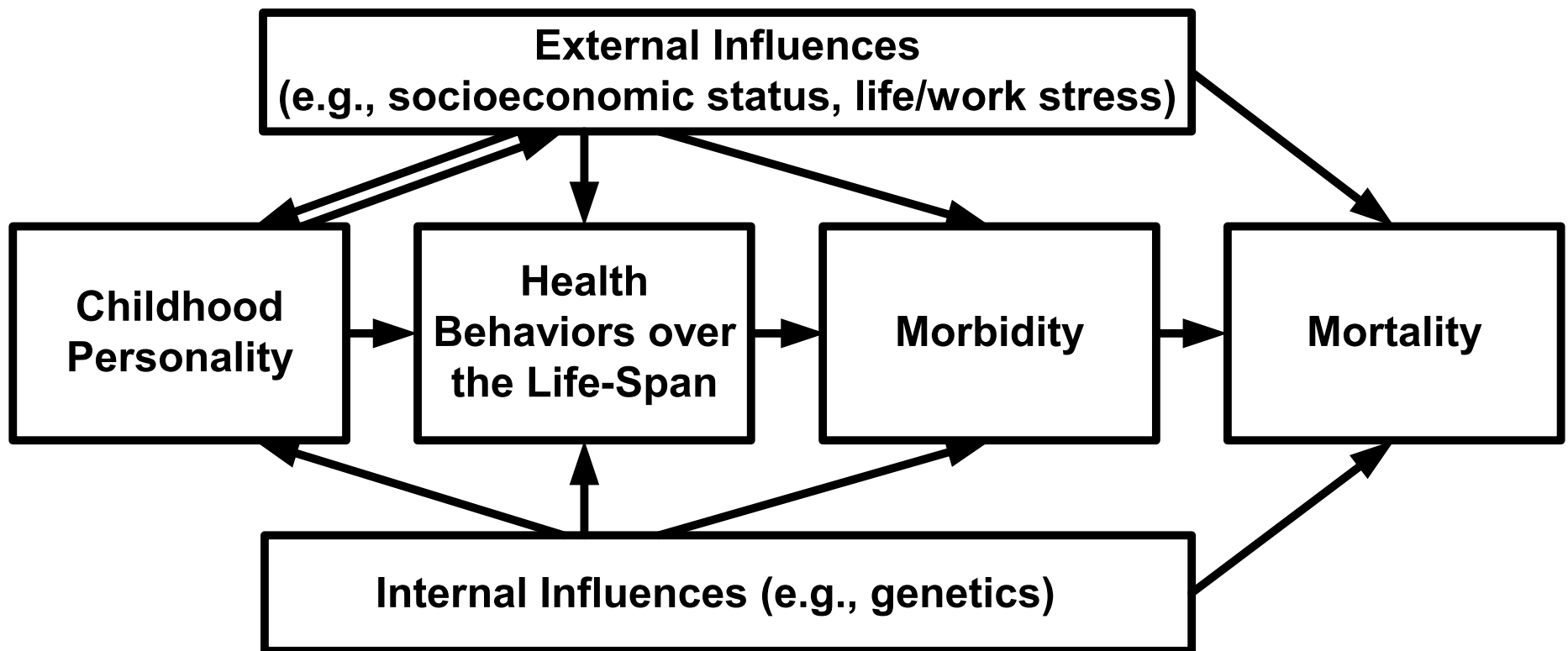
Heritability: misconceptions

- High heritability \Rightarrow Constancy: but
 - Heritability changes by changing the environment
 - Reducing environmental variation increases the heritability
 - Herrnstein's paradox: higher heritabilities imply more equal environments
 - Low heritability \Rightarrow high environmental inequality

Descriptive personality and outcomes -- does personality matter?

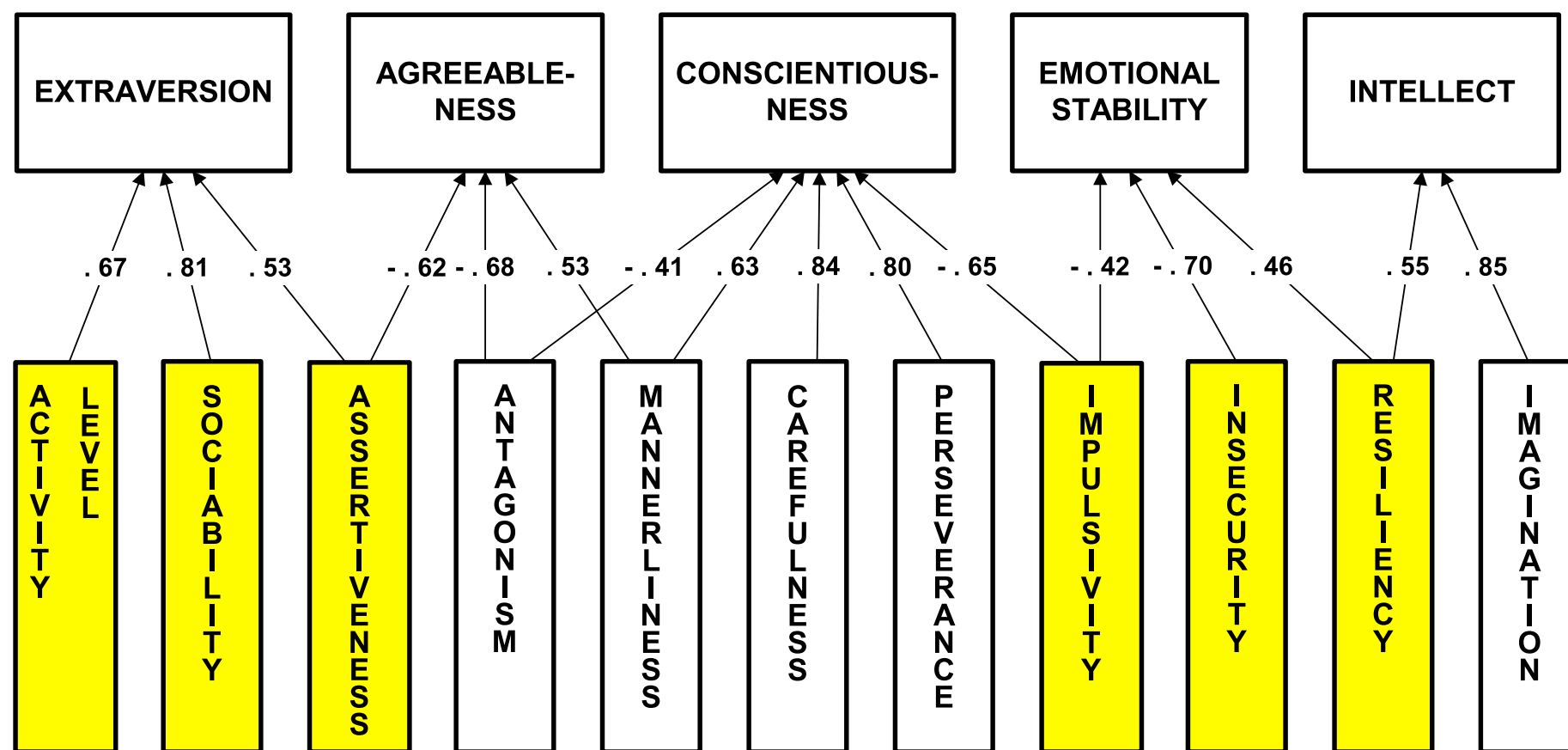
- Terman (1920 ...) - Friedman (1993) studies
 - Childhood Conscientiousness and longer life span
 - Childhood “Happiness” related to shorter life span
- Ongoing Goldberg analysis of lifespan health consequences of mid childhood personality traits (the Digman school children study 40 years later)
- Deary analysis of childhood intelligence and life span among Scottish school children (1933 ...)

Life-Span, Health-Behavior Model



(from Goldberg, 2004)

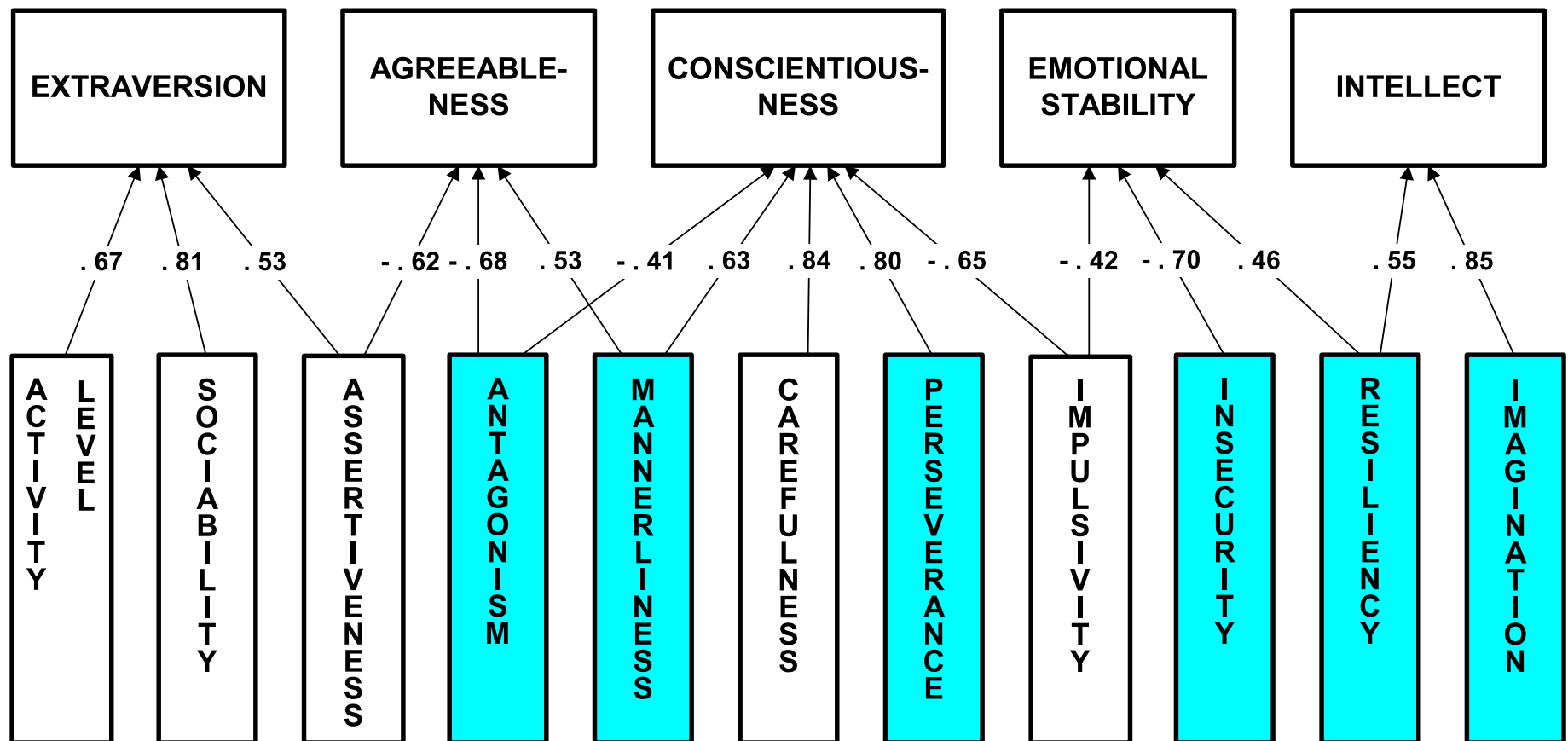
Childhood Trait Predictors of Adult Health-Damaging Behaviors



 Trait predictor of one or more health-damaging behaviors

(from Goldberg, 2004)

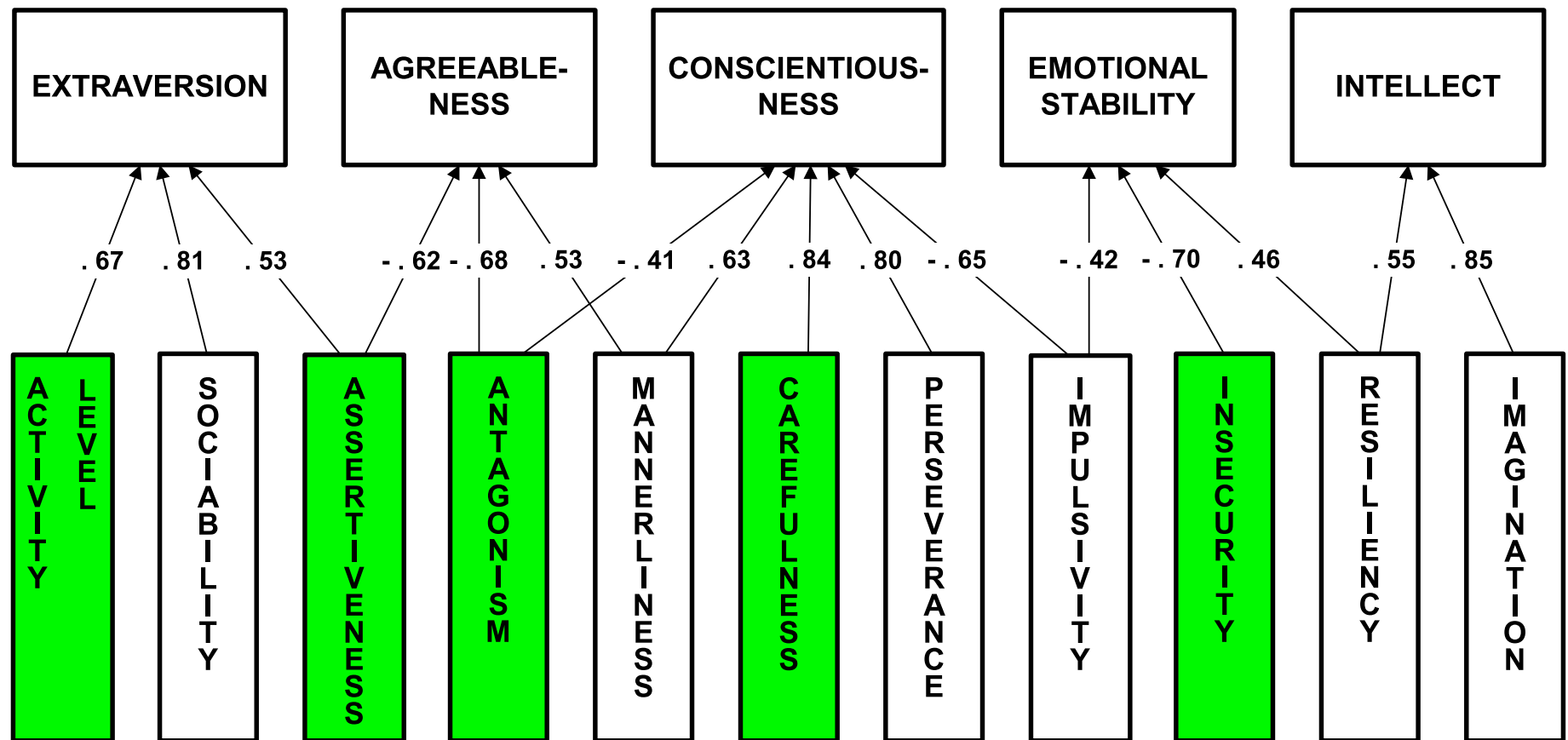
Childhood Trait Predictors of Adult Health-Protective Behaviors



 Trait predictor of one or more health-protective behaviors

(from Goldberg, 2004)

Childhood Trait Predictors of Adult Health Outcomes

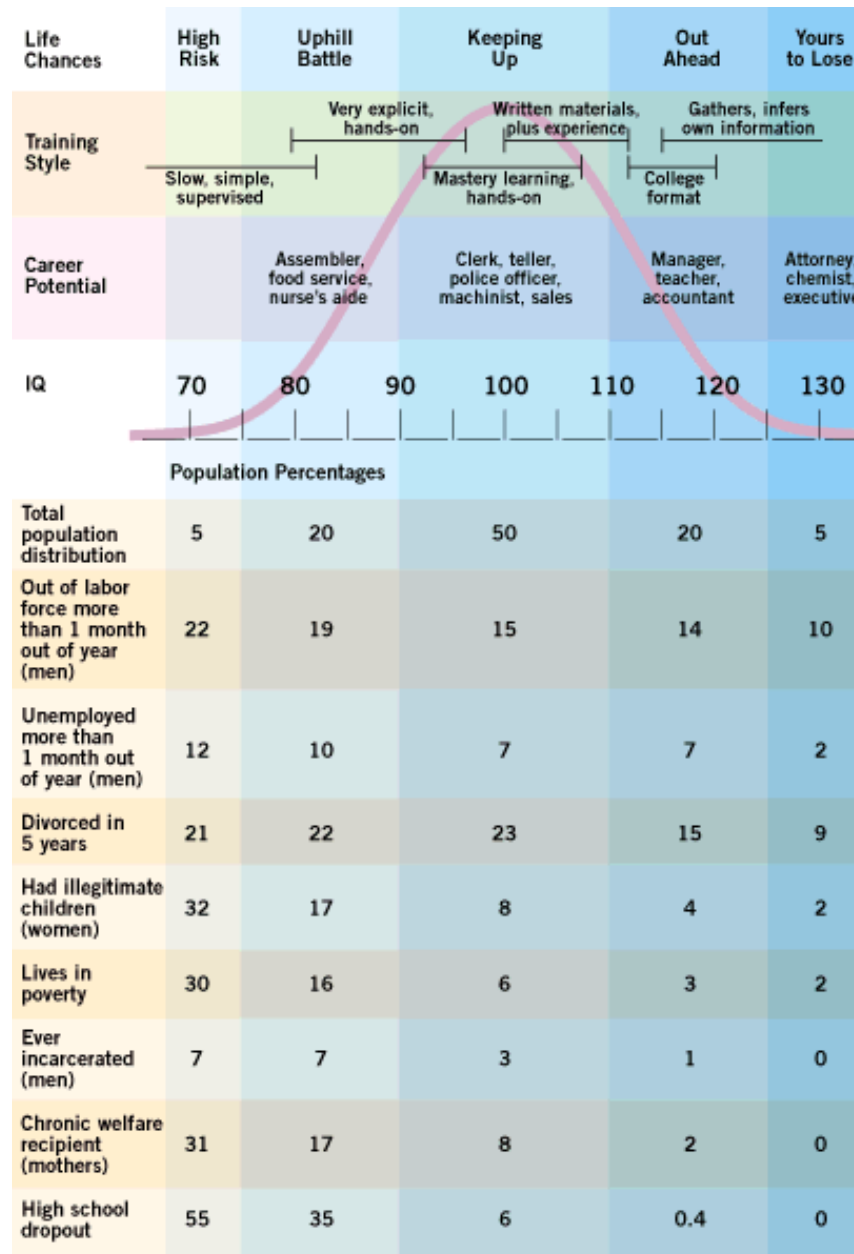


Trait predictor of health outcomes

(from Goldberg, 2004)

Life as an intelligence test

- Conventional tests are short (30 minutes to 2-3 hours) and use representative content
- Continued performance across many situations is a continuing test of ability
- (see L. Gottfredson)



Life as a intelligence test

(adapted from Gottfredson, 2002)

| Relative risk (odds ratio) of this outcome for “dull” (IQ 75-90) vs. “bright” (IQ 110-125) persons: Young white adults | |
|--|-------|
| High school dropout | 133.9 |
| Chronic welfare recipient (female) | 10.0 |
| Ever incarcerated (male) | 7.5 |
| Lives in poverty | 6.2 |
| Had illegitimate child (women) | 4.9 |
| Unemployed 1+ mo/yr (male) | 1.5 |
| Out of labor force 1+mo/yr (male) | 1.4 |
| Divorced in 5 years (ever married) | 1.3 |

Life as an intelligence test

(adapted from Gottfredson, 2002)

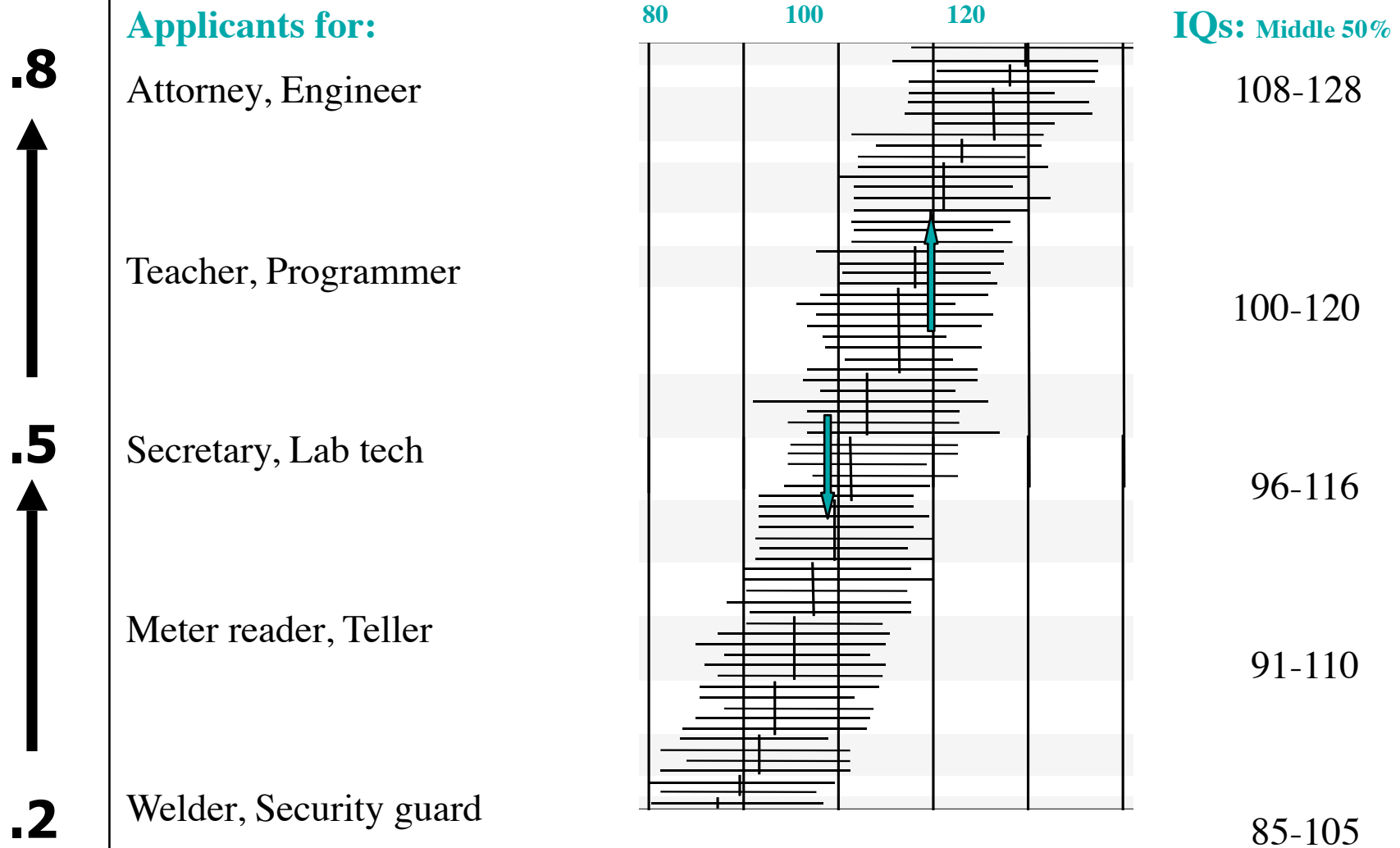
Common subtests, e.g.

- Elementary, secondary school
- Law-abiding, employed, married
- Rung on occupational & income ladders
- Daily self-maintenance (functional literacy)
- Personal health & safety

Different subtests, e.g.

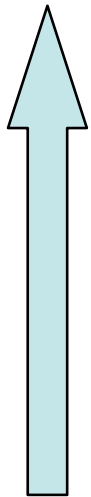
- Tertiary education & training
- Job performed
- Hobbies
- Type of civic participation

3. How Does Our Own g Level Affect the Life Tests We Take?

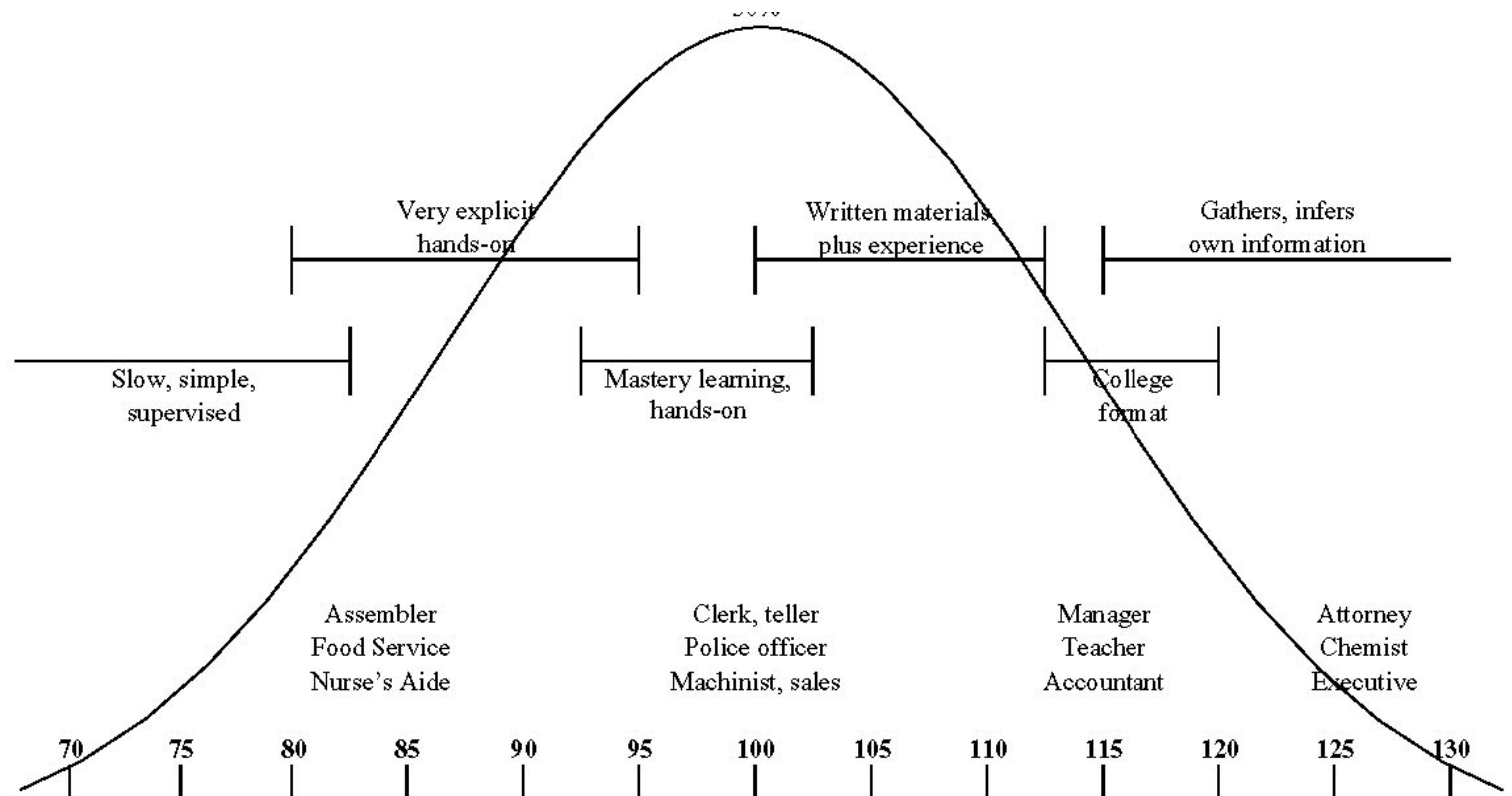


g-Related Relative Risk Varies by Kind of Outcome

**Complex
Cumulative**



**Simple
Episodic**



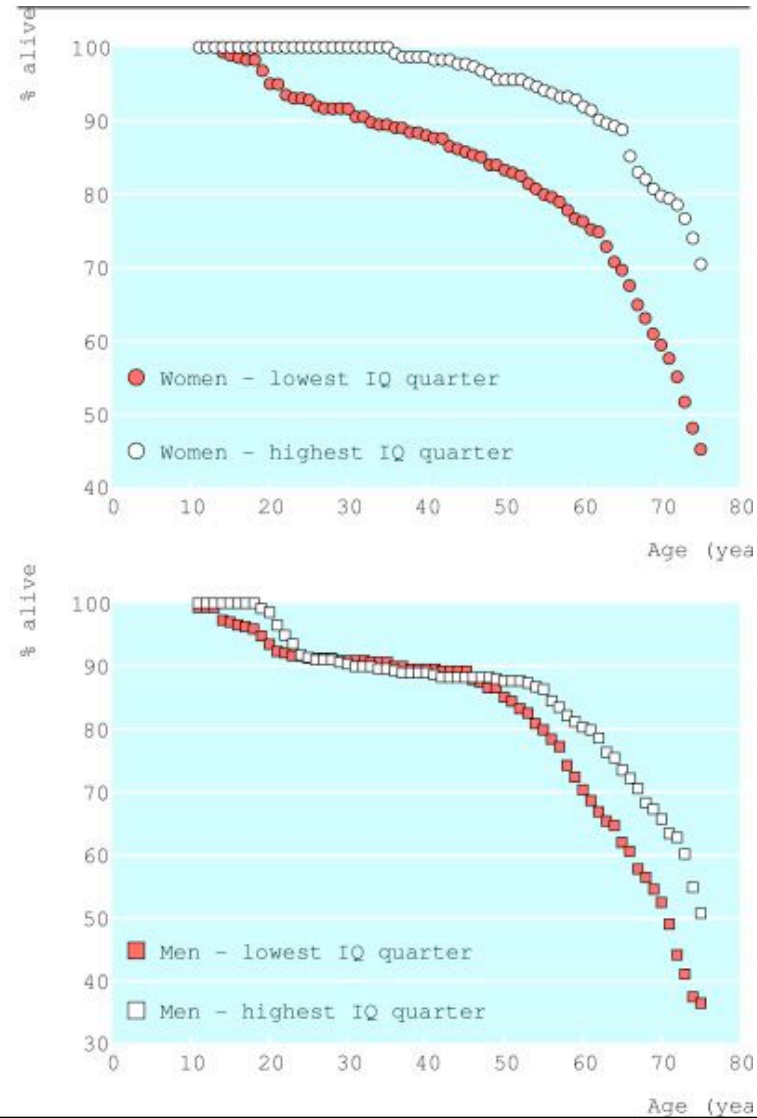
The Scottish Longitudinal Study

- June 1, 1932, all children age 11 attending school in Scotland (N=87,498) took a 45 minute IQ test (Moray House Test)
- Followup studies from Ian Deary and his colleagues (N>600) have examined mortality risk, test retest correlations, MRI scans, Alzheimer onset, etc.

Scotland Longitudinal Study

- Test retest (age 11 to age 77) $r = .63$,
corrected for range restriction = $.73$
- Mean scores on Moray House Test
increased from age 11 to age 77 (43 to 54,
 $sd = 11$).
- IQ at age 11 predicted relative risk of dying
before 80

Intelligence and Mortality



Descriptive vs. Causal Structure

- Descriptive: the Big 5
- Integration of causal theories of
 - Affect
 - Cognition
 - Desires/Goals
 - Behavior

Causal Models

- Biological models of approach/avoidance
 - Eysenck
 - Description and explanation
 - Arousal Theory
 - Gray
 - Reinforcement sensitivity theory
- Cognitive models of approach/avoidance
 - Atkinson, Raynor, Kuhl, etc.
 - Elliot, etc.