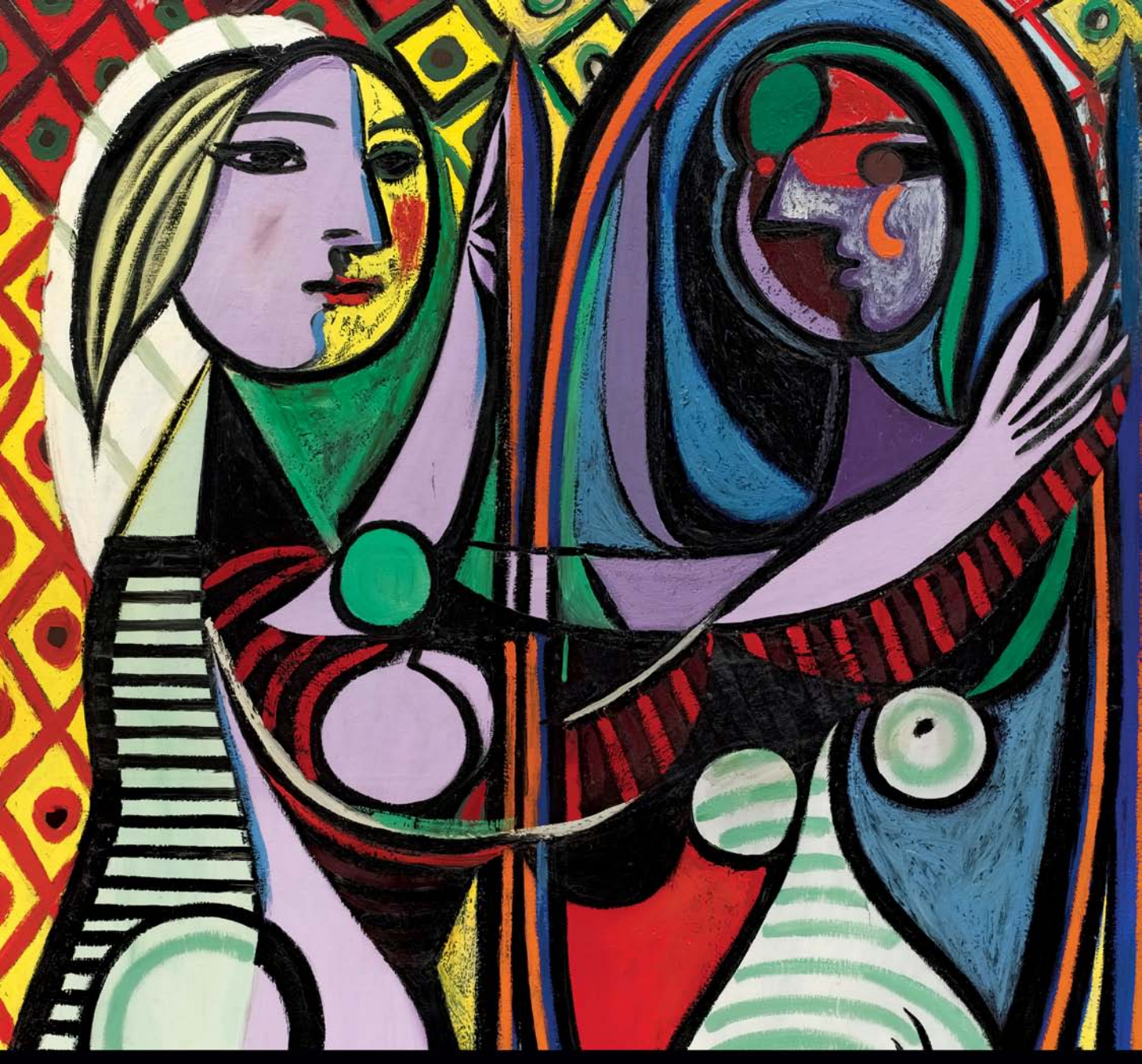

THE PERSONALITY PUZZLE

SEVENTH EDITION

DAVID C. FUNDER

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University of California, Riverside

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For my father

ABOUT THE AUTHOR

David C. Funder is Distinguished Professor of Psychology and former chair of the department at the University of California, Riverside. Winner of the 2009 Jack Block Award for Distinguished Research in Personality, he is a former editor of the *Journal of Research in Personality*, and a past president of the Association for Research in Personality as well as the Society for Personality and Social Psychology. He is best known for his research on personality judgment and has also published research on delay of gratification, attribution theory, the longitudinal course of personality development, and the psychological assessment of situations. He has taught personality psychology to undergraduates at Harvey Mudd College, Harvard University, and the University of Illinois, Urbana-Champaign, and continues to teach the course every year at the University of California, Riverside.

Anybody in science, if there are enough anybodies, can find the answer—it's an Easter-egg hunt. That isn't the idea. The idea is: Can you ask the question in such a way as to facilitate the answer?

—GERALD EDELMAN

Even if, ultimately, everything turns out to be connected to everything else, a research program rooted in that realization might well collapse of its own weight.

—HOWARD GARDNER

The first step is to measure whatever can be easily measured. That's OK as far as it goes. The second step is to pretend that whatever cannot be easily measured isn't very important. That's dangerous. The third step is to pretend that whatever cannot easily be measured doesn't exist. That's suicide.

—DANIEL YANKELOVICH

There once was an entomologist who found a bug he couldn't classify—so he stepped on it.

—ERNEST R. HILGARD

Interpretation is the revenge of the intellect upon art.

—SUSAN SONTAG

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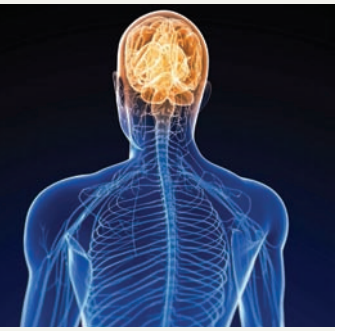

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PREFACE

IT HAS BEEN A true labor of love to work on this personality textbook through seven editions. Personality psychology has grown and evolved, but my goal has always been the same: to keep the research current, the writing fresh, and, above all, to continue to make the case that *personality psychology is interesting and important*.

"As a matter of fact, I confess to modest hopes—not wildly unfounded, I trust—that my book may resonate beyond the reaches of academe."

How This Book Is Traditional

In many ways, this is a fairly traditional personality textbook. It covers the major broad topics including methods, traits, assessment, development, psychoanalysis, behaviorism, motivation, emotion, and cognitive processes. Most personality textbooks include most of these topics, variously calling them "perspectives," "paradigms," or "domains of knowledge." Here I call them "basic approaches." By any labeling, this range of topics means that the book should fit in easily with just about any typical Personality Psychology syllabus.

How This Book Is Different

But this book is, in other ways, *not* like the others. What would have been the point of writing just more of the same? Read this book, or just flip through the pages, and you will see that it is distinctive in several ways.

1. **Opinions.** This book includes my personal opinions, quite a few of them. An old friend from graduate school wrote a textbook of his own, on a different subject, and happened to see this one. "Wow," he said. "Your publisher lets you state what you think. Mine makes me take out anything they think anybody might disagree with."

   I do have a great publisher who gives me a long leash, and I have learned that my friend's experience is more common than my own. But I try not to abuse this

privilege. The opinions in this book are professional, not personal. I think I have some credentials and experience that license me (not legally!) to have opinions about psychological issues. I do *not* have any special qualifications to weigh in on politics or morality. Although I have strong opinions about those matters, too, I have tried very hard to leave them out. For example, the debate over abortion is considered in Chapter 13, in the context of a discussion of collectivist versus individualist values. A student once told me that after reading that chapter she couldn't figure out what my own position was. Good.

When it comes to my views on professional matters, surely not every instructor (or student) will agree with me on every point. But that's fine. For example, in Chapter 3 I express a rather negative opinion about the use of deception in psychological experiments. I suspect this is a minority position among my colleagues, and perhaps students as well. The ethics of research and experimentation, including this issue, could make for a lively lecture topic or class discussion, focusing on the ways in which my own viewpoint is wrong. I express opinions not in the hope of having the final word on the subject, but in an attempt to stimulate the reader to decide whether he or she agrees with me and to formulate opinions of his or her own. For reasons explained in Chapter 15, this is an excellent way to learn material no matter what the subject.

2. **Respect for Freud.** It is oh-so-fashionable for modern psychologists to trash Freud, all of his works, and even all of psychoanalytic thought. Too often, textbook chapters could be titled "Why Freud Was Wrong." I don't do this. I find Freudian theory to be a perplexing mixture of wise and even startling insights, strange ideas, and old-fashioned 19th-century sexism. As you can see in Chapters 10 and 11, I seek to emphasize the first of these elements and deemphasize (or ignore) the other two. I have had colleagues ask, How can you teach Freudian theory? It's so boring! To which I answer, Not if you teach it right. (Most years, it's my students' favorite part of the course.) I have also had colleagues ask, How can you teach Freudian theory? Freud was wrong about so many things! To which I answer, Read Chapter 10. I fixed it.

   By the way, orthodox Freudians (there are still a few around) aren't especially grateful for what I've done here. They would much rather see a presentation that marches through the entire Freudian canon in chronological order, and includes a detailed apotheosis of *Civilization and Its Discontents* and all of Freud's other major works. There are plenty of places to find presentations like that (my favorite is Gay, 1988). You won't find one here.

3. **Historical perspective.** I am surprised by how many textbooks neglect the history of psychology; in fact, that seems to be a growing trend. I appreciate the urge to present all the latest findings, and, indeed, you will find many new and exciting studies in this book. But that's not enough. How can you understand where you are going if you don't know where you have been? That is one (just one) of the reasons I try to give Freud his due. It is also why this book includes

an account of how behaviorism evolved into cognitive social learning theory, how modern positive psychology developed out of existential philosophy and classic humanistic psychology, and how the modern study of personality traits began with Allport and Odbert's famous list of 17,953 ways to describe a person.

4. **Fewer pictures.** Have you already noticed that this textbook doesn't contain as many pictures as some others do? I get complaints. "My college students won't read a book that doesn't have more pictures." Really? Maybe that's true; how sad. But if you would have liked more pictures, blame me, not the publisher. The people marketing this book are all for pictures. But I don't like to have too many, for three reasons:
   - **a.** Pictures are sometimes meaningless window-dressing. I was once leafing through a personality textbook and noticed a photograph of a student looking thoughtful. The caption read, "Much careful study will be required before a single integrative theory of personality is developed." Someone please tell me the point of that picture.
   - **b.** Pictures can be distracting. This book was written to be *read*, not just looked at. I once pointed out to someone advising me to have more pictures that John Grisham's books don't have any pictures at all and sell millions of copies. The response was, "You're not John Grisham." Excellent point! Still, the heart of this book lies in the words, not the illustrations. The words make it worthwhile, or they don't.
   - **c.** One aspect of the kind of pictures commonly seen in textbooks makes me uneasy. Chapter 12 includes a summary of what Carl Rogers said about "conditions of worth," the idea that we are taught, almost from the cradle, that we are good and valuable people only *if* we fulfill certain criteria. In current society, these criteria include being young, healthy, good-looking, and prosperous. Now look through the photographs that adorn just about any college textbook. Who is usually portrayed in these photos? People who are young, healthy, good-looking, and prosperous. Most of them look like and probably are professional models, posed in attractive settings. I call this genre of pictures—and it is a genre in its own right—"Happy Laughing Undergraduates." How do pictures like these affect people who don't fit this ideal—which is, by the way, just about all of us? If nothing else, they advertise the usual conditions of worth. I would rather not do that in a psychology textbook, of all places, if I can help it.
5. **More cartoons.** On the other hand, I love well-chosen cartoons. Aaron Javsicas, a former Norton editor, suggested a long time ago that a few *New Yorker* cartoons might liven up the book a bit. You will see that I took this suggestion.[1] But I hope the cartoons are more than just entertaining. I have tried to find ones that

[1]Not all the cartoons are actually from the *New Yorker*; some are from other sources, and a few of them were drawn by my older daughter.

underline a point being made in the text. Sometimes the connection is obvious, sometimes perhaps not. Trying to figure out why I thought each cartoon was relevant is one way to study for the midterm!

6. **Overall goal.** Probably the most distinctive aspect of this book is its overall goal, which, as I have already said, is to convince the reader of the value of personality psychology. It's fine to cover everything in depth, to include all the latest findings, and even to seek to write in an interesting, entertaining manner. But these were not my primary goals. To the extent that someone gets through the 700-plus pages of this book and, at the end, concludes that personality psychology is an interesting, important part of science, I did what I set out to do. Anything else is gravy.

New to the Seventh Edition

Doing a textbook is a strange enterprise in the writing trade because it's never finished. Every few years, you have to do it again. On the other hand, every few years, you get to do it again. Each edition offers an opportunity not only to update the latest research, but also to seek clearer ways to explain complex ideas and improve the overall organization. And I still continue to find (and attempt to fix) clunky sentences that have somehow survived seven rounds of rewriting and copyediting. Over the editions of this book, some revisions have been major and others have been minor. This one is major. The most significant changes are as follows:

1. **A new chapter on personality development.** Previous editions included a fair amount of material on personality development, scattered across various chapters. Most but not quite all of this material is now included in a new chapter (Chapter 7) that is intended to provide a more thorough and coherent presentation. The chapter has three main topics: (a) how personality stays the same over the life course, (b) how personality develops and changes over the life course, and (c) whether personality can be changed, on purpose. I used to think the answer this last question was an unequivocal "no"; recent research has caused me to change my mind.

   It was interesting, when writing this chapter, to see how much of the research I was

citing was very recent, published since 2010. I think this is an exciting time for the study of personality development, because a number of major longitudinal studies, which follow the same groups of people for extended periods of time, are just beginning to bear empirical fruit. Such studies used to be exceedingly rare; that is suddenly no longer the case, and the yield of findings is fascinating. One implication of this fact is that—more or less accidentally—the addition of a chapter on personality development may have been very well timed.

2. **A new chapter on personality and health.** The previous edition had a chapter on personality disorders. The new version (Chapter 17) has a broader focus, on the implications of personality for mental and physical health. The first part, on mental health, still addresses personality disorders, a field of study that is currently in flux. The *Diagnostic and Statistical Manual of Mental Disorders* of the American Psychiatric Association has just (in 2013) appeared in a long-awaited new edition. The new *DSM-5*, as it is called, includes a new, more scientific approach to personality disorders but also, in the very same volume, still retains the old approach. Confusing, right? Chapter 17 explains what is going on, and describes the ways in which the old and the new approaches are the same and different.

   The second part of Chapter 17 is almost all new, and summarizes current research on personality and physical health. It has become abundantly clear that personality traits have important implications for almost all aspects of health, up to and including how long a person lives. Much of this research is very recent, and writing a new chapter has given me a chance to include the latest and most interesting findings, some of which are informed by the newly completed longitudinal studies mentioned above.

3. **New data graphics.** The best way to understand and appreciate a piece of research is to look at the actual data. And the best way to look at data is often through a well-designed graphic presentation. For this edition, I made an effort to find studies that did an especially good job at displaying their findings graphically and included a graph or chart in the book. For most, I added a new explanatory caption. I hope these graphics are useful both for understanding the data they summarize and for helping to learn about how psychologists go about analyzing and reporting their findings.

4. **Reorganization.** One challenge in maintaining a textbook through seven editions is avoiding book bloat. With every revision, an author is obligated to include the latest findings on each topic, and sometimes add whole new topics that have become important. There is less pressure to take anything out. The result can be a book that gets bigger and bigger until carrying it around can be hazardous to your health (thank goodness for PDF editions). For this edition, I made an extra effort to remove descriptions of studies that are out-of-date, superseded by newer research, or no longer relevant to current concerns. Of course, I have also tried to be careful to retain studies and theories that are of timeless interest, but there aren't so many of those, after all.

Another way to combat book bloat is through reorganization and streamlining. For this edition, long-time users will find that the section on psychoanalysis has been compressed from three chapters down to two (Chapters 10 and 11). Long sections on the defense mechanisms and Freud's theory of humor no longer appear. The chapter on the biology of personality (Chapter 8) no longer includes a major section on Eysenck's (outdated) concept of the ascending reticular activation system. The chapter on humanistic psychology (Chapter 12) no longer includes a separate section on Maddi's theory of "hardiness." However, these passages and some others are retained in the Instructor's Manual, in a section called "Deleted Scenes." Some of the "deleted" scenes have actually been updated; for example, the section on personality disorders includes the new prevalence data in the *DSM-5*. Instructors with a special interest in the topics the deleted scenes address are welcome to use them in preparing lectures and class discussions. Or if you want to photocopy some of them and hand them out in class, it's OK with me; just don't tell anybody.

5. **New design.** One aspect of any book is its aesthetics. Everybody wants to read a volume that looks and feels good, and attractive design can make a textbook easier to use and learn from. The design team at Norton has—after considering the change for years—finally gone full color with this edition of the *Personality Puzzle*. As I write these words, I haven't seen the new design myself. But I bet it looks great.

Pieces of the Personality Puzzle

Pieces of the Personality Puzzle: Readings in Theory and Research (Fifth Edition) is a collection of readings related to the topics covered in this book that my colleague Dan Ozer and I edited several years ago. It is still available as a supplemental text. Selections include original essays by theorists such as Freud, Jung, Erickson, and Allport; classic research articles; and examples of recent empirical research taken from the current research literature. Each article has been edited for clarity and includes explanatory footnotes. Other instructors and I have found that these readings not only help to provide a firsthand view of the theory and research summarized in *The Personality Puzzle*, but can also be the basis of stimulating classroom discussions.

Resources for Instructors

Interactive Instructor's Guide

This online repository of teaching assets offers materials for every chapter that both veteran and novice instructors of the course alike will find helpful. Searchable by chapter or asset type, the Interactive Instructor's Guide provides multiple ideas for teaching. The latest version has been revised to coordinate with the addition of

new material, research, and updated figures. For each chapter, the Guide includes an overview, a description of what is new in the seventh edition, and some notes on teaching. As I already mentioned, for many chapters it also includes one or more "deleted scenes," material that appeared in the sixth edition but is no longer included. This material will be useful for instructors who still wish to draw on it for lectures that supplement the material in the book, or for class discussions. The Guide also includes links to carefully selected YouTube–style clips and activity ideas that will be continually updated during the life of the edition.

Test Bank

The test bank features approximately 1500 questions, including 65–70 multiple-choice, 10 matching, and 5 short-answer questions in each chapter. All questions have been updated according to Norton's assessment guidelines to make it easy for instructors to construct quizzes and exams that are meaningful and diagnostic. All questions are classified according to educational objective, student text section, difficulty, and question type. This Norton test bank is available with Exam View Test Generator software, allowing instructors to effortlessly create, administer, and manage assessments. The convenient and intuitive test-generating wizard makes it easy to create customized exams. Other key features include the ability to create paper exams with algorithmically generated variables and to export files directly to your LMS.

Lecture PowerPoints

These text-focused PowerPoints follow the chapter outlines and include figures from the text and feature extra notes for the instructor.

Art Slides

All the figures, photos, and tables from the text are offered as JPEGs, both separately and embedded in a PowerPoint set for each chapter. All text art is enhanced for optimal viewing when projected in large classrooms.

Coursepack (Blackboard, Canvas, Angel, Moodle, and other LMS systems)

Available at no cost to professors or students, Norton coursepacks for online, hybrid, or lecture courses are available in a variety of formats. With a simple download from the instructor's web site, adopters can bring high-quality Norton digital media into a new or existing online course (no extra student passwords are required), and it's theirs to keep. Instructors can edit assignments at the question level and set up custom grading policies to assess student understanding. In addition to the instructor resources listed above, the coursepack also includes additional chapter quizzes, flashcards, critical thinking questions, and chapter reviews.