



# Personality

What makes us who we are?

**Welcome to Psychology 305A**

## **PERSONALITY PSYCHOLOGY**

**Instructor: Professor Jessica Tracy**

# Introductions

- Instructor: Professor Jessica Tracy
  - Research interests: personality, self, emotion
  - [www.ubc-emotionlab.ca](http://www.ubc-emotionlab.ca)
  - **Email: [jltracy@psych.ubc.ca](mailto:jltracy@psych.ubc.ca)**
  - **Office hours: come see me after class, or email for an office appt.**
  - **Room 3515 Kenny**
- Graduate Student Teaching Assistant
- Eric Mercadante
- [Email: eric.mercadante@psych.ubc.ca](mailto:eric.mercadante@psych.ubc.ca)
- Room 3605 Kenny
- Office Hour: Tuesdays 1-2 pm, or by appointment

# Required Reading

**Larsen, R. J., Buss, D. M., King, D. B., & Ensley, C. E. (2017). *Personality psychology: Domains of knowledge about human nature* (First Canadian Edition). New York: McGraw Hill.**

-purchase at UBC Bookstore

-on-line (Amazon) may be cheaper, feel free to get an earlier US edition

-also will be available at library reserve desk for 2-hr loan

# On-Line Resources

- Lectures posted on-line after class (within 1 day)
- Syllabus also available on-line
- <http://ubc-emotionlab.ca/psyc305a-personality/>.
- Password to access the site: **personality**
- Page numbers on slides to help with notes
- If you miss class, download lecture from the web **AND** ask a friend to fill you in
  - Be sure to make a friend in this class if you don't have one! Not everything you need to know will be on slides

# Course Format

- Thursdays, 5-7:30 pm
- A note about long classes...
- Break will usually be about mid-way through, for about 10 minutes
- Two mid-term exams will be held during regular class time
  - Exams will be ~ 1.5 hours, after which class is over for the day 😊

# Exams

- 2 mid-terms, each worth 30% of total grade
  - Oct. 11, & Nov. 8
- 1 Final exam, during finals period, worth 40% of total grade
- All exams will be multiple choice (approx. 2/3) and short answer (approx. 1/3)
- Each exam, including the final, will be somewhat cumulative, but will largely focus on the material covered in the previous section of the course.

# 2018W Term 1 HSP Slides: Week 1

UBCPsychology



# Human Subject Pool

## What is it?

A chance for you to participate in psychology research and experience how psychology research is conducted.

## How can you participate?

It's quick and easy! Visit [ubc-psych.sona-systems.com](http://ubc-psych.sona-systems.com) and create a personal profile — do it this week!

## And then what?

Check out all available studies, sign-up for them, and earn credits towards your course grade.

## Don't wait until the last minute!

Study sign-ups are first-come, first-served and some have restrictions on who is eligible to participate, so sign up as soon as possible!

**UBC Psychology**





# Earn your first ½ credit towards your course grade!

## How?

Participate in the UBC Psychology Human Subject Pool  
Pre-screening Questionnaire

## Where?

Visit [ubc-psych.sona-systems.com](http://ubc-psych.sona-systems.com)

## When?

As soon as you can!

It helps you become eligible for studies!

But...deadline is October 5<sup>th</sup>, 2018

**UBC Psychology**



# HSP Identification Number

## Completed during the pre-screening

- First four digits of student ID number
- Two digits of birth month
- Two digits of birth day
- If your student ID is 1234567, and your birthday is August 1, your ID will be:
- $1234+08+01 = 12340801$



# Caution! Show up on time!

## No-show policy

- Once you accumulate TWO unexcused no-shows, you may no longer participate in studies
- You may cancel an appointment up to ONE HOUR before a study through the HSP system
  - Do not directly email the researcher
- If you don't cancel the appointment, you get an unexcused no-show



# Research Assistant Positions Available!

- Several projects in my lab need help from volunteer RAs and Directed Studies positions
  - Range of topics, including emotions, nonverbal expression, and personality
  - Must have 72% GPA
- Email: [jeff.emoselflab@gmail.com](mailto:jeff.emoselflab@gmail.com)
- Available at [www.ubc-emotionlab.ca/participate/](http://www.ubc-emotionlab.ca/participate/)

# Topics we will be covering in this course

- **Approaches to studying personality**
  - Research methods
  - Psychoanalytic Approach
    - Freudian theory of personality
    - Hidden desires, unconscious motives
  - Phenomenological Approach
    - The subjective experience of personality
    - Conscious goals, motives, needs

# Topics We'll Be Covering

- **Approaches to studying personality**
  - Trait Approach
    - Descriptive terms (e.g., nice, friendly, outgoing)
  - Biological Approach
    - genes, physiology, evolution
  - Cognitive Approach
    - learning, thinking, feeling (emotions)
  - Personality and the Social World
    - Relationships, gender, culture

# Other Syllabus Issues

- Film in class
- Laptop policy
- Email policy

# Questions?



# A Movie Break

# ***The Royal Tennenbaums and Themes in Personality***

- Individual differences
- Motives, goals, and emotions
- Personality change and continuity over time
- Childhood influences adulthood
- How can we come to know a person?

# Small Group Activity

- How would you describe your personality to people you've never met?
  - What kinds of things are most important to mention so that these people really come to know who you are?
  - Break into groups of 3-5 people, and take turns describing your personality. Then, write down which kinds of things seem most important in everyone's descriptions

# What is Personality?

- Descriptive characteristics (i.e., traits)
  - intelligent, hard-working
- Motives and goals
  - achievement-motivated, relationship-motivated
- Values
  - honest, loyal, selfish
- Emotional tendencies
  - moody, anxious, optimistic
- Memories/Life Stories
  - “Their father only took their younger brother on outings...”

# Defining Personality

## ORIGIN OF THE WORD

Greek word '*persona*'  
(mask): character  
represented in a play

In Ancient Greece, the actors (all men) wore masks so that they could play multiple roles, including female parts. Facial expressions on the masks (happy, angry, sad, etc.) helped convey the essence of the character, as well as the sex, age, and social class.



# What do you think of when you think of personality?

- ‘He has a rigid *personality*’  
– strongest quality
- ‘He has a lot of *personality*’  
– social impact
- ‘She’s got a good *personality*’  
– social skills; likable

# Using Personality in Everyday Life

- “Jen” talking about her last date
  - “It’s not his looks or his athletic ability, and it’s certainly not his intelligence—it’s his *personality* that I like”
  - ***evaluation***
- “Peter” talking about an old friend from high school
  - “He is a real *outgoing* person. He is *friendly*, but he’s not the type who goes along with the crowd all the time, so he’s kind of *independent* also.”
  - ***description***
- “Alex” complaining about his partner
  - “She always does something that she knows will annoy me. I have told her a million times that I don’t like it, and she keeps saying she will change but never does.”
  - ***continuity***



# Defining Personality

- Thoughts (beliefs, values, expectations)
  - I think that relationships are more important than school
  - I think that most people can be trusted
- Feelings (emotions, passions)
  - I feel happy most of the time
  - I feel nervous when I first meet someone
- Behaviors (actions; what you do)
  - I go to a lot of parties
  - I'm always late
  - I like to go skydiving

# Scientific Definition

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- Consistent and enduring patterns of:
  - thoughts, feelings, and behaviors...
  - that influence a person's interactions with, and adaptations to, the environment

# The Field of Personality Psychology

- Personality psychologists carry out *research*, make *assessments*, and develop and test *theories*.
- Ultimate goal is *understanding* and *explaining* behavior
- Personality psychologists try to understand:
  - All aspects of the person – their biology, thoughts, feelings, motives, and behavior
  - In all contexts in which personality is expressed – family, work, schools, relationships, etc.

# Where Do Personality Psychologist Work?

- Universities and colleges
- Research institutes (RAND; NIH)
- CIA, FBI, and CFIA
- Organizational consulting firms
  - Hiring decisions
- Test publishing companies
  - Assessment expertise
- Advertising/marketing
  - What sells, to whom

# Personality Theories

*“Every person is in certain respects:  
like all other people,  
like some other person,  
like no other person.”*

(Kluckhohn & Murray, 1948)



# What do Personality Researchers Study?

- Human nature (how we are “like all others”)
  - What are all people like?
- Individual differences (how we are “like some others”)
  - How are people different from each other
  - Ritchie vs. Chazz in *Royal Tannenbaums*
- The unique life of a single person (how we are “like no others”)
  - How is each person like no one else?

# Three Levels of Personality Analysis

## Every human being is...

...like all others = Human nature level (all people are similar in some ways; we all need other people)

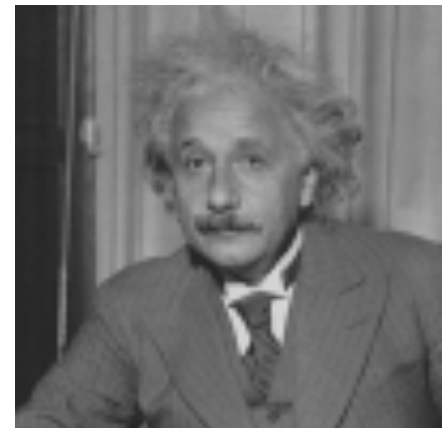
*-Albert enjoys a good meal*

...like some others = Group level (people vary on common dimensions; e.g., some of us are more sociable than others)

*-Albert is good at math*

...like no others = Individual level (each person is unique)

*-Albert discovered relativity and developed quantum physics*





# Personality Theories

- Formal assumptions and propositions about:
  - Human nature
    - Universal aspects of personality
    - “People need to feel included by others”
  - How and why people differ from each other
    - “Men are more aggressive than women, because they have higher levels of Testosterone”
    - “People with a high need for power are popular, because they use their charm to get their way.”
  - What makes an individual unique
    - “Her father’s harsh criticism of her play at age 8 led Margot to lead a life of secrecy and marry an older and kindly man.”

# **Application of Theory: Aggression**

**Theoretical question: Why do people act  
aggressively?**

# Aggression (universal case)

- All people will respond aggressively if their life is being threatened and they cannot escape
  - “fight or flight” response

# Aggression (individual differences)

- In the same situation, some people respond aggressively whereas others do not
  - Someone cuts you off on the road. What do you do?

# Aggression (unique case)

- Some acts of aggression can only be understood from the particular individual's perspective
  - On Sunday evening December 23, 1888, Vincent Van Gogh, then 35 years old, cut off the lower half of his left ear and took it to a brothel, where he asked for a prostitute named Rachel and handed the ear to her, asking her to 'keep it carefully'.

# A Second Example: Abu Ghraib Prison Scandal



# Abu Ghraib Prison Scandal (2004)



- Why did U.S. Army prison guards abuse the prisoners at Abu Ghraib?
  - Was it about human nature, individual differences, or unique case?

# Let's study the personalities of the guards who did it.





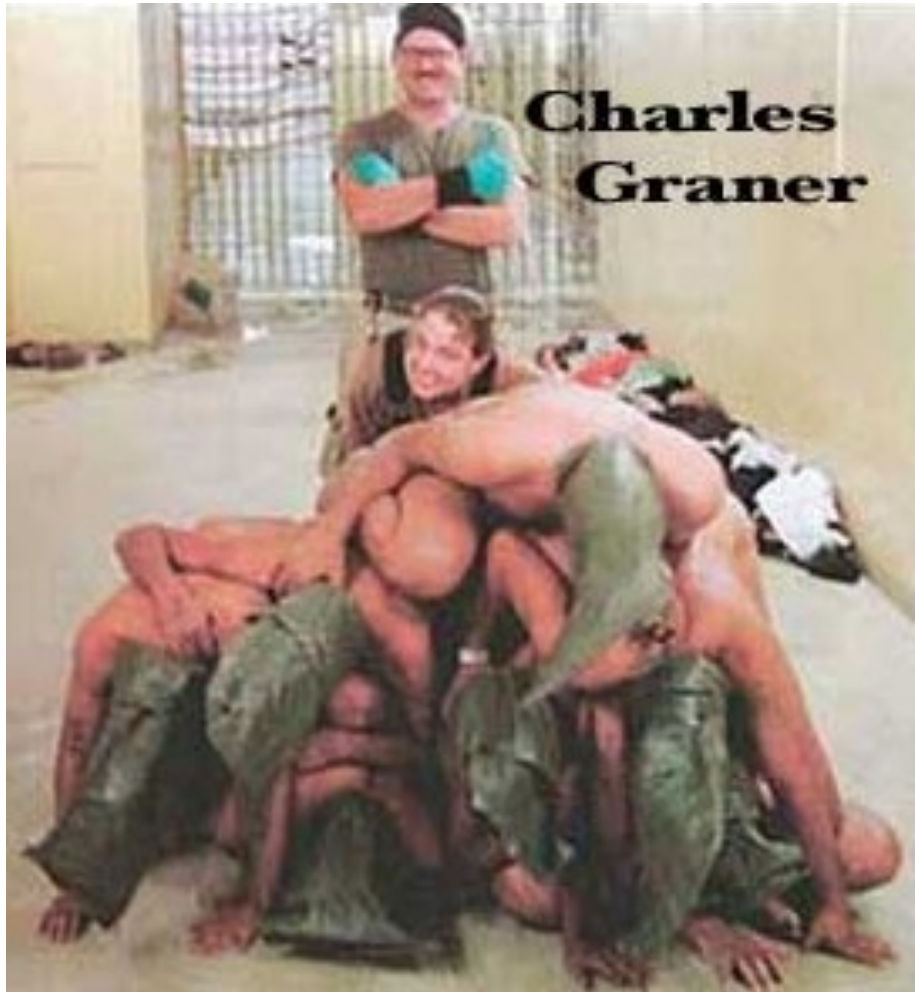
**Are they like all others, some others, or no others?**



# Private Lynndie England (age 21) [court-martialed and 3-yr prison sentence]



# Specialist Charles (“Chuck”) Graner, Jr. (age 36) [court-martialed and 10-yr prison sentence]



# Abu Ghraib Prison Abuse

- Dr. Phil Zimbardo: “Anyone in their situation would have done the same!”
- Former US President George Bush: “this is not American!”

# Were Chuck and Lynndie “not like Americans”?

- Or, were they like any other person placed in that situation?
  - “You could put virtually anybody in that situation and you’re going to get this kind of evil behavior.”
    - Prof. Phil Zimbardo, Stanford University
  - Famous “Stanford Prison Experiments” in the 1960s found the same thing\*\*



\*\*Newly released recordings suggest that Stanford Prison Experiments were not actually “experiments” 45

# What caused abuse at Abu Ghraib?

- “Rotten barrel” (situation)
- “Rotten apples” (people)

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  - “banality of evil”
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- But, how many people are truly evil, even in wartime?

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- “Rotten barrel” (situation)
- Humans have a “sadistic impulse that will dominate”
  - “banality of evil”
- Zimbardo: “Everyone would commit atrocities under these circumstances”
- “They’ re probably loving husbands and fathers when they go on leave”
- “Rotten apples” (people)
- But, how many people are truly evil, even in wartime?
- But, only 7 guards received prison sentences (and only a few of the participants in Zimbardo’ s research were abusive)
- Is this really true? Aggressive tendencies generally stable over time and across situations

# Charles (“Chuck”) Graner, Jr.

- At Whittier High School, Graner was known as a "desperate virgin"
- After joining the Marines, had the Marine eagle emblem and the letters “USMC” tattooed on his buttocks
- County prison job
  - Multiple allegations of abuse; described as “violent, abusive, arrogant and mean-spirited”
  - Mace in another guard’s coffee
  - Razor blade in a prisoner’s food; punched, kicked, and slammed the prisoner on the floor
  - When prisoner screamed, "Stop, stop," Graner told him, "Shut up before we kill you."

# Charles (“Chuck”) Graner, Jr.

- History of domestic violence
  - Graner entered the room where his wife was sleeping and attacked her, banging her head against a wall.
  - Later that year, wife stated that Graner “yanked me out of bed by my hair, dragging me and all the covers into the hall and tried to throw me down the steps.”
  - Graner admitted to some of these allegations
- Graner is not a “loving husband” and seems unique in many ways

# What about Lynndie England?

- "They were just doing stupid kid things, pranks. My daughter was just following orders." – Lynndie's mom
- England said she felt "weird" when an officer asked her to give the thumbs up and smile, but felt that she was doing "nothing out of the ordinary".
- A psychologist at her trial called Lynndie "An overly compliant personality in the face of perceived authority"



# Abu Ghraib Prison Abuse

- Human Nature Perspective
  - All people are capable of evil; the circumstances at Abu Ghraib unleashed the dark side of human nature
  - Even the Dalai Lama might have felt a little hostile at Abu Ghraib
- Individual differences
  - Some people are more aggressive, or inclined toward anti-social behavior, than others
  - Some people are more compliant to authority than others
- Unique case
  - Graner's personal history suggests a unique predisposition toward violence

# Another Example: **Stanley Cup Riots**



- June 16<sup>th</sup>, 2011: rioting throughout downtown Vancouver after the Canucks lost Game 7 of Stanley Cup
  - Break-ins, destruction of property, drunk & disorderliness
  - 268 suspects identified, 100 arrests
  - “Thousands” cheered them on



# What caused the riots?

- Situation
  - Anger about the game, drunkenness, desire to witness history (human nature)
- Personality
  - 155,000 people downtown
  - Only .06% arrested
    - unique cases
  - If 10,000 contributed to mayhem by cheering, that's still only 6%
    - Individual differences in excitement-seeking

# Measuring Personality



# Personality Descriptions:

Pick the set of adjectives that best describes your personality:

Set A: Pioneering, enthusiastic, courageous

Set B: Stable, stubborn, organized

Set C: Intellectual, adaptable, clever

Set D: Sensitive, nurturing, sympathetic

Set E: Extroverted, generous, authoritative

Set F: Critical, exacting, intelligent

Set G: Harmonizing, just, sociable

Set H: Secretive, strong, passionate

Set I: Honest, impulsive, optimistic

Set J: Ambitious, hard-working, cautious

Set K: Original, open-minded, independent

Set L: Kind, sensitive, creative

# It's in the stars!

## Astrological Personality descriptions

Set A: Pioneering, enthusiastic, courageous [*Aries*]

Set B: Stable, stubborn, organized [*Taurus*]

Set C: Intellectual, adaptable, clever [*Gemini*]

Set D: Sensitive, nurturing, sympathetic [*Cancer*]

Set E: Extroverted, generous, authoritative [*Leo*]

Set F: Critical, exacting, intelligent [*Virgo*]

Set G: Harmonizing, just, sociable [*Libra*]

Set H: Secretive, strong, passionate [*Scorpio*]

Set I: Honest, impulsive, optimistic [*Sagittarius*]

Set J: Ambitious, hard-working, cautious [*Capricorn*]

Set K: Original, open-minded, independent [*Aquarius*]

Set L: Kind, sensitive, creative [*Pisces*]

\*\*8% (about 6 people) expected by chance

# Pre-Scientific Methods

- Astrology
  - Personality assessment based on birth date
- Physiognomy
  - Personality assessment based on shape of body, particularly the face
- Phrenology
  - Personality assessment based on morphology (shape) of skull



# Contemporary Approaches to Studying Personality

## Descriptive Methods

**Self-reports (surveys)**

**Observer-reports**

**Test Data**

**Life History Data**

# Descriptive Methods

There are 4 major types of descriptive methods

**Life History Data**

**Observer-reports**

**Test Data**

**Self-reports (surveys)**

**LOTS of data!**

# Descriptive Methods

## Self-Report

Asking people questions about their beliefs and behaviors



- Provided by the subject
- Responses to questionnaires

# Ten-Item Personality Inventory-(TIPI)

- You will be reading a number of personality traits that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.
- Use the following scale:

1-----2-----3-----4-----5-----6-----7  
Disagree Disagree Disagree Neither Agree Agree Agree  
Strongly Moderately A little Agree nor A little Moderately Strongly  
Disagree

1-----2-----3-----4-----5-----6-----7

Disagree Disagree Disagree Neither Agree Agree Agree  
Strongly Moderately A little Agree nor A little Moderately Strongly  
Disagree

I see myself as:

1. \_\_\_\_\_ Extraverted, enthusiastic
2. \_\_\_\_\_ Critical, quarrelsome.
3. \_\_\_\_\_ Dependable, self-disciplined.
4. \_\_\_\_\_ Anxious, easily upset.
5. \_\_\_\_\_ Open to new experiences, complex.
6. \_\_\_\_\_ Reserved, quiet.
7. \_\_\_\_\_ Sympathetic, warm.
8. \_\_\_\_\_ Disorganized, careless.
9. \_\_\_\_\_ Calm, emotionally stable.
10. \_\_\_\_\_ Conventional, uncreative.



# Scoring the TIPI

- Extraversion
  - Reverse your score on #6 [1=7, 2=6, 3=5, 4=4, 5=3, 6=2, 7=1]
  - $(\#6R + \#1)$  divided by 2 = E score
- Agreeableness
  - Reverse your score on #2
  - $(\#2R + \#7)$  divided by 2 = A score
- Conscientiousness
  - Reverse your score on #8
  - $(\#8R + \#3)$  divided by 2 = C score
- Neuroticism
  - Reverse your score on #9
  - $(\#9R + \#4)$  divided by 2 = N score
- Openness to Experience
  - Reverse your score on #10
  - $(\#10R + \#5)$  divided by 2 = O score

# How do you compare?

- The average undergraduate student
  - Extraversion: 4.55
  - Agreeableness: 5.09
  - Conscientiousness: 4.82
  - Neuroticism: 4.16
  - Openness to experience: 4.87

$N = 2,249$  undergrads

# Self-Report Data

- Advantages
  - Allows study of difficult-to-observe behaviors, thoughts and feelings
    - Who knows better?
  - Easy to distribute to large groups
- Disadvantages
  - Respondents may not be representative (convenience sampling is tempting)
  - Responses may be biased or untruthful

# Descriptive Methods

## Observer Report



Observing  
behavior of  
others

# Example:

## Why did they want to be a leader?



# Observer reports of their personalities may provide answers





1-----2-----3-----4-----5  
Not at all Somewhat Very much

TRUMP

TRUDEAU

- E
- A
- C
- N
- O



# Observer Reports: Who are the Observers?

- Parents, friends, teachers
  - Usually collected by questionnaire or rating form
- Trained observers
  - Systematic observations of behavior
- Untrained, participant-observers
  - Class ratings of Trudeau and Trump

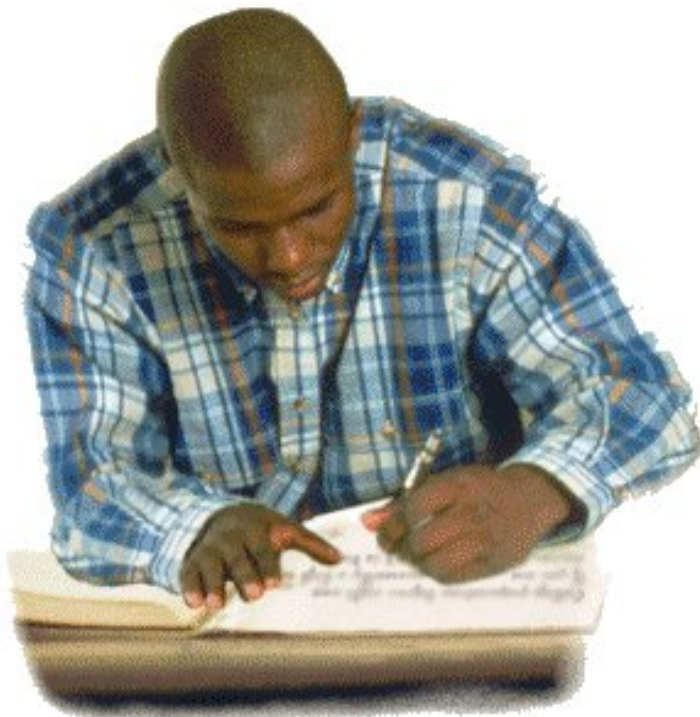
# Observer-Report Data

- Advantages
  - Capture spontaneous behaviors
  - Avoid bias of self-reports
- Disadvantages
  - Researcher interference
    - How naturalistic (vs. artificial) is the observation?
  - Rarity of some behaviors
    - Research on criminality
  - Observer bias & selective attention
  - Time consuming

# Descriptive Methods

## Test Data

Assessing an individual's abilities, cognitions, motivations, or behaviors, by observing their performance in a test situation



Tests may be written, physical (e.g., cardiogram), experimental, or physiological

# Kinds of Test Data

- Questionnaire tests
  - E.g., IQ
- Experimental tests
  - Megargee (1969) study of dominance
    - Does trait dominance (high vs. low) or gender predict leadership?
    - Paired high and low dominant men and women in “box repair” task
    - 4 kinds of groups:
      - (1) high dom ♀, high dom ♂
      - (2) high dom ♀, low dom ♂
      - (3) low dom ♀, low dom ♂
      - (4) low dom ♀, high dom ♂

# Megargee's Results

- Same sex
  - Male pairs?
    - High dom was leader (75%)
  - Female pairs?
    - High dom was leader (70%)
- Co-ed pairs
  - High dom male, low dom female?
    - Male was leader (90%)
  - High dom female, low dom male?
    - Male was still the leader! (80%)
- Why did this happen? Would it happen today?

# Information Derived from Test Data

- Physiological
  - Individual differences in biological responses (i.e., heart rate, startle, blood pressure, etc.) to stimuli
    - E.g., startle reflex to loud noise
  - **\*\*Note to be test data, responses must be interpreted according to pre-determined criteria**
    - E.g., resting heart rate above 100 = high risk

# Information Derived from Tests

- Projective techniques
  - E.g., the Rorschach
  - Perception of the stimulus reveals something about mental state or personality

# What do you see?





# Test-Data

- Advantages
- Allows measurement of characteristics not easily observable
  
- Disadvantages
- Must infer that the test measures what you think it measures
  - Validity issue

# Descriptive Methods

## Case Studies (Life History)

Intensive examination of a single person or group



# Case Study Method

- Obtained from life history (interviews, autobiography)
- Other life records (Life Outcome Data)
  - School grades
  - Criminal records
  - Work record
  - Facebook page, tweets, instagram, etc.

# Case Study Method: An Example

- Why did Margot in the Royal Tannenbaums become a playwright?
- Data sources
  - School grades
  - Diaries, journals
  - Plays
  - Family history (e.g., divorce, sibling relationships, adoption)

# Case Study Method

- Advantages
  - Rich source of hypotheses
  - Allows for studies of rare behaviors
- Disadvantages
  - Observer bias
  - Difficult to generalize ( $N = 1$ )
  - Difficult to reconstruct causes from complexity of past events

# Next Class

- Wrap up Personality Methods
- Psychoanalytic Approach to Personality
  - Freudian theory and origins