Contents

List of Figures
List of Tables
List of Boxes
Preface to the third edition
Preface to the second edition
Preface to the first edition

1 Gideon’s army: the study of individual differences

Part I The surface

2 A rather dull person: personality as traits and factors
3 Working for the Peace Corps: criticisms of traits and factors

Part II Below the surface 1: the biological line

4 Brave New World: learning and habit models
5 Eysenck’s demon: biological accounts of personality

Part III Below the surface 2: the phenomenal line

6 Tumbleweed or boulder? The phenomenal approach to personality
7 I didn’t get where I am today by reading stuff like this: explaining personality by the self-concept
List of Figures

1.1 Height plotted against weight, showing a positive correlation of 0.75  
page 6
1.2 The Muller-Lyer illusion  
9
1.3 The surface of personality and three lines travelling down beneath it  
12
2.1 Mr A’s trait of ‘communist phobia’ (after Allport, 1961)  
22
2.2 Mr B’s trait of ‘communist phobia’ (after Allport, 1961)  
23
2.3 Higher order factors of exvia–invia and anxiety in Cattell’s 16 personality factors  
36
3.1 The effect of restricted range on correlation. The link between variables A and B is much less apparent if only the data in the top right area of the distribution are analysed  
63
3.2 Distribution of validity coefficients for 63 ‘pseudo-samples’, each of 68, drawn randomly from a larger sample of 1,455 postal workers. Data from Schmidt et al. (1988)  
64
3.3 Data from Epstein (1979), showing increasing reliability of six measures when averages are calculated for increasingly larger numbers of days  
66
3.4 A genotypic trait of aggression in action  
71
5.1 Eysenck’s five levels of description as applied to anxiety and neurosis  
109
5.2 Data from Eysenck’s original factor analysis of the histories of 700 military psychiatric casualties, showing two dimensions of hysteria–dysthymia, later renamed extraversion–introversion, and neuroticism  
110
5.3 Operant conditioning reinforced by lights and music, in extraverts and introverts (Weisen, unpublished, cited by Eysenck, 1967)  
113
5.4 Schematic diagram of the brain, showing visceral brain and reticular system, in relation to sensory pathways and cerebral cortex  
114
### List of Figures

- **5.5** Eysenck's two dimensions, of extraversion and neuroticism, as rotated by Gray (1982)  
- **6.1** The life space according to Lewin (1935)  
- **6.2** Representation of a child (C) drawn to a chair (S), but unable to turn around to sit on it (Lewin, 1935)  
- **6.3** The Rod and Frame Test and a sample Embedded Figures Test (EFT) item (right). In the Rod and Frame Test, the person has to set the rod to true vertical, ignoring the square, which provides a misleading frame of reference. In the EFT, the person is first shown the upper diagram, which is then removed, and the person has to find the upper diagram in the more complex lower diagram  
- **6.4** Part of a completed Role Repertory Grid Test (Rep Grid)  
- **6.5** Change of frequency of use of four types of constructs between age 7 and age 13. Data from Brierley (unpublished) reported in Bannister and Fransella (1971)  
- **6.6** Expert and novice representations of ‘taking a test’ (Cantor and Kihlstrom, 1987)  
- **6.7** A Cognitive Affective Unit representation of the operation of aggressive impulses in the hypothetical Mr Savage. ------ indicates an inhibiting element  
- **6.8** Example of possible responses in the construal level ‘priming manipulation’ used by Fujita et al. (2006)  
- **7.1** The topography of the human mind according to Freud  
- **7.2** Model of four levels of consciousness in the human mind (Parker and Cook, 1991)  
- **8.1** Achievement themes in literature, and extent of Greek exports, plotted against data, between 700 BC and 200 BC (McClelland, 1961)  
- **8.2** A picture similar to those used in the Thematic Apperception Test  
- **8.3** Characteristic doodles of people with high and low levels of need for achievement (Atkinson, 1958)  
- **8.4** Fear and mating ergs measured daily for 28 days in one person (adapted from Kline and Grindley, 1974)  
- **8.5** Part of a dynamic lattice, showing attitude subsidiation, sentiment structure and ergic goals (Cattell, 1965)  
- **9.1** Four quadrants of distress/health defined by EPQ neuroticism and clinician’s rating from Early Memory Test (data from Shedler et al. (1993))
List of Figures

9.2 The percentages of boys and girls of various age levels, who remove the animal’s tail in story completion (Friedman, 1952) 251
10.1 The aggression machine. The participant is led to believe that operating the switches causes an electric shock of the stated voltage to be delivered to the victim 268
10.2 Summary of stability correlations for aggression, corrected for attenuation, plotted against age at time of first assessment (vertical axis), and interval between assessments (horizontal axis) 271
10.3 Model of the relationship between anger, self-control and aggression 273
11.1 Frequency of registered homosexual men born each year from 1932 to 1953, expressed as frequency per 10 of all males born (data from Dorner et al., 1980) 288
11.2 Proportion of male and female 20-year-olds falling into each of seven categories of homosexual–heterosexual orientation (data from Kinsey et al., 1948, 1953) 288
11.3 Path diagram, showing paths from parents, through gender non-conformity and childhood and adolescent sexual feelings and behaviour, to adult homosexuality. Adapted and greatly simplified from Bell et al. (1981) 296
11.4 Path diagram, showing paths from heredity, feminisation, through gender non-conformity and childhood and adolescent sexual feelings and behaviour, to adult homosexuality. Adapted, extended and greatly simplified from Bell et al. (1981) 306
11.5 Changes in luteinising hormone in response to a single injection of Premarin (Gladue et al., 1984) 307
12.1 Correlation between pessimistic explanatory style in early life, and illness at various ages from 30 to 60 (data from Peterson et al., 1988) 323
12.2 The concept of stress buffering by, for example, instrumentality 325
12.3 Resiliency and ego control as two independent dimensions, dividing people into four quadrants, with sample Q Set items describing 4-year-olds in each quadrant (data from Block and Block, 1980) 330
14.1 Links between four generic assessment centre exercises, and the five factors of personality, according to experts. √ indicates experts rated that exercise likely to reflect that personality factor, data from Lievens et al. (2006) 390
# List of Tables

1.1 Five categories of qualitatively different information, used in personality research  

page 4

2.1 Fictitious correlations between six measures of behaviour across 500 students  

31

2.2 Correlations between seven sets of tests of honesty in children, obtained by Hartshorne and May (1928), factor-analysed by Burton (1963)  

32

2.3 The 12 personality factors obtained by Cattell (1946) from trait-rating data, with later different names. Subsequently, factors D, J and K were dropped and seven new ones added, including Q1 to Q4  

34

2.4 Four of Cattell’s personality factors, measured by ratings and by PQ (Becker, 1960). The coefficients in bold are for the same trait, assessed by different methods  

35

2.5 The Big Five personality factors  

38

2.6 Two analyses of Hartshorne and May’s honesty data, by Burton [1963]  

44

3.1 Correlations between punctuality at six types of event (Dudycha, 1936)  

54

3.2 Correlations between social class, intelligence and personality, and three key outcomes (Roberts et al., 2007)  

61

3.3 Proportion of variance accounted for in observed behaviour, by person, ‘situation’, ‘person X situation’, and error (Moos, 1969)  

70

3.4 Four general classes of situation, with examples, from Saucier et al. (2007)  

77

5.1 Five levels of personality description and interpretation  

118

5.2 Five temperament types in 3-year-olds in the Dunedin cohort (data from Caspi et al., 2003)  

124

5.3 Differences in adult personality for five groups defined by childhood temperament (data from Caspi et al., 2003)  

125

5.4 Summary of three comparisons of identical twins reared together and apart, also two comparisons of identical and
fraternal twins reared together. UK data from Shields (1962); Swedish data from Pedersen et al. (1988); US data from Tellegen et al. (1988), using the Multidimensional Personality Questionnaire.

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>Comparison of adopted child with adopting parent and biological parent, in the Colorado Adoption Project (data from Plomin et al. (1998))</td>
</tr>
<tr>
<td>5.6</td>
<td>Meta-analysis of researches on heritability of five personality factors (data from Johnson et al. (2008))</td>
</tr>
<tr>
<td>6.1</td>
<td>Extracts from Classification System for Personal Constructs, from Feixas et al. (2002)</td>
</tr>
<tr>
<td>6.2</td>
<td>Seven types of construct, and the frequency of their use (adapted from Donahue, 1994)</td>
</tr>
<tr>
<td>6.3</td>
<td>Predicted links between type of self generated by PWP, and score on NEO PQ (data from Raggatt (2006))</td>
</tr>
<tr>
<td>7.1</td>
<td>Distribution of types of self-concept defining responses on the Twenty Statements Test, also correlation with self and other form NEO PQ (data from McCrae and Costa (1988))</td>
</tr>
<tr>
<td>7.2</td>
<td>Four types of self-efficacy in adolescents (Caprara et al., 2003b)</td>
</tr>
<tr>
<td>8.1</td>
<td>Murray’s (1938) list of human needs</td>
</tr>
<tr>
<td>8.2</td>
<td>Construct and predictive validation of need for affect scale (data from Maio and Esses (2001))</td>
</tr>
<tr>
<td>8.3</td>
<td>Classification of human motives by universality (Klineberg, 1940)</td>
</tr>
<tr>
<td>8.4</td>
<td>Maslow’s hierarchy of needs</td>
</tr>
<tr>
<td>9.1</td>
<td>Defence mechanisms listed by the American Psychiatric Association, organised by three levels of maturity</td>
</tr>
<tr>
<td>10.1</td>
<td>Some items from the Violence Risk Assessment Guide (DSM criteria are described in Chapter 13)</td>
</tr>
<tr>
<td>11.1</td>
<td>Sexual orientation of 7,906 US and Canadian college students (data from Ellis et al. (2005))</td>
</tr>
<tr>
<td>11.2</td>
<td>Sexual orientation in the UK, in the National Survey of Sexual Attitudes and Lifestyles. Data from Wellings et al. (1994)</td>
</tr>
<tr>
<td>11.3</td>
<td>Results of MZ/DZ twin researches in USA and Australia. The strict criterion in the Australian data is a Kinsey score of 2 or more. The lenient criterion is a Kinsey score of 1 or more. Data from Bailey et al. (2000) and Kendler et al. (2000)</td>
</tr>
<tr>
<td>12.1</td>
<td>Examples of behaviour of ‘fighters’ and ‘non-fighters’, from Egbert et al. (1953)</td>
</tr>
</tbody>
</table>
## List of Tables

12.2 Summary of correlates of high and low ego-resiliency and high and low intelligence men and women (Block and Kremen, 1996) 333

13.1 Ten personality disorders, in three clusters 340

13.2 The 12 personality disorder factors from SWAP, with illustrative items 344

13.3 Meta-analysis of FFM profiles (omitting openness) for 10 PDs (data from Saulsman and Page, 2004) 347

13.4 Loadings of the 17 factors of Dimensional Assessment of Personality Pathology on the FFM (data from Table 6, Markon et al. (2005)) 350

13.5 Prediction of problems in three areas, by DSM diagnosis and NEO 352

13.6 Symptoms of psychopathic personality, according to Neumann and Hare (2008) 359

14.1 Some occupational differences reported for the Eysenck PQ 367

14.2 Relationship of person organisation fit to four outcomes. Data from Kristof-Brown et al. (2005) 369

14.3 Personality and the psychological contract. Data from Raja et al. (2004) 371

14.4 Meta-analysis of the Big Five and job performance. Data from Barrick et al. (2001) 373

14.5 Personality and specialised work performance 375

14.6 Meta-analysis of links between team personality and team performance (correlation corrected for reliability of both PQ and performance measure, data from Bell (2007)) 376

14.7 Meta-analyses of FFM and ‘attitude’ aspects of work performance. Correlations corrected for outcome reliability and restricted range, except organisation citizenship, which are raw correlations 380

14.8 Summary of meta-analyses of corrected correlations between FFM PQs, HTs, and misbehaviour in the workplace 381

14.9 Some questions of the type found in HTs 382

14.10 Three forced choice PQ formats 386

14.11 Four sample items from personality tests 388

14.12 Personality and career success, data from Ng et al. (2005) and Judge et al. (1999) 392

14.13 Summary of four long-term follow-up studies of precursors to unemployment 393
### List of Boxes

#### Statistics Boxes

<table>
<thead>
<tr>
<th>Statistics Boxes</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mean and standard deviation</td>
<td>3</td>
</tr>
<tr>
<td>1.2 Correlation</td>
<td>6</td>
</tr>
<tr>
<td>1.3 d statistic</td>
<td>8</td>
</tr>
<tr>
<td>1.4 Statistical significance</td>
<td>10</td>
</tr>
<tr>
<td>1.5 Variance</td>
<td>11</td>
</tr>
<tr>
<td>2.1 Incremental validity</td>
<td>42</td>
</tr>
<tr>
<td>3.1 Error of measurement</td>
<td>52</td>
</tr>
<tr>
<td>3.2 Internal reliability</td>
<td>57</td>
</tr>
<tr>
<td>3.3 Multiple correlation</td>
<td>69</td>
</tr>
<tr>
<td>14.1 True validity and operational validity</td>
<td>374</td>
</tr>
</tbody>
</table>

#### Assessment Boxes

<table>
<thead>
<tr>
<th>Assessment Boxes</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Face validity</td>
<td>24</td>
</tr>
<tr>
<td>2.2 Measuring personality 1. 'Real life behaviour'</td>
<td>31</td>
</tr>
<tr>
<td>2.3 Measuring personality 2. Trait ratings</td>
<td>33</td>
</tr>
<tr>
<td>2.4 Measuring personality 3. Personality questionnaires (PQs)</td>
<td>35</td>
</tr>
<tr>
<td>2.5 What do answers to PQs mean?</td>
<td>37</td>
</tr>
<tr>
<td>2.6 Can less intelligent people complete PQs?</td>
<td>41</td>
</tr>
<tr>
<td>3.1 Measuring personality 4. Q Sort technique</td>
<td>52</td>
</tr>
<tr>
<td>3.2 Do PQs suffer from the same systematic distortion as trait ratings?</td>
<td>59</td>
</tr>
<tr>
<td>5.1 Disability and PQs</td>
<td>115</td>
</tr>
<tr>
<td>5.2 PQs and the danger of circularity</td>
<td>119</td>
</tr>
<tr>
<td>7.1 Single-item tests</td>
<td>188</td>
</tr>
<tr>
<td>8.1 Reliability of TAT/PSE</td>
<td>208</td>
</tr>
<tr>
<td>8.2 Telling people about their test scores</td>
<td>223</td>
</tr>
<tr>
<td>13.1 Answers to PQs as symptoms</td>
<td>343</td>
</tr>
</tbody>
</table>
## List of Boxes

<table>
<thead>
<tr>
<th>Box Number</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.2</td>
<td>Ceiling effects with PQs</td>
<td>352</td>
</tr>
<tr>
<td>14.1</td>
<td>Normative data and standard scores</td>
<td>372</td>
</tr>
<tr>
<td>14.2</td>
<td>Nationally representative samples</td>
<td>377</td>
</tr>
<tr>
<td>14.3</td>
<td>Social desirability scales</td>
<td>384</td>
</tr>
<tr>
<td>14.4</td>
<td>Convergent and discriminant validity</td>
<td>389</td>
</tr>
</tbody>
</table>