

The
PERSONALITY
PUZZLE

FOURTH EDITION



DAVID C.
FUNDER



The Personality Puzzle

FOURTH EDITION

DAVID C.

University of California, Riverside



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For my father

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Student Praise for *The Personality Puzzle*

"Without a doubt, it's the best textbook I've ever read. You write in plain English. The examples you've given clearly illustrate all the concepts. You inform the reader of both sides of an issue (which most professors can't seem to understand the importance of). And (best of all) you write with an amazing amount of wit."

—Brian Abend, student, Middlebury College

"For some reason, at 1:30 in the morning, from the east coast, I'm compelled to inform you that your textbook may be one of the most interesting and informative textbooks I've had the good fortune to read. Aside from capturing a tremendously interesting subject in a very captivating way, reading it is simply entertaining."

—Nate Birky, student, Lehigh University

"I have taken many, many psychology courses and your book has been the best."

—Jenn Cao, student, University of California, Los Angeles

"It has been a blast reading *The Personality Puzzle* . . . Please continue to keep your texts light and entertaining and obviously filled with such a delightful personality that is obviously your own."

—Molly Cronlund, student, University of Pennsylvania

"I really enjoyed using this book for my personality theory class. It was very easy to read and extremely humorous!"

—Selina Hudson, student, University of Central Florida

"Your book reads almost like a novel; I sometimes don't want to put it down. I would credit your book partly with my interest in becoming a psychology major."

—Jonathan Hill, student, University of Virginia

"I am majoring in psychology, which I thought was not for me until I read your book!"

—Naureen Khan, student, York University

"*The Personality Puzzle* is great . . . I think the book is a wonderful synthesis of information on personality, and I'm truly enjoying it."

—Jim Meadows, student, University of New Orleans

"It is the most enjoyable textbook I have read this semester, and perhaps in my entire college career."

—Jay Schreiber, student, University of California, Riverside

"I have never had such a readable, enjoyable, and informative textbook. Your willingness to editorialize and express your own opinions and insights into the theories and research makes reading your book actually enjoyable. Throughout, I found myself re-reading sections not even on the assigned study guide, simply because I was truly interested."

—Jeremy Warren, student, Vassar College

"It is quite possibly my favorite textbook that I have ever read. I feel that you have kept your own unique voice throughout the book. The fact that you *have* a voice in the writing impresses me. Most textbooks, at least in my experience, seem so impersonal—they methodically relate facts and examples without any personality. How fitting that you give your *personality* book its own life!"

—Jodi Whitaker, student, Texas A&M University

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 easily be 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

ABOUT THE AUTHOR

David C. Funder is Professor of Psychology and chair of the department at the University of California, Riverside. He is a former editor of the *Journal of Research and Personality* and a former associate editor of the *Journal of 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, and the longitudinal course of personality development.

PREFACE TO THE FOURTH EDITION

The way a personality course should be taught—and the way its textbook should be written—depends on its purpose. Therefore, any instructor or author needs to ask at the outset, what do I hope to accomplish—Several different answers are possible, all of them legitimate. Each implies a different approach to teaching and to textbook writing.



Goals for a Personality Course

First, an instructor might wish to ensure that every student becomes deeply familiar with the classic theories of personality and learns to appreciate the history of and the intellectual connections among these theories. Such a course in personality can be an important part of a liberal education and fit easily into a “great books” curriculum. This goal is well served by any of the hefty theoretical tomes that have been on the market for many years. But at the end students sometimes have little idea of what modern personality psychology is all about.

A second, very different goal is for students to learn the current activities of modern research psychologists and all of the latest findings. The classic theories typically are neglected when this goal is pursued, sometimes on the grounds that all of the old theories are false and only modern empirical research offers anything worth teaching. (I have actually heard psychology professors say this.) Several recent books seem to have been written with this goal in mind.

But the modern empirical literature is not an infallible source of ultimate truth. Moreover, a textbook or course that focuses exclusively on what modern personality psychologists do is limited to whatever topics current research happens to emphasize. I do not know that any of the answers psychology has provided are eternal, but some of the questions are. And some of those questions are neglected in modern research.

This book serves both of the goals just listed. It covers the main theories of personality and traces some relevant intellectual history. It also includes a large amount of current research, including recent work on biology, cross-cultural psychology, and cognitive processes relevant to personality. But the goal that has driven this book, above all other goals, is to convince the reader that personality psychology matters. To the extent that on the final page the reader ends up believing that personality psychology is intellectually excit-

ing and provides valuable insights into real-life concerns, this book—and, perhaps the personality course of which it may be a part—will have accomplished what it set out to do.



Personality and Life

To convince somebody new to the field that personality psychology matters, an instructor must teach each basic approach in a form that is relevant not just to its historical antecedents or to current research, but to everyday life. Establishing this relevance is the one thing I have tried to do more distinctively than anything else in this book. The result is a presentation that strays from the conventional versions of the basic approaches to personality in favor of a new and modern rendition of each.

This strategy is applied most obviously in the chapters on Freud, where I present a psychoanalytic approach that certainly stems from Freud but departs from orthodoxy in numerous ways and in the end, may not really be Freud anymore. Someone who wants to learn in detail what Freud really said should read a different book. But someone who wants to see how some derivations from Freud's basic ideas can be presented in what I think is a fairly convincing contemporary context might find this book illuminating. Parallel comments could be made about the presentations of the other approaches.



"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."

The humorist Dave Barry once wrote a history of the United States that he touted as more interesting than any other because, he said, he left out all of the boring parts. While I have not gone that far, I have freed myself of the obligation to cover topics just because they are there, or are traditional, or are covered in every other book. I also have included quite a bit of material on topics that some other books either underemphasize or neglect entirely. These topics include person perception, biology (including anatomy, physiology, genetics, and evolutionary theory), cross-cultural studies, and personality disorders.

In broad outline, this book follows a traditional organization according to theories or paradigms (I usually call them “approaches”). It begins with a treatment of research methods, and then considers the basic approaches to personality: trait, biological, psychoanalytic, phenomenological, learning, and cognitive. Learning and cognitive process approaches are considered in a single section, as the latter approach grew directly out of the former and the two overlap in many ways. It concludes with an integrative summary of the personality disorders.

Some of my colleagues believe that a paradigmatic organization like this is outdated and should be replaced by a scheme organized around topics like aggression, or development, or the self. The components of the traditional paradigms presumably would be scattered across these chapters. The suggested model seems to be social psychology, which in its courses and textbooks almost always follows such a topical organization.

There are several reasons why I believe a topical organization is a mistake for a personality text, however (and it is interesting that some authors who tried this approach have abandoned it in later editions). A pragmatic reason is that the basic approaches are complex theoretical systems, and breaking them up across topics seems unlikely to yield a clear understanding of any of them. A more substantive reason is that the topical organization of social psychology represents an intellectual deficit of that field, as compared with personality psychology, rather than any sort of advantage. Social psychology lacks even one organizing theoretical approach with any scope, as far as I am aware; it organizes itself by topic because it must. Personality psychology, by contrast, has at least five approaches, each of which offers an organized way to cover a wide range of data and theory.

A further reason became clearer as I worked on this book. In personality, a “topics” organization and a “basic approaches” organization are not, at a deep level, truly different. A consistent theme throughout this book is that the basic approaches to personality are not different answers to the same question—they are different questions! To put this point another way, each of the basic approaches has a few topics it addresses most centrally and many others it ignores. The basic topics ignored by each tend to be central con-

cerns of one or more of the others. As a result, a basic approaches organization is a topics organization, to a considerable degree, because each approach focuses on different topics.

Individual differences = trait approach

Biological influences = biological approach

Psychodynamics and the unconscious = psychoanalytic approach

Experience and awareness = phenomenological/humanistic approach
(I include cross-cultural psychology here.)

Perception, thinking, and behavior change = learning and cognitive process approach

I hope this organizational scheme makes this textbook easy to use. It matches in broad outline the way most personality courses are taught already. Beyond that, it should not be hard for an instructor using this text to find places where she or he wishes to amplify, supplement, or disagree.

Indeed, the reader will find that I present opinions in this book on nearly every page. An instructor who disagrees with some of these opinions—and surely nobody will agree with me on everything—should be able to put together compelling lectures about those disagreements. The result of this intellectual give-and-take between instructor and author could be, for the student, an exciting introduction to a fascinating subject.



Changes in the Fourth Edition

The progress of personality psychology is accelerating. An increasing number of students and researchers are becoming attracted to the field, including those originally trained in other subfields who have discovered that the study of personality allows them to best address the issues that interest them the most. As a result, the large amount of new research is increasing in quality as well as in quantity.

For example, the trait approach, too often limited in the past by an overly exclusive dependence on self-report methodology, is suddenly filled with studies that assess personality through direct behavioral observations, physiological measurements, and imaginative indicators such as music preference and the state of one's bedroom. The biological approach is moving beyond simple reductionism and developing research programs that appreciate the complex interactions among biological systems, and between the biological systems inside the body and the larger social world outside. Psychoanalytic ideas are busily creeping into other areas of the field, especially the cognitive process approach, and while they sometimes are relabeled in the process of

rediscovery it is fascinating to watch formerly fringe concepts like the unconscious become a routine topic for research. Humanistic psychology was almost dead at the time of the First Edition of this book, though I believed many of its ideas (and the existential/phenomenological approach behind it) were important to understand anyway. But suddenly there has been an explosion of interest in “positive psychology” and related topics that amount to a rebirth of the field. Cross-cultural psychology is another rapidly developing area. Research on cross-cultural issues is not only much more active, but it has also become theoretically richer and methodologically innovative, and in very recent work has begun to emphasize ways in which psychological processes may be common to people from different cultures, even when the visible outcomes of these processes are different. The cognitive process approach has accelerated along with the rest of the field, as it gathers new insights concerning perception, thought, motivation, emotion, and the nature of the self. Finally, the study of personality disorders—once clearly separated as a topic of abnormal psychology—is becoming increasingly integrated with mainstream personality psychology as more and more psychologists come to see these disorders as extensions of normal-range personality traits, rather than separate and unique phenomena.

The Fourth Edition reflects these changes. In addition to continued attempts to make the writing clearer and more interesting, a large amount of new and important research is included in almost every chapter. This is particularly true of the chapters on the biology of personality (8 and 9) and cross-cultural psychology (14), two areas that have been especially active. In addition, the trait chapters include an expanded treatment of the Big Five personality traits and their implications for life outcomes (Chapter 4), the development of personality across the life span (Chapter 7) and the personality disorders (Chapter 18). The humanistic chapter (13) features an expanded discussion of the positive psychology movement. The learning, social learning, and cognitive social learning approaches—from Watson to Mischel—are considered in a reorganized chapter on learning approaches (Chapter 15). The next two chapters are a major reorganization of research following the cognitive approach that addresses processes of perception, memory, motivation and emotion (Chapter 16) and the self (Chapter 17). I hope this reorganization and updating makes these topics both more interesting and easier to understand.

The most obvious change is the all-new chapter on the personality disorders (Chapter 18). This topic provides a good way to finish up, I think, because it draws on much of the material that has gone before, and illustrates how personality theorizing is important for understanding psychological phenomena that are important in the lives of real people. It also may provide a useful bridge for the many students who wish to follow up

a course in personality with further education in abnormal and clinical psychology.

We have also expanded the support materials for the new Fourth Edition. In addition to the Instructor's Manual, which I have now authored for four editions, we also include a Test Bank, which my former student, Mike Furr, authored for the first three editions. Brent Donnellon (Michigan State University) has taken over that job for the Fourth Edition in an effort to diversify and expand the number of questions. We also are pleased to offer Power Point Lecture Outlines for the first time produced by Leslie Eaton (SUNY–Cortland). Leslie has also lent her talents to developing content for our first ever Student Web site. Dan Ozer and I are also pleased to announce that a new edition of our reader, *Pieces of the Personality Puzzle*, Fourth Edition, will also be available for fall 2007 courses, with a number of interesting new readings included. The reader can be packaged for a substantial discount with *The Personality Puzzle* to help save your students some money. We hope that all of these support materials help you to teach a successful course.



Acknowledgments

It is with pleasure that I acknowledge some of the help I received with this project over the years and four editions. First of all, my wife, Patti, has been a source of emotional support, clever ideas, and critical comments throughout the process. Her insights and her skepticism about whether psychology is really a science (she was trained as a molecular biologist) continue to keep me on my toes.

Tiffany Wright, a graduate student at the University of California, Riverside; Chris Langston, a colleague; and Cathy Wick, a former editor at Norton, read the First Edition of this book and made many comments and suggestions, most of which I followed. The encouragement and advice of Paul Rozin was particularly important, and Henry Gleitman was also generous. Traci Nagle carefully copyedited the First Edition, and a little of the prose on which she worked so hard still survives. Mary N. Babcock made an equally important contribution to the Second Edition, Anne Hellman to the Third, and Sarah Mann to the Fourth. Don Fusting, a former Norton editor, used the softest sell in the history of publishing to convince me to undertake this project in the first place. If not for him, this book would not exist. He has continued to be generous with sage advice. Jon Durbin, my current editor, also provided ideas, encouragement, and the occasional prod, and Ken Barton and the rest of the inimitable Norton crew including Neil Hoos, Stephanie Romeo, and Ben Reynolds provided other suggestions and effi-

ciently kept everything on schedule. It was Aaron Javicas's idea, a few years ago, to see if I could find a few relevant *New Yorker* cartoons. Finally, Rob Haber organized the manuscript and completed sundry other necessary tasks to bring this project to completion.

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I also have been gratified to receive many e-mails from students. Some of these messages arrived late at night—apparently the readers of this book and its author keep the same hours. Many included useful questions, suggestions, and corrections that I have incorporated into this edition. But that wasn't even the best part. I can't adequately express how encouraging it is for an author bogged down at one in the morning to have his computer suddenly beep and yield an e-mail saying, "I really enjoyed your book and just wanted to say thanks." Thank *you*.

Finally, I want to acknowledge the very first person who read the first draft of the First Edition all the way through. He wrote comments on nearly every page. Usually, they were notations like "What does this mean?" or "What are you talking about?" These invariably identified places where I had lapsed into incomprehensible jargon or otherwise failed to make sense. Sometimes his comments were just strong expressions of agreement or disagreement. Over the several years that I worked on the First Edition, I never once

had a conversation with him that did not include the question, “How is the book coming along?” and some sort of suggestion that I really ought to be working faster. He looked forward to seeing this book in print and didn’t miss it by much. My father, Elvin Funder, died in August 1995, just as I was putting the finishing touches on the First Edition. For the Second, Third, and Fourth Editions, I have had to imagine what he would say about some of my observations, but even that was helpful. I rededicate this book to him.

David C. Funder
August 2006

CONTENTS IN BRIEF

Preface to the Fourth Edition *xxi*

1 The Study of the Person 3

PART I RESEARCH METHODS 17

2 Clues to Personality: The Basic Sources of Data 21

3 Personality Psychology as Science: Research Methods 53

PART II HOW PEOPLE DIFFER: THE TRAIT APPROACH 93

4 Personality Traits and Behavior 95

5 Personality Assessment I: Personality Testing and
Its Consequences 122

6 Personality Assessment II: Personality Judgment in
Daily Life 150

7 Using Personality Traits to Understand Behavior 171

PART III THE MIND AND THE BODY: BIOLOGICAL APPROACHES TO PERSONALITY 221

8 The Anatomy and Physiology of Personality 225

9 The Inheritance of Personality: Behavioral Genetics and
Evolutionary Theory 266

PART IV THE HIDDEN WORLD OF THE MIND: THE PSYCHOANALYTIC APPROACH 307

10 Basics of Psychoanalysis 311

11 The Workings of the Unconscious Mind:
Defenses and Slips 343

12 Psychoanalysis after Freud: Neo-Freudians, Object
Relations, and Current Research 373

PART V EXPERIENCE AND AWARENESS: HUMANISTIC AND CROSS-CULTURAL PSYCHOLOGY 401

13 Experience, Existence, and the Meaning of Life:
Humanistic Psychology 403

14	Cultural Variation in Experience, Behavior, and Personality	434
PART VI WHAT PERSONALITY DOES: LEARNING, THINKING, FEELING, AND KNOWING		
15	Learning to Be a Person: Behaviorism and Social Learning Theories	477
16	Personality Processes: Perception, Thought, Motivation, and Emotion	516
17	What You Know about You: The Self	558
18	Disorders of Personality	589
19	Conclusion: Looking Back and Looking Ahead	627
Glossary G-1		
References R-1		
Art and Photo Credits C-1		
Name Index N-1		
Subject Index S-1		

CONTENTS

Preface to the Fourth Edition	xxi
1 The Study of the Person	3
The Goals of Personality Psychology	5
<i>Mission: Impossible</i>	5
<i>Competitors or Complements?</i>	7
<i>Distinct Approaches versus the One Big Theory</i>	8
<i>Advantages as Disadvantages and Vice Versa</i>	9
The Plan of This Book	11
Pigeonholing versus Appreciation of Individual Differences	13
Summary	14
Think About It	15
 PART I RESEARCH METHODS	 17
2 Clues to Personality: The Basic Sources of Data	21
Data Are Clues	22
Four Kinds of Clues	23
<i>Ask the Person Directly: S Data</i>	24
<i>Ask Somebody Who Knows: I Data</i>	29
<i>Life Outcomes: L Data</i>	37
<i>Watch What the Person Does: B Data</i>	40
<i>Mixed Types</i>	49
Conclusion	49
Summary	50
Think About It	51
 3 Personality Psychology as Science: Research Methods	 53
Psychology's Emphasis on Method	53
Scientific Education and Technical Training	54