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Interpersonal Consequences of the Narcissistic Personality Style: A Comparative Investigation of Responses to Narcissistic, Dependent, and Neutral Role Enactments

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INTERPERSONAL CONSEQUENCES OF THE
NARCISSISTIC PERSONALITY STYLE:
A COMPARATIVE INVESTIGATION OF RESPONSES TO
NARCISSISTIC, DEPENDENT, AND NEUTRAL ROLE ENACTMENTS

by
Alexandra F. Corning

A Master's Thesis
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VITA

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CHAPTER I

INTRODUCTION

Although elements of narcissism have been observed throughout time, the multidimensional nature of the construct continues to remain under preliminary exploratory investigation today. Descriptions of the narcissistic character originated in the legends of the Greeks and find abundant portrayal in the current media. The construct was described clinically by psychoanalysts and has been associated with the pronounced excessive displays of self-centeredness and selfishness in contemporary Western culture.

Until recently, the empirical study of narcissism has been predominantly limited to clinical populations exhibiting pathological levels of narcissism. However, with the development of the Narcissistic Personality Inventory (NPI) (Raskin & Hall, 1979), research efforts have been extended to subclinical (e.g. "normal") populations. Raskin and Hall (1979) view narcissism as both a dysfunctional and adaptive personality trait and claim that it is frequently found in general non-clinical populations.

In research employing the NPI, Emmons (1984) reported

that narcissism scores were positively correlated with dominance, exhibitionism, extraversion, self-esteem, and self-monitoring and negatively correlated with abasement, deference, and social anxiety. In addition, Fischer (1984) found that individuals high in narcissism were perceived as having more positive characteristics than those low in narcissism. Yet, although the NPI is available to assess individual differences in narcissism, thus far empirical attempts to differentiate "normal" and "pathological" narcissism have resulted in studies which merely delineate the adaptive and dysfunctional characteristics of narcissism (Cattell, 1957; Emmons, 1984; Fischer, 1984; Fromm, 1973).

Given the current situation, it appears that much research remains to be conducted with respect to examining the interpersonal consequences of differential, subclinical levels of narcissism. In an attempt to broaden the research base with respect to subclinical narcissism and its convergence with interpersonal interaction, this study was designed to test for possible differential interpersonal consequences across three subclinical personality styles: Narcissistic, Dependent, and Neutral (i.e. independent of both narcissistic and dependent characteristics).

Fifty-four female undergraduates from suburban community colleges participated as volunteers. At the outset of the experimental session, all subjects were instructed to complete the NPI. This served as a measure of

the subjects' level of narcissism. Subjects were then asked to view three 7-minute video tapes, depicting three non-pathological personality types: a) Narcissistic, b) Dependent, and c) Neutral. During the 10-minute intervals following the viewing of each videotape, the subjects were asked to complete the Coyne Questionnaire (1976) which embodies three areas of interpersonal relating (Interest in Further Interaction, Acceptance-Rejection, and Functioning) in response to the individual observed in the videotape.

The research design involved one-way analyses of variance of reactions to the three personality styles with NPI scores serving as a covariate. The dependent variables were the subscales of the Coyne instrument (Interest in Further Interaction, Acceptance-Rejection, Psychological Functioning, and Social Capacities Functioning). The independent variables were the three personality styles (Narcissistic, Dependent, and Neutral).

It was hypothesized that there would be an interaction between subjects' levels of narcissism and their ratings of the three personality types. Specifically, it was hypothesized that subjects scoring high in narcissism would view the Narcissistic personality as least interpersonally attractive. This hypothesis was based on the theoretical descriptions of narcissism which characterize the narcissist, among other things, as envious of others and continually needy of others' attention. The assumption was

that two narcissistic individuals would not be attracted to one another because neither could fulfill the other's needs (i.e. the narcissist's needs are considered to be incompatible with what he or she can provide). It was hypothesized that a narcissistic person would be significantly unattracted to another narcissist ("Like forces repel.").

CHAPTER II

REVIEW OF RELATED LITERATURE

Recently, the concept of narcissism has undergone intensive empirical and theoretical scrutiny (Kernberg, 1980; Lasch, 1979; Raskin & Hall, 1979). However, narcissism has been a subject of examination for centuries, with its historical roots found in the legends of the Greeks.

The Greek legend of Narcissus depicts a mythological character of self-absorption and self-destruction. Narcissus, a strong and beautiful youth, ran about the forest and mountains ignoring the urgent enticements of the forest nymphs and cruelly shunning their advances. A maiden, pained by her vein attempts to attract the young Narcissus, one day uttered a prayer that Narcissus some day would feel what it was to love and not know reciprocal affection. An avenging goddess answered the prayer.

One day, Narcissus, tired and thirsty from hunting, stooped to drink from a silver pond. Seeing his own reflection and mistakenly perceiving it to be that of a beautiful water-spirit, he fell in love. He beckoned to the image, plunging his arms to embrace and kiss the vision; at

this, it fled, but renewed itself once again. Narcissus was overcome with adoration and longing. He began to weep, his falling tears breaking and vanishing the image. Consumed with his grief, Narcissus lost his color, withered away, and died.

It has been argued (Fromm, 1964; Lasch, 1979) that the personification of the Greek character has manifested itself at both the individual and societal level. Recently, the Diagnostic and Statistical Manual of Mental Disorders, 3rd edition. ((DSM-III) American Psychiatric Association, 1980, p. 317) has incorporated it as a personality disorder. The construct is presently recognized as both a personality disorder as well as a personality characteristic (Kernberg, 1975; Kohut, 1976; Raskin & Hall, 1979).

A profile of the narcissistic character portrays an individual who believes that he or she is more important than others and, therefore, deserving of special interpersonal attention and exceptional consideration. The individual devotes considerable energy to the establishment of his or her extraordinary uniqueness (i.e. through superiority, power, prestige, and/or beauty) and holds the assumption that others will accept his or her presumed elevated importance.

The narcissistic individual craves attention, recognition, and love from others but does not reciprocate. Behavior toward others reflects a lack of guilt or concern

for others and is marked by unempathic and highly exploitive relations. The narcissistic person feels that he or she must be self-reliant and independent of others for the gratification of his or her needs because others' love cannot be depended upon. The narcissist is unable to form intimate relationships.

Although much attention is directed toward the self, there exists impoverished self-esteem and feelings of low self-worth. While the narcissist portrays a public semblance of self-sufficiency, he or she experiences intense loneliness and isolation.

As a clinical disorder, the DSM-III (1980, p. 317) diagnostic criteria used to describe the Narcissistic Personality Disorder are as follows:

- 1- reacts to criticism with feelings of rage, shame, or humiliation (even if not expressed)
- 2- is interpersonally exploitive; takes advantage of others to achieve his or her own ends
- 3- has a grandiose sense of self-importance, e.g., exaggerates achievements and talents, expects to be noticed as "special" without appropriate achievement
- 4- believes that his or her problems are unique and can be understood only by other special people
- 5- is preoccupied with fantasies of unlimited success, power, brilliance, beauty, or ideal love
- 6- has a sense of entitlement: unreasonable expectation of especially favorable treatment, e.g., assumes that he or she does not have to wait in line when others must do so
- 7- requires constant attention and admiration, e.g., keeps fishing for compliments

8- lack of empathy: inability to recognize and experience how others feel, e.g., annoyance and surprise when a friend who is seriously ill cancels a date

9- is preoccupied with feelings of envy

Although empirical and theoretical attention in the investigation of narcissism has recently increased (e.g. as exemplified by recent DSM-III inclusion), it is by no means a newly evolved concept. As is with any psychological and/or cultural construct, its recent empirical and theoretical recognition does not necessarily imply its development. Throughout time, the concept of narcissism has been hidden behind various labels and consequently undergone a variety of explanations with respect to its causation.

Increasing debate in the past few decades over the development of narcissism has spurred theoretical explanations of the etiology of narcissism from several perspectives. Comprising the greatest schism, psychoanalytic (e.g. Freud, 1914; Kernberg, 1975, 1980; Kohut, 1976; Mahler, 1975) and environmentalist-culturalist (e.g. Fromm, 1964; Lasch, 1979) schools (and their factions) appear to offer the most fruitful explanations for the origins and perpetuating factors related to narcissism.

The psychoanalytic perspective includes an abundance of theories which generally conceive of the etiology of narcissism as stemming from deficits or impairments at the stage in which the infant begins to separate and individuate

itself from the parent (i.e. usually, mother) -child pair.

Sigmund Freud, the father of psychoanalysis, was among the first to formulate a cogent theory of the development of narcissism. It is generally agreed upon that Freud's early attention to the concept of narcissism impacted significantly in the formation and development of his theories. The term was used broadly by Freud and is found pervasively in both his theoretic and diagnostic clinical work.

Early in his work (1914), Freud described two types of narcissism: primary and secondary. Primary narcissism was viewed as the investment of the infant's pleasure-seeking drive in the yet consolidated child-mother pair; as the basis of self-esteem. The effect of a positive experience would lead to basic trust and expanded potential for normal, subsequent developmental individualization. A negative experience of primary narcissism, however, would lead to the infant's vulnerability and an increased propensity for regression to secondary narcissism.

Secondary narcissism (i.e. self love) was viewed as pathologically developing during the separation and individualization of the child from the mother-child pair. During this period, the infant, frustrated with the object (i.e. the child-mother pair) would defensively remove its pleasure-seeking drive from the object and re-direct the investment into its self.

However, although Freud is recognized as contributing significantly to the clinical exploration of narcissism, his contribution has also been accused of causing confusion. It should be noted though that Freud, himself, conceded that his writings of the infant experience with regard to the development of narcissism were solely speculative (1914).

Yet Freud's presentation of the construct as comprising positive as well as negative components (i.e. primary narcissism defined as the basis of self-esteem), stimulated a philosophy which led to the contemporary view that differential levels of narcissism exist and that particular levels of narcissism are, in fact, functional. It is now accepted that there exist both "normal" and "pathological" levels of narcissism.

Proponents of the psychoanalytical perspective have expanded and revised Freud's speculations, and have simultaneously differentiated from each other in their explanations of the psychological roots of narcissism. Indeed, two factions can be identified. The more conventional group (e.g. Freud) contends that human psychological make-up derives from the result of one's total life experiences. A second group (e.g. Kohut) asserts that impaired psychological development is a result of deficient or impaired parental empathy very early in life.

Heinz Kohut (1976) contends that such unempathic mothering leads to a deficit in primary narcissism, as

defined by Freud. Kohut posits a psychological structure called the "self." In the infant, the fragile, developing, rudimentary self consists of "the grandiose self" and "the idealized parental image."

According to Kohut, during the early months of life, the child has two needs: parental empathic mirroring and an idealized parent image. Empathic mirroring is the appropriate response of the parents to the child's emerging self. The idealized parent image is a parent or parental figure who is available to be idealized, so that the child is able to internalize the adult's empathic qualities.

It is necessary that the child receives confirmation of his or her emerging grandiose self and the child seeks this through his or her exhibitionistic displays of behavior. In normal development, the parent is sensitive to the child's need to have his or her self confirmed and responds appropriately, either verbally or non-verbally. Kohut commonly refers to "the gleam in the mother's eye" in his conception of the parent's response to this need. With such appropriate empathic mirroring and the internalization of the adult's parental empathy, the grandiose self develops into healthy, adult ambitions.

In pathological development, however, there is "empathic failure." Empathic failure occurs when parental reflection is faulty or absent; that is, when the child does not receive the admiration (i.e. the confirmation of its

emerging self) that it requires. This may manifest itself in various ways including parental rejection, humiliation, hostility, abusiveness, or demands of perfectionism.

The result is that the child feels depressed, fragmentary, and empty. Because of this, the child constantly pursues means of gaining attention. The child longs for external reassurances that it is worthwhile because it does not receive validation from within.

Kohut defines secondary narcissism as a healthy sense of self-- the capability to be empathic, creative, and ambitious, to give and receive love, to have a sense of self-esteem, self-worth, and self-confidence, and so forth (1978). With the occurrence of empathic failure, secondary narcissism does not develop.

According to Kohut, the adult's narcissistic qualities (e.g. extreme interpersonal exploitiveness, egocentricity, grandiosity, feelings of entitlement, a deficit in interpersonal empathy) constitute the individual's defensive structure. Furthermore, the exhibitionistic style of the narcissist is a manifestation of the primordial need of the grandiose self to be admired and confirmed.

Kernberg (1975), too, views the precipitatory factors of the development of pathological narcissism as resulting from deficient or impaired parental mirroring very early in life. However, he contends that clinical forms of narcissism originate from qualitatively inadequate interpersonal

relationships, referred to as "pathological object relations."

The theory of object-relations provides the cornerstone for Kernberg's explanation of narcissism. "Object relations" is a theoretical psychoanalytic faction which focuses on the relationship between "internal objects," (i.e. accumulated psychic images of significant others which a person retains in his or her private inner world-- perceptions of fantasies and ideals which build for the person a "cognitive map of the world"), and real people in the environment, and the effects of such internal objects on psychological functioning. It is generally conceived that the child's earliest objects are the parents.

Kernberg asserts that a parental style which is rejecting, cold, or abandoning of the child leads him or her to defensively withdraw. The child's conception of the world becomes such that it can trust and depend upon only him or herself; it, therefore, can love only him or herself. Interpersonal trust does not develop.

Kernberg contends that difficulties arise when there is a fixation at the primitive narcissistic state during the infant's normal developmental sequence of autoeroticism, narcissism, and object love. Because there is a developmental arrest, narcissistic individuals do not reach the final stage and therefore, do not experience object love.

During the narcissistic state the infant perceives of him or herself as magically omnipotent and seeks external gratification during this time. Fixation at the primitive narcissistic state can occur when there is a significant deficit of parental gratification. The effect is that the child does not proceed developmentally and therefore, he or she remains perpetually in search of the gratification it craves. Because the individual has become defensively withdrawn; all investment remains within and for the self.

Thus, in pathological development, the individual remains developmentally arrested at the primary narcissistic state and expresses narcissistic qualities throughout adulthood. In normal development, however, the primitive narcissism transforms into healthy, mature secondary narcissism. Like Freud (1914), Kernberg views this form of narcissism as the basis of self-esteem. It is viewed as the capacity for attaining object love, the enjoyment of ambitions and achievements understanding them not as entitlements, and recognition and attendance to others' needs.

It is generally conceived that the narcissistic personality actually consists of a split inner world of two levels: the visible grandiose self and the hidden real self. The grandiose, manifest self which serves as the defensive structure, is pathological (i.e. exploitive, etc.). The hidden dimension is deeper and split off; it is

the envious, frustrated, frightened, and emotionally deprived self (Kernberg, 1975).

The dual-dimensionality of the narcissistic personality is among the most salient characteristics of the disorder. The contributions of both Kernberg (1975) and Kohut (1976) impacted significantly in the origination of the diagnostic criteria for the Narcissistic Personality Disorder defined in the DSM-III (American Psychiatric Association, 1980).

Finally, Margaret Mahler (1972) (also Mahler, Pine & Bergman, 1975) presents a psychoanalytic, developmental description of the causal factors of the narcissistic personality. She describes the "psychological birth" of the infant as a gradual and momentous process and asserts that the critical developmental point for narcissism occurs with the psychological birth during the developmental stage termed "Separation-Individuation."

According to Mahler, between birth and three years, two simultaneous events occur: "Separation" from the mother (who represents the world) and "Individuation" (the infant's gaining of a sense of self). The three stages Mahler depicts as comprising this process are: (a) Normal-Autistic, (b) Normal-Symbiotic, and (c) Separation-Individuation, which includes four subphases.

According to Mahler's theory of the development of narcissism, the Separation-Individuation phase is most

salient. The four subphases constituting this stage are: (a) Differentiation and the Development of Body Image, (b) practicing, (c) Rapprochement, and (d) Consolidation of Individuality and Beginnings of Emotional Object Constancy. The critical point for the development of narcissism is viewed as occurring during the "practicing" subphase.

Mahler contends that at two to five months, during the Symbiotic stage, the infant believes that it alone magically controls the world. It is during this stage that the "grandiose self" emerges. As the parents admire and respond to the child's needs, the infant's grandiose perception of itself and the environment is bolstered. However, as cognitive capacities develop, the infant eventually begins to realize that others also have needs, that it is not omnipotent, and therefore, not the sole controller of the environment. The primitive ideation of the self as grandiose begins to develop into a healthy sense of pride and self-confidence.

As the infant begins to explore the world through ambulation, exploration, and separation from the parent, the Symbiotic stage begins to give way to the final stage, Separation-Individuation. Mahler contends that it is during the infant's second year of life, as the infant enters the "practicing" subphase of Separation-Individuation, that he or she begins to explore the freedom of the newly found ability to explore the environment. Such mobility and

differentiation is viewed as an underlying and innate tendency of the infant in its promotion of individuation.

During Separation-Individuation, the parent must surrender possession of the toddler to allow separation and individuation to occur. Through the infant's freshly established practicing and exploration, its self-love (i.e. narcissism) is exalted. In order for self-esteem to develop properly, the parent's concession of the child during this stage is essential. As the child continues to perform and practice in the environment, self-esteem is developed and reinforced through verbal and non-verbal parental expression of satisfaction and admiration for the child.

Following the practicing subphase begins "rapprochement." It is at this time that the toddler begins to "move back" to the mother. It longs for both its individuation and the parent's nurturing. If, at this time, there is a severe deficit or impairment in the parent's "empathic mirroring" of the child's needs, then the child will resume to the prior stage. That is, if the child perceives such rejecting parental messages as "Do not come near me" or overly possessive messages (e.g. "Do not leave me") reflect unempathic mirroring of the child's needs. The underlying message is "Conform to my needs."

Such messages are actually projections of the parent's own narcissistic needs upon the child. With this, the development of the narcissistic character is set into

motion.

The development of narcissism, then, evolves from a resumption to the Symbiotic stage; neither is the child's sense of itself as grandiose diminished, (i.e. a healthy sense of pride remains undeveloped), nor is the perception of the parent as ideal reduced. Because the child has not internalized the parental empathy, it continues to look to external sources for gratification and reinforcement.

Although psychoanalytic schools offer enlightening etiological explanations for the development of clinical narcissism, culturalist schools propose illuminating interpretations for what is described as the pervasive manifestation of narcissism in the larger society.

The adoption of the concept of narcissism by social critics to describe Western culture has recently become prevalent. The cultural perspective contends that society is becoming increasingly narcissistic, and in fact the late 1970's have been characterized as the "me generation" (Kanfer, 1979). Erich Fromm and Christopher Lasch are among those who have underscored the deleterious roles of narcissistic manifestations in Western society.

Erich Fromm (1964) sees narcissism manifested in such traits as prejudice, vanity, and bigotry in both individuals and groups. He describes cultural narcissism as these various forms of selfishness which subvert an individual's commitment to society and views narcissism as emerging from

an over-inflated, unrealistic sense of self which becomes self-destructive and anti-social.

Fromm notes that throughout Western civilization there has existed the opposing forces of narcissism, defined as "self love," and humanism-- an acknowledgment of societal reciprocity and interdependency. He contends (1973) that the a person who joins and identifies with a social group (e.g. a political party) reflects merely the individual's sublimation of his or her own narcissistic needs.

Christopher Lasch (1978), a cultural historian and social critic, is among the most prolific writers on the "culture of narcissism" and also among the first to associate transformations in social structure with cultural manifestations of narcissism.

According to Lasch, the culture of narcissism is characterized by an obsession for discovering one's meaning in the world, the dissociation from society, and the preoccupation with the individual lifestyle. He includes in his depiction of the personality such features as the exploitation of others, an extreme need for admiration, and an assumed greater importance than others.

The basis of Lasch's position is that within American culture, economic conditions, family form, and personality style are interrelated. In addition, the culture creates a "dominant personality type" and changes in the economic status and family formation within the culture are visible

through transformations in the dominant personality type (Lasch, 1979).

Lasch believes that the present social and economic structure in America has produced a "fatherless society." He contends that American cultural narcissism developed out of the economic and social transition from the decline of the American Victorian era to the new corporate capitalism.

In Victorian society, the family structure enabled the existence of as well as the identification with an aloof, strong father. This, in turn, fostered the effective resolution of the Oedipal complex.

With the inauguration of modern corporate capitalism, however, the family structure came to lack a strong paternal figure. The new "fatherless society" has made unfeasible the creation of a strong super ego because the setting in which to rebel against patriarchal authority does not exist. The effect of the social and economic shift has been a transformation in the individual personality. The result is a culture of narcissism.

It is widely agreed upon that excessive proportions of narcissism are considered debilitating. It is also generally agreed upon, however, that some levels of narcissism are desirable, even necessary, to effective functioning. The prevailing view is that narcissism comprises both positive and negative characteristics and it is the respective magnitudes which are consequential in

differentiating healthy from unhealthy narcissism. This position has contributed in part to the recent increase in theoretical and empirical attention to the concept.

The abundance of clinical and social theories surrounding the concept of narcissism provides a substantive framework for empirical investigation. As a result, a variety of experimental studies have been conducted and a multitude of assessment techniques have been designed for the measurement of narcissism in the general population.

Over the past three decades, there have been several attempts to measure individual differences in narcissism. Ashby, Lee, and Duke (1979) selected 19 items from the Minnesota Multiphasic Personality Inventory (MMPI) to construct the Narcissistic Personality Disorder scale (NPD). Solomon (1982) found that the NPD discriminates between healthy and pathological self-esteem.

Millon (1977) included a narcissistic personality scale in his Millon Clinical Multiaxial Inventory (MCMI), however an assessment of the validity of this scale has yet to be extended. Watson (1965) developed a Sentence Completion task to measure individual's narcissistic fantasies.

Projective instruments have also been used to assess narcissism. Utilizing the Rorschach, Exner (1969), Harder, (1979), and Urist (1977) reported attempts to assess individual differences on this construct. In addition,

Grayden (1958), Harder (1979), and Young (1959) attempted to measure narcissism using the Thematic Apperception Test (TAT).

It should be noted, though, that these authors were attempting to assess pathological (i.e. clinical) levels of narcissism. The origination of the Narcissistic Personality Inventory (NPI) by Raskin and Hall (1979) represents the first systematic empirically-derived attempt to measure individual differences of non-pathological (i.e. subclinical) levels of narcissism.

The Narcissistic Personality Inventory (NPI) developed by Raskin and Hall (1979), is a 54-item, self-report, forced-choice questionnaire. Items comprising the inventory are based on criteria listed in the Diagnostic and Statistical Manual of Mental Disorders, 3rd edition ((DSM-III) American Psychiatric Association, 1980) for the Narcissistic Personality Disorder: (a) grandiose sense of self-importance and uniqueness, (b) preoccupation with fantasies of unlimited success, power, beauty, or ideal love, (c) exhibitionism, that is, requiring constant attention and admiration, (d) entitlement involving the expectation of special favors without reciprocation, and (e) interpersonal exploitiveness.

Although the inventory is based on these clinical criteria, it is assumed that behaviors constituting pathological narcissism, when exhibited in less extreme

forms, are prevalent among individuals in the general population, and therefore reflective of narcissism as a subclinical personality trait.

The development of an assessment tool to measure individual differences in narcissism has spurred the generation of much research utilizing the NPI. Studies (Emmons, 1984; Raskin & Hall, 1981) assessing the reliability and construct validity of the NPI have been conducted as well as have factor analytic analyses of the 54-item questionnaire.

Raskin and Hall (1981) reported an 8-week alternate-form reliability of .72 and also found that NPI scores were positively related to Eysenck's extraversion and psychoticism scales.

Through factor analysis, Emmons (1984) identified four factors of the NPI: Exploiteness/Entitlement, Leadership/Authority, Superiority/Arrogance, and Self-Absorption/Self-Admiration.

Recently, Raskin and Terry (1988) using principal-components analysis found evidence for a general construct of narcissism and seven first-order components: Authority, Exhibitionism, Superiority, Vanity, Exploiteness, Entitlement, and Self-Sufficiency. They also found evidence for the construct validity using indexes derived from observational and self-report data.

Other research has focused on the relationship of

narcissism to other personality characteristics. Raskin (1980) found a small correlation between narcissism and creativity. Raskin (1981) also reports a positive relationship between narcissism and the use of first-person pronouns and a negative relationship between NPI scores and the use of first-person plural pronouns. Emmons (1984) found that with the exception of the factor Exploiteness/Entitlement, all of the factors were highly correlated with self-esteem. Watson, Grisham, Trotter, and Biderman (1984) found that scores on the NPI correlated negatively with measures of empathy.

Biscardi and Schill (1985) in a study of narcissism, defensive style, machiavellianism, and empathy found that higher narcissism scores were positively associated with defensive categories that involved the outward expression of aggression and negatively associated with categories that avoid or inhibit aggressive expression.

LaVopa (1981) found that NPI scores were positively correlated with a measure of Machiavellianism for women but not for men. Watson, Taylor, and Morris (1987) in a study examining the relationship between narcissism, sex role orientation, and gender found that males and masculine individuals were not higher in their levels of maladaptive narcissism, and that masculinity promotes adaptive narcissism. Femininity, on the other hand, appeared to inhibit the display of a maladaptive exploitive self-

concern. Carroll (1989) using the NPI and Bem Sex Role Inventory found that NPI scores were significantly higher for masculine-typed individuals than for feminine-typed, androgynous, or undifferentiated sex role oriented individuals.

Prifitera and Ryan (1984) found that NPI scores differentiated between narcissistic and non-narcissistic psychiatric patients. Watson, Hood, and Morris (1984) found that NPI scores were negatively correlated with intrinsic religious values. Finally, Joubert (1986) found narcissism and social interest to be inversely correlated.

This extensive collection of statistical findings has broadened significantly the research base surrounding the occurrence of narcissism as a subclinical entity (i.e. a personality trait). However, little attention has been paid to examining individual differences in interpersonal attraction with respect to this type of narcissism. The overall purpose of the research project described here is to broaden the study of subclinical narcissism to include this domain.

The premise for the study described below was modeled after a study by Stephens, Hokanson, and Welker (1987) which examined interpersonal attraction with regard to depression and found that depressed persons were rated negatively on a variety of interpersonal attractiveness measures. Similarly, the study described below was designed to examine

interpersonal attractiveness not with the depressed person, but rather with the subclinically narcissistic person.

CHAPTER III

METHOD

Hypotheses

The following null hypotheses were tested:

- Ho 1: There will be no significant difference in Interest in Further Interaction (IFI) scores across the three personality styles (Narcissistic, Dependent, and Neutral).
- Ho 2: There will be no significant difference in Acceptance-Rejection (A-R) scores across the three personality styles.
- Ho 3: There will be no significant difference in Psychological Functioning (PFxn) scores across the three personality styles.
- Ho 4: There will be no significant difference in Social Capacities Functioning (SFxn) scores across the three personality styles.
- Ho 5: There will be no relationship among Narcissistic Personality Inventory (NPI) scores and IFI, A-R, PFxn and SFxn scores for each of the three personality styles.

Subjects

Fifty-four female undergraduates from suburban community colleges participated as volunteers. The subjects were predominantly white, ranging in age from 16-24 ($x = 19.44$, $sd = 2.02$). Although the mean class standing was sophomore, the modal class standing was freshman ($n=21$). Forty one percent were freshmen, 29% were sophomores, 20% were juniors, and 10% were seniors.

Procedures

All subjects were instructed to complete the Narcissistic Personality Inventory (NPI; Raskin & Hall, 1979) at the outset of the experimental session. They were then asked to view three 7-minute video tapes, depicting three non-pathological personality types: a) Narcissistic, b) Dependent, and c) Neutral. During the 10-minute intervals following the viewing of each of the three videotapes, the subjects were asked to complete the Coyne Questionnaire (Coyne, 1976) in response to the individual observed in each of the three videotapes. That is to say that the Coyne Questionnaire was completed by all subjects a total of three times, once after each viewing of the three personality style videotapes.

Instrumentation

Narcissistic Personality Inventory

All participants completed the Narcissistic

personality Inventory (NPI) (see Appendix B) at the outset of the experimental session for the purpose of assessing individual levels of narcissism. The NPI was developed by Raskin and Hall (1979) and consists of 54-items. The instrument is designed as a self-report, forced-choice questionnaire. Items comprising the inventory are based on the Diagnostic and Statistical Manual of Mental Disorders, 3rd edition (DSM-III) (American Psychiatric Association, 1980) criteria for the Narcissistic Personality Disorder. Although the inventory is based on these criteria, it is assumed that behaviors constituting pathological narcissism, when exhibited in less extreme forms, are prevalent among individuals in the general population, and therefore reflective of narcissism as a subclinical personality trait.

The following is an example of an NPI forced-choice item:

- Ex. A. I am a born leader.
- B. Leadership is a quality that takes a long time to develop.

Coyne Questionnaire

The Coyne Questionnaire was completed three times by all subjects. This instrument (see Appendix C), developed by Coyne (1976), embodies three main areas of interpersonal

relating, requiring a total of 14 responses. The three subscales include: Interest in Further Interaction, Acceptance-Rejection, and Functioning. The Functioning subscale is further differentiated into Psychological Functioning and Social Capacities Functioning.

Interest in Further Interaction (IFI) Subscale

This scale comprises 6 questions which require the subject to rate, on a 5-point Likert-type scale ranging from "No, Definitely Not Interested" to "Yes, Strongly Interested," the extent to which he or she would like to pursue further interaction with a particular individual determined by the experimenter. An example question is: "How interested or willing would you be to sit beside him/her on a 3-hour bus trip?"

Acceptance-Rejection (A-R) Subscale

This scale comprises 3 questions which require the subject to rate, on a 5-point Likert-type scale ranging from "No Difficulty" to "Extreme Difficulty," his or her level of difficulty in accepting and getting along with a particular individual in particular situations. An example situation is: "As a close friend with whom you spend a great deal of your time."

Psychological Functioning (PFxn) and Social Capacities Functioning (SFxn) Subscale

This Functioning scale contains one question which requires the subject to assess the Psychological Functioning of the observed individual on a 5-point Likert-type scale from "Not At All Disturbed" to "Extremely Disturbed." Four subsequent questions require the subject to assess the individual's probable ability to function in specific Social Capacities using a 5-point Likert-type scale ranging from "Entirely Adequately" to "Not At All Adequately." An example of a specific capacity is: "As an employee."

Narrative Script Preparation

The Narcissistic script was derived from empirical studies of narcissism (Emmons, 1981; Emmons, 1984; Watson, Grisham, Trotter, and Biderman, 1984) and from the diagnostic criteria for the Narcissistic Personality Disorder outlined in the Diagnostic and Statistical Manual 3rd ed. (DSM-III; American Psychiatric Association, 1980). For example, the narcissistic script portrayed a freshman woman who is extroverted, exploitive, sensation-seeking, and envious of others.

Similarly, the Dependent script was derived from the

diagnostic criteria for the Dependent Personality Disorder outlined in the DSM-III. Such criteria incorporated into the script include: inability to make everyday decisions without an excessive amount of advice or reassurance from others, difficulty initiating projects, and feelings of devastation or helplessness when close relationships end. The Neutral script was composed void of both narcissistic and dependent characteristics. (See Appendix A for all scripts).

Piloting of the narcissistic scripts involved the solicitation of twenty-five college-age females who were unaware of the purpose of the study. All were asked to complete the NPI (Raskin & Hall, 1979) and subsequently, the Coyne (1976) questionnaire in response to the reading of each narrative script. In addition, all participants were asked to provide verbal feedback describing the nature of the personality depicted in each script as well as the authenticity of the dialogue. Narrative scripts underwent refinement according to feedback data from the pilot results.

Following the initial piloting, Counseling Psychology doctoral students (n=17) blind to the purpose of the study, were asked to rate each script on seven 7-point scales:

- 1) dependent--independent
- 2) self-centered--self-sacrificing
- 3) conceited--self-deprecating

- 4) dominant--submissive
- 5) assertive--passive
- 6) makes decisions easily--has difficulty making decisions
- 7) very aware of others' feelings--not at all aware of others' feelings

Using the results of the data, a one-way analysis of variance was performed across the scripts using the 7-point rating scale values as the dependent measure. Results yielded significant F ratios ($p < .001$) across all means in all instances (see Appendix D Table 1 for details).

Videotape Preparation

Each of the three specially prepared videotapes depicted an interview in which the topic was college life. Interviewer questions remained constant across all scripts, while interviewee responses were drafted in correspondence with the qualities of the intended personality style to be conveyed in each of the three tapes.

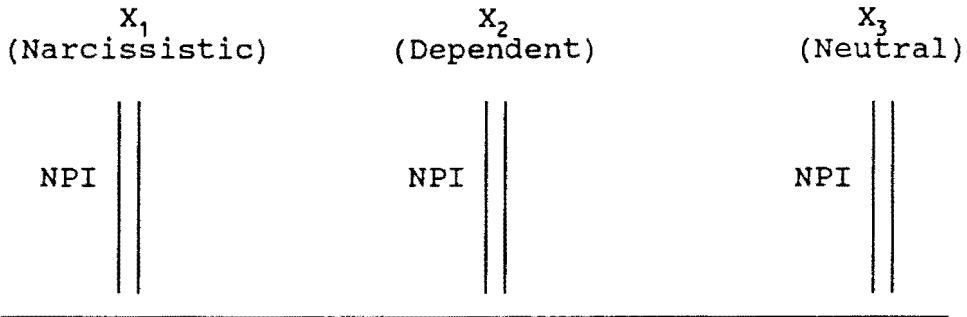
A Master's student in Counseling served as the Interviewer across each of the three videotapes. Each of the three personalities was depicted by a separate actress and represented a female freshman living in the campus residences. These actresses were solicited from the

education and acting departments and an experienced actress directed the production of the videotapes.

It is important to note that prior to selecting the actresses, a physical attractiveness ranking of the actresses was employed to diminish potentially confounding effects of this factor. Eight face and shoulder pictures, three of which were the intended actresses, were presented in random order to twenty college-age females. The participants were instructed to rank order the pictures in order of physical attractiveness from most to least attractive. The three actresses who actually participated in the film were rated consistently in the upper 50% with regard to attractiveness. These three actresses were then randomly assigned to one of the three personality style conditions (i.e. Narcissistic, Dependent, and Neutral). It is important to note that the interviewer's facial expressions remained the same across all three videotapes. This was controlled for by filming the interviewer separately and then adding these facial clips into all three of the videotapes in the same order during the editing process. The presentation of videotapes to the subjects was counterbalanced throughout the series of experimental sessions.

Design and Statistical Analysis

Analytic Paradigm



where:

Covariate = NPI scores.

Independent variable = personality styles (Narcissistic, Dependent, and Neutral).

Dependent variables = subscales of the Coyne inventory:
 Interest in Further Interaction (IFI), Acceptance-Rejection (A-R),
 Psychological Functioning (PFxn),
 Social Capacities Functioning (SFxn).

CHAPTER IV

RESULTS

One-way analyses of variance and post hoc Tukey tests were applied to each subscale of the Coyne Interpersonal Attraction Inventory (1976) revealing significant main effects for three of the four subscales (see Appendix E Table 2 for a comparative summary listing all means).

For the Interest in Further Interaction (IFI) subscale, significant differences were found in the means across all three personality styles (i.e. Narcissistic, Dependent, and Neutral) ($F(2,158) = 100.42, p < .0001$). The range of the scale was from 6 to 30 with higher ratings indicating greater interest in further interaction.

The Neutral personality style was rated significantly highest on this dimension receiving a mean rating of 22.08. The Dependent personality was rated significantly lower ($x = 11.74$) and the Narcissistic personality style was rated significantly lowest ($x = 8.76$). Therefore, null hypothesis number one was rejected indicating that there were significantly different responses across the personality styles, with the highest interest in further interaction rating being associated (in descending order) with the

Neutral, then Dependent, and finally Narcissistic style.

For the Acceptance-Rejection (A-R) subscale, there were significant differences found in the means across all three personality types ($F(2,156) = 80.02, p < .0001$). The range of this scale is from 3 to 15. A high score indicates lower acceptance and greater rejection. The Narcissistic personality style was rated significantly highest ($\bar{x} = 10.67$). The Dependent personality style was rated significantly lower receiving a mean rating of 7.68, and the Neutral style was rated significantly lowest with a mean rating of 4.25.

Given these findings, null hypothesis number two was also rejected indicating the existence of significantly different responses across the personality styles, with the highest score (i.e. lowest acceptance, greatest rejection) being associated (in descending order) with the Narcissistic, then Dependent, and finally Neutral style.

The Functioning subscale was differentiated into psychological functioning and social capacities functioning. For the Psychological Functioning (PFxn) subscale, a high score indicates a higher perceived degree of psychological disturbance. No significant difference was found between the means of the Narcissistic and Dependent personality styles. However, the Neutral personality was rated significantly lower by the respondents than both of the other two personality styles ($F(2,141) = 48.11, p < .0001$).

This scale ranges from 1 to 5. The Narcissistic and Dependent Personalities received mean scores of 2.82 and 2.63, respectively. In contrast, the Neutral personality style received a mean rating of 1.09. These findings indicate that null hypothesis number three was only partially rejected. That is to say that a significantly different response was found only for the Neutral personality style which received the lowest rating. Ratings for the Narcissistic and Dependent styles, however, were not found to be significantly different.

For the Social Capacities Functioning (SF_{xn}) subscale, significant differences were found in the means across all three personality styles ($F(2,155) = 136.61, p < .0001$). The range of this scale is from 4 to 20. High scores on this scale indicate a perceived greater difficulty in functioning in a particular social capacity.

The Narcissistic style was rated highest, with a mean score of 15.85. The Dependent style significantly lower ($\bar{x} = 11.74$), and the Neutral style was rated significantly lowest ($\bar{x} = 7.04$).

These results support the rejection of null hypothesis number four indicating that significantly different responses exist across the personality styles, with the highest score being held (in descending order) by the Narcissistic, then Dependent, and finally Neutral style.

Covariance analyses of variance revealed significant

covariate results between scores on the NPI and the Coyne Interpersonal Attraction ratings for only one subscale, Psychological Functioning (PFxn) ($F(1,140) = 5.72, p < .02$). Null hypothesis number five was only partially rejected since only on the PFxn subscale was a significant covariance relationship found.

A post hoc scattergram analysis of the data of the PFxn scale revealed that for the Neutral personality there was little to no variance with respect to the responses to the personality styles and therefore, no variance with which NPI scores might covary.

It should be noted that for the Narcissistic personality, a weak trend was detected. Individuals with low NPI scores (i.e. low levels of narcissism) perceived the Narcissistic personality portrayal as more psychologically healthy. Subjects with medium levels of narcissism viewed the character as moderately to extremely unhealthy. Finally, high scores on the NPI did little to predict the psychological health of the character. That is, a linear trend was detected through the low range of the NPI scores, it shifted in the moderate range of the NPI, and diffused throughout the range of the high NPI scores.

For the Dependent personality, a definite linear trend was found. Individuals with low NPI scores viewed the Dependent character as highly psychologically healthy. Subjects with medium NPI scores perceived the Dependent

personality as moderately psychologically healthy. And, subjects with high NPI scores perceived the Dependent personality to be psychologically unhealthy. That is, as the respondent becomes more narcissistic, his or her perception of the Dependent character as psychologically healthy diminished.

Finally, Pearson Product Correlation coefficients were calculated for NPI scores and responses to the Narcissistic ($r = .11$) and Dependent ($r = .43$) personality styles for the Psychological Functioning scale. These small, positive correlation coefficients support the weak positive relationship between NPI responses and psychological health ratings of the Narcissistic and Dependent styles found in their respective post hoc scattergram analyses.

CHAPTER V

DISCUSSION

Overall, results were consistent with the experimenters' initial hypotheses concerning the relationship of the interpersonal attractiveness and the Narcissistic personality style. The Narcissistic personality was found to be: a) the least attractive personality in response to questions regarding interest in further interaction with the personality, b) the least acceptable and most rejectable in social situations, c) as psychologically healthy (or "unhealthy") as the Dependent personality, and d) the least adequately functioning of the personalities in various social capacities.

As expected, on a measurement of interest in further interaction, the Neutral personality received the highest rating (i.e. most interested), the Dependent personality received a lower rating, and the Narcissistic personality the lowest.

The 5-point bipolar scale ranged from "No, Definitely Not Interested" to "Yes, Strongly Interested" and the theoretical range of the scale was from 6 to 30. The Neutral style received a mean rating of 22.08, a score which

is much greater than that of the Dependent style which received a mean rating of 11.74. The Narcissistic personality received an even lower mean score of 8.76-- only 2.76 points above the theoretical minimum.

With regard to acceptance and rejection, the Narcissistic personality was found least acceptable and most rejectable, the Dependent personality received the next lowest rating, and the Neutral personality received the lowest acceptance-rejection rating (i.e. was rated most acceptable-least rejectable).

This 5-point scale ranged from "No Difficulty" to "Extreme Difficulty" in accepting the depicted personality style and had a theoretical point-range of 3 to 15. The Neutral style was rated the most acceptable and received a mean score of 4.25. The Dependent style received a mean rating of 7.68, and the Narcissistic personality, which was perceived as the least personally acceptable, received the highest rating of 10.67.

Concerning the psychological health of the personalities, the Narcissistic and Dependent styles were perceived to be of similar healthiness, and the Neutral style was viewed as the most healthy. This scale ranged from 1 to 5. The endpoints of this bipolar scale were "Not At All Disturbed" and "Extremely Disturbed."

The Neutral style received a mean rating of 1.09 which registers closest to the "Not At All Disturbed" point on the

scale. However, the Narcissistic and Dependent personalities received mean ratings of 2.82 and 2.63 respectively. These values register between the points "Slightly Disturbed" and "Moderately Disturbed," and register closer to the latter.

On the final scale, mean ratings indicated subjects' perception of the personalities' abilities to function in various social capacities. The 5-point bipolar scale ranged from "Entirely Adequately" to "Not At All Adequately" and ranged in point value from 4 to 20.

The Neutral style received the lowest rating (i.e. was rated the highest in ability to function adequately) receiving a mean score of 7.04. The Dependent personality received a mean rating of 11.74, and the Narcissistic style received the highest mean score of 15.85.

A variable which warrants particular consideration here is the social expectations of females for females. Other authors (Carroll, 1989; Watson, Taylor, & Morris, 1987) have indicated that narcissism is correlated with masculine sex role behaviors. It may be that narcissistic traits displayed by a female are considered unacceptable and inappropriate, thus at least partially explaining the consistently low level of popularity of the depicted narcissistic personality.

A post hoc scattergram analysis revealed that individual NPI scores covaried weakly with assessments of the psychological health of the Narcissistic style. A

linear relationship was found between low NPI scores and low PFxn scores, but throughout the moderate range of NPI scores, the individual was perceived as moderately to extremely psychologically unhealthy. The relationship between NPI and PFxn scores diffused at the extreme high range of the NPI scores.

The Pearson Product correlation coefficient was calculated for NPI scores and responses to the Narcissistic personality type ($r = .11$). This small, positive correlation coefficient supports the weak positive relationship found between NPI responses and psychological health ratings of this style in the scattergram analysis.

These findings indicate that individuals with low levels of narcissism viewed the Narcissistic character as psychologically healthy, and that individuals with moderate levels of narcissism perceived the character to be moderately to extremely psychologically unhealthy. It is important to note that the linear concept does not entirely apply here because there is a great deal of variance in scores at both extremes of the NPI. Yet, perhaps more importantly, the basic concept upon which the NPI was developed is that moderate levels of narcissism are adaptive, but that extreme levels of narcissism are maladaptive. It may be hypothesized, then, that scores at either end (low or high scores) of the NPI's range begin to approach such maladaptive levels of the personality trait.

Therefore, it makes conceptual sense that individuals scoring in the moderate range on the NPI (i.e. those with adaptive levels of narcissism) viewed the Narcissistic character as unhealthy.

However, the finding that individuals scoring low on the NPI viewed the character as more psychologically healthy is open for considerable speculation at this time. It may be that the characteristics depicted in the videotaped portrayal of the Narcissistic character were perceived as positive by individuals in this group because these characteristics represent traits which the subject feels she lacks. For example, the characteristics may be perceived as adaptive levels of assertiveness, strength of character, perseverance, and so forth, rather than maladaptive levels of these characteristics.

Individual scores on the NPI covaried moderately with PFXN scores for the Dependent personality. That is, for the Dependent personality, a definite linear trend was found. Individuals with low NPI scores viewed the Dependent character as highly psychologically healthy. Subjects with medium NPI scores perceived the Dependent personality as moderately psychologically healthy. And, subjects with high NPI scores perceived the personality to be psychologically unhealthy.

The Pearson Product correlation coefficient was calculated for NPI scores and responses to the Dependent

style ($r = .43$). This small, positive correlation coefficient supports the moderate positive relationship found between NPI responses and psychological health ratings of the Dependent styles found in the scattergram analysis.

A possible explanation for the finding that individuals low in narcissism perceived the Dependent character as highly psychologically healthy may be that they are able to identify with some of the traits portrayed by the personality and are therefore less willing to "brand" the person as less than healthy. It should be noted, however, that no claim is being made that low levels of narcissism are equivalent to dependent characteristics or that narcissism and dependency are polar opposites. However, some characteristics are likely shared by these low-level narcissistic and dependent individuals.

The finding that individuals high in narcissism viewed the Dependent character as very to extremely psychologically unhealthy is also open to speculation. However, this finding is consistent with theoretical conceptions of the narcissistic character.

Narcissistic individuals reportedly feel a sense of grandiosity and entitlement (i.e. that they should come first, be excused because of special circumstances). The internal structure of these people parasitically thrives upon the attention of others. Because of these types of perceptual experiences, it may be that these individuals

view others who are submissive, indecisive, catering to others, and so forth (as was depicted in the Dependent videotape) as extremely unhealthy psychologically.

Although the overall results related to each of the subscales were found to be consistent with the experimenters' initial hypotheses, the question of the relationship of interpersonal attraction to differential levels of narcissism remains ambiguous. That is, for all but one subscale, no relationship was found between the subjects' individual levels of narcissism and their level of attraction to the Narcissistic, Dependent, and Neutral styles. Some plausible explanations for these findings are offered below.

Subjects were administered the NPI and Coyne in small groups. Peers' sporadic verbalized opinions uttered in response to the personality depicted during or after the viewings of any of the videotapes may have influenced subjects' interpersonal attractiveness ratings of the personalities. That is, if the experiment were conducted with each subject individually rather than with small groups, the potential for group pressure would have been eliminated as a possible confounding effect. Perhaps a more efficient means of controlling for the effects of group pressure would be to ask at the outset that subjects remain silent during the experimental session.

Yet another plausible explanation for the ambiguous

results with regard to subjects' levels of narcissism and interpersonal attractiveness is that the methodology was "artificial" in that the interaction of subject and the three personality styles was not real. In real life, there is a two-way interaction between people from which the parties form perceptions about one another. In this study however, the subject did not actually interact with the personalities, but rather, observed them. This unnatural situation may have also been a contributing factor to the ambiguous results.

Also, there is a question of the authenticity of the scripts. Although all scripts were carefully derived and piloted, there still exists the possibility that the personalities depicted in the Narcissistic and Dependent tapes represented caricatures of the styles. This argument may be supported by the very rationale and methods employed in the derivation of the scripts.

That is, both the Narcissistic and Dependent personalities were based on the criteria described for their respective personality disorders as outlined in the DSM-III (American Psychiatric Association, 1980). Although it was assumed that these criteria depicted in less exaggerated form would be representative of each style, this assumption is certainly open to criticism.

Yet another question which remains surrounds the piloting procedures. It is possible that pilot results

would have been different if the videotape portrayals, rather than the written scripts, had been piloted. Replicators should use the videotapes in their piloting procedures.

Still to be investigated are the male and cross-gender interpersonal reactions to the Narcissistic style. That is, a next step might entail an investigation of male responses to a male in the Narcissistic role as well as cross-gender perceptions of both males and females in the Narcissistic role. These investigations might lend some insight into whether the low popularity of the Narcissistic personality is confounded by the issue of gender and concurrently help to unearth current social role expectancies for females and males in an era in which sex role expectancies are undergoing dramatic change.

In summary, the purpose of this study was to investigate the interpersonal consequences of differential, subclinical levels of narcissism. The research design entailed a videotaped depiction of three subclinical personality styles (Narcissistic, Dependent, and Neutral) of three college-aged females to which fifty-four subjects responded through completion of the Coyne (1976) Interpersonal Attractiveness Questionnaire which comprises four subscales.

Subjects' levels of narcissism, as measured by the Narcissistic Personality Inventory ((NPI) Raskin & Hall,

1979) were hypothesized to covary with their reactions to the three personality styles. In addition, it was hypothesized that the Narcissistic style would be viewed as the least interpersonally attractive of the personalities.

Results of one-way analyses of variance and post hoc Tukey tests revealed that the Narcissistic personality was found to be: a) the least attractive personality in response to questions regarding interest in further interaction with the personality, b) the least acceptable and most rejectable in social situations, c) as psychologically unhealthy as the Dependent personality, and d) the least adequately functioning of the personalities in various social capacities. However, covariate effects were found for only one subscale, Psychological Functioning (PFxn).

A post hoc scattergram analysis of the data of the PFxn scale revealed for the Neutral personality that there was little to no variance in responses to the personality types and therefore, no variance with which NPI scores might covary.

For the Narcissistic personality, a weak trend was detected. Individuals with low NPI scores (i.e. low levels of narcissism) perceived the Narcissistic personality portrayal as more psychologically healthy. Subjects with medium levels of narcissism viewed the character as moderately to extremely psychologically unhealthy. Finally,

high scores on the NPI did little to predict the psychological health of the character. That is, a linear trend was detected throughout the low range of the NPI scores, however, this trend then dipped dramatically into the moderately to extremely psychologically unhealthy range throughout the medium range of NPI scores, and finally, the trend was diffused throughout the high range of NPI scores.

For the Dependent personality, a definite linear trend was found. Individuals with low NPI scores viewed the Dependent character as highly psychologically healthy. Subjects with medium NPI scores perceived the Dependent personality as moderately psychologically healthy. And, subjects with high NPI scores perceived the personality to be psychologically unhealthy. That is, an inverse linear relationship was found indicating that as level of narcissism increases, perception of the Dependent character as psychologically healthy decreases.

Finally, a discussion of interpretations of the findings and suggestions for continued research were presented.

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APPENDIX A

NARCISSISTIC SCRIPT

I=INTERVIEWER

R=INTERVIEWEE

I: What are your career interests?

R: Well, right now I'm majoring in business. I want to work for a large corporation after graduation. I'll probably start out in an entry level marketing position but I should be promoted through to executive ranks say within five to ten years. My goal is to become a CEO of a major corporation in about ten years.

I know I'll have to get my MBA eventually. I'm planning on earning the degree while I'm working and having the company pay for it. I'll probably go to Wharton School of Business-- since it's got the best reputation in the country.

I: Why Business?

R: One of my best qualities is my ability to lead people. My friends say I've got this natural talent for getting people motivated. It's kind of neat having all that power and influence over things.

I: What is your current living situation?

R: I live in the residence halls right now. Living on campus is really the best way to get to meet people. Like a lot of girls on my floor like to hang out in my room. A lot of us have the same classes and we sort of get into joking-- you know, sort of making fun of some of our professors. I think they like my stories about classes and stuff because they always seem to hang out in my room. The bad part about it is that I can't get much studying done in my room. Also, a few of the girls talked me into running for hall council and that's been taking up a lot of my time.

I: Could you tell me a bit more about the friendships you've made since starting here at school?

R: Well, I'm the kind of person who doesn't like to be tied down too much in the sense of having a "best friend." I have friends I like to do certain things with at certain times. Like I've got this one friend-- she and I love to go clothes shopping. We both have great taste and she has a good eye for what looks nice on me and what doesn't and vice versa. I really love clothes... and my physical appearance is real important to me-- like I'll get upset when people don't notice how I look. So, she's a good friend to do that kind of stuff with.

I: How would your friends describe you?

R: (laughs) Well, I guess they'd say I'm a pretty strong personality type. I really know what I want and I usually go after it. Some people really like that quality and some don't. I'd say that my friends respect me though. They'd probably say I was a bit of a show off at times...that I talk too much...that I like being the center of attention...I'm ambitious...I'm uninhibited...I'm assertive.

I: Have you dated since you've started here at college?

R: Well, I've been seeing this one guy since high school. He's really cute, but you know...I guess the chemistry just isn't right. I think he's kind of hung up on my though... and we have had some fun times together. His family's got lots of money so we've been able to go to some really neat places together. Like last Christmas I went skiing in Aspen with him and his family. Oh yeah, he bought me this diamond chip necklace I'm wearing.

I think he suspects that I've been seeing other guys since I've been away at school but...I never promised him I wouldn't see other guys...besides, it's not like we're married or anything. One time he got really upset when he called one night and my roommate made the mistake of telling him I was out with this guy. He got really upset, but you

know, I hate it when guys make scenes like that.

I: You mentioned being a business major, could you tell us a bit more about how things are going academically for you?

R: Well, right now I've got a 2.5 GPA but that's because of this one professor I had last semester for Business Law. He gave me a "D" for the course. You know I had a lot of problems last semester. I was sick with a bad case of the flu for a while, and you know my room is like some sorority house or something. I can't get much done. I went to him during his office hours and tried to explain my special circumstances to him. You know it's kind of ironic-- I've got this reputation with the people in my high school as "the girl who can talk her way out of anything" and it is true that I've always been able to read people really well...but, no such luck with this guy. Hard as nails. I really think he had it out for me. He gave me a 50 out of a possible 80 points on the midterm.. He wrote these comments on my exam suggesting that I misinterpreted a couple of the questions. I was so fuming mad.

And I can't believe that my roommate managed to get an "A" off the guy. She's real brainy...people like that make me so envious.

I: What sort of leisure activities do you enjoy?

R: Oh gee...I've got a whole lot of interests. I was in the drama club in high school and had the lead in our senior class play. I really liked acting. As a matter of fact, I'm thinking about being in the University theatre group here. There was something about being on center stage with all those people's eyes focused on me. The applause was such a rush. A lot of people in high school kept telling me I was good and that I should go into acting, but I wasn't willing to sacrifice all you need to until you supposedly get the Big Break. I guess money and prestige are too important to me.

Actually, I guess you could say my interests are kind of unique. Like recently I developed this fascination with the idea of skydiving. I signed up for skydiving lessons which I'm really excited about. My friends are sort of in awe of the whole thing. I really like to do things like that-- kind of adventurous, wild, and crazy. Last summer I went white water rafting in Colorado on what was considered to be one of the most dangerous rivers in the country. It was an experience of a lifetime.

I: Well, thanks for the opportunity to talk with you.

R: Your welcome. Any time. Hey, I actually enjoyed this.

I: Thank you.

DEPENDENT SCRIPT

I: INTERVIEWER

P: INTERVIEWEE

I: What are your career interests?

P: Well, right now I'm classified as an "undeclared" student. I've had a lot of trouble deciding what my major should be and I'm really feeling kind of pressured into making a decision. My parents have been pushing me to go into pharmacy because my cousin is a pharmacist and he really likes it. But, I don't know, it just doesn't seem like it would be all that interesting to me. My parents had me go to the Career Planning and Placement Center on campus for some help. I just started seeing a counselor and had to take a bunch of tests and stuff. I think the tests are supposed to tell you what kind of career you'd be good at, so hopefully, I'll have a better idea once I get the results back and talk to my counselor.

I: What is your current living situation?

P: Right now I'm living in the residence halls, but my friend and I have got plans to find an apartment together

for next semester. She and I both really hate the noise in the hall-- we can't get any studying done. It's sort of hard to get to know people in such a huge building. It's like those huge lecture halls they put all the students into...it's really kind of cold and impersonal. My friend suggested we try finding an apartment with a couple of other girls. My parents were pretty OK about the idea, although at first they were a little concerned about the extra cost. My mom is really kind of protective of me so she was not particularly keen about my living away from home anyway.

I: Tell me a little about the friendships you've made since starting school.

P: Well, I've made only one really close friend... she's the one who is going to share the apartment with us. We met in a speech class we had together. We were sitting next to each other the first day of class and started talking to each other. We were both really nervous about having to give speeches in the class and started complain to one another about having to take the course as a school requirement. From there, we found we had a lot in common. Like we're both the youngest in our families, we dated one boyfriend all through high school, we have similar interests...like we both love real old movies and we love staying up all night just sitting around talking.

I: How would your friends describe you?

P: Hmmm...that's a hard one. I guess they'd say I'm not the type to have lots and lots of friends, but I do have a few really close friendships. I like people a lot, but usually more on a one-on-one basis. I hate being alone. Like I go stir crazy if I know I have to be by myself for a while. I always plan to go home for the weekends if I know no one else is going to be around.

I'd say I'm pretty good to my friends...I really, really value friendship a lot. Like it would take a lot for me to end a friendship. My family moved once when I was in seventh grade and I remember it was kind of traumatic at the time...I still write to my best friend from where we used to live.

I guess they'd say my worst fault was my difficulty in making decisions...Like sometimes, I just can't make up my mind about what I want and I'll usually go around and ask half the world what they would do before I make my decision. (starts to laugh)...Like last night a few of us from the hall were going out to dinner and we were trying to decide on a restaurant. My girlfriend started teasing me about how I never pick the restaurant-- I always just go along with what everyone else wants. I guess it's true...

I: Have you dated since you've started school?

P: No... (starts to tear). Things were really bad at the beginning of school. I met my boyfriend freshman year in high school and we dated all through high school. He was supposed to come to school here, originally, but he was offered more scholarship money at another school in the East. I was so upset when he made the decision not to come here. I was really counting on us being together and we had begun making plans about a future together after graduation. So, between being really disappointed about my boyfriend, missing him, and being homesick, the first few weeks of school were really, really rough. I didn't think I was going to make it, as a matter of fact. I called my boyfriend every day and cried. My girlfriend here really helped me get through it all. Thank God I had her shoulder to cry on.

Things are a little better now between my boyfriend and me though because he says he wants to try to get together during our break. Even though there's all this distance between us and we don't get to see each other much, I'm feeling more optimistic that things will work out with us...like he's not going to forget about me. I know I'm certainly not interested in seeing other guys anyway...

I: How are things going for you academically right now?

P: Oh, pretty good, I guess...you know, you always think

you should do better. I've got this one class now that's really tough. The students say that the guy never gives any grade higher than a "B" and that half the kids flunk the class. I've been really working hard...like I've been studying for the class just about every night. My first paper was about 35 pages long and he only gave me a "B+" on it.

I: What sort of leisure activities do you enjoy?

P: My boyfriend is really into football. He's on a football scholarship now. He played all through high school, so I'd go to all his games and I'd watch him practice a lot. (Laughs) I guess I know all there is to know about football. He's kind of athletic so we play racquetball once and a while...but he's usually bored when he plays with me.

I don't know...I guess since I've been away at school I really haven't done that much. My roommate talked me into going to aerobics class with her on Thursdays. And, usually I go home on the weekends to be with my family. My mom and I go clothes shopping just about every time I go home.

I: Well, I'd like to thank you for the opportunity to talk with you this morning.

P: Sure, I was kind of nervous about doing this at first,
but it really wasn't too bad.

NEUTRAL SCRIPT

I: INTERVIEWER

U: INTERVIEWEE

I: What are your career interests?

U: I'm a psych major. Right now I'm not really sure what I'll do with the degree. At first I was thinking about going into clinical psych and getting my doctorate, but now I'm really undecided. It's quite a commitment from what I understand and I'm not sure if that's really what I want to do yet. In any case, I think I'll get my B.A. and get a job for a while before I go on to grad school. I like school but I also enjoy working and earning a steady income. I'd love to have enough money to do some traveling-- maybe do a cross-country trip some time. In any case, I figure I need a little time in between undergrad and grad school. It would be kind of nice to have some other experiences in life besides just being a "student."

I: What make you interested in choosing psychology as a major?

U: Well, I'm not sure exactly. I think it's because I basically really like people. People are really

fascinating. I'm interested in why they behave the way they do. You know, sometimes I just like to sit in a crowded public place and just observe different people... you know, how they dress, act, and talk...I'm also interested in a career where I can help people in some way. I think that's really, really important. But you know, they say a lot of those social service jobs pay very, very little. I'm not interested in being rich, but I'll want to earn enough to live comfortably and to travel and stuff.

I: What is your current living situation?

U: I live in the residence halls on campus. It was sort of difficult at first getting used to having so many people around all the time and you know, I missed my old friends and family and stuff. The idea of sharing a room with someone I didn't know at all was kind of scary, but my roommate and I get along really well. It's made such a difference having a good relationship where we both do the compromising at times... I think maybe our relationship is kind of unusual, considering the horror stories I hear from other people about their roommates.

Actually, the one thing I really don't like about the residence halls is the noise. And the library is almost as noisy as the hall. But I've discovered a new spot to study and that's better now too.

I: Tell me a little about the friendships you've made since starting here at the university.

U: Well, I guess I'm closest to my roommate. We are sort of alike in a lot of ways. Neither one of us is a "joiner" in the sense of belonging to a sorority or organized campus groups. We're not real party goers, but we're not real intellectuals either. Were just not into cliques. I guess...it sort of makes it harder to get to know people sometimes.

Actually, come to think of it, most of my friends are people I met either through my roommate or in my classes.

I: How would your friends describe you?

U: Hmmm...this is one I have to think about...I guess I would be described as fairly independent. I like being away at school even though I do miss my family and high school friends sometimes. I like meeting people a lot, but I wouldn't really classify myself as an "extrovert." There are times when being alone is really OK. It's kind of funny...but you should see some people around here when it comes to doing things by themselves. Like some people even seem to have trouble going to the bathroom by themselves (laughs lightly).

I guess my friends, especially those that know me well,

would say that I'm basically pretty easy to get along with most of the time...maybe that comes from being the only girl in a family of all boys. I learned to pick and choose my battles carefully...when to give in and when to fight it out. My roommate says I should be one of those divorce mediators or something. Like in high school, I was known as the sensible one in the group. If people got sort of hot-headed about something, I'd be the one to logically reason things through. Like I'd be the go-between when there were arguments and stuff in my family too. Like if my brothers weren't speaking to each other I'd be the one to carry messages back and forth.

I think I'd describe myself as pretty even-tempered, logical, dependable, fair-minded... I think my roommate would describe me as pretty serious about most things, but she'd also say I really know how to have a good time and let loose sometimes too.

I: Have you dated anyone since you've been here at school?

U: Not really...I've got a couple of friends who are guys and sometimes we'll go out to the movies or for pizza. But I really wouldn't call that a date.

I'm really open to meeting guys...but, so far no one has really interested me that much. My roommate says that I'm too fussy but I really don't think that's the case. It's

true that I do have some ideas about what I want in a guy, but they're not extreme. Some of the girls, particularly some of the ones on my floor will go out with any guy that asks...even if he mistreats her...it's like they're so desperate for male attention.

Actually, come to think of it, I shouldn't say no one interests me right now...I do kind of have my eye on this one guy in my chemistry class. We get together sometimes to study for the exams. I have a feeling he'll ask me out...or, maybe I'll get up enough nerve to ask him out.

I: Could you tell me about how things are going academically for you?

U: I'm doing pretty well. My classes are kind of what I expected. It's not like they're that much harder than high school-- there's just more work, more reading and stuff. I really try hard to balance out my studies with my social life. I think a lot of times students get too carried away with the social aspects of college and really get into deep trouble academically. I'm really trying to not let that happen...but also, I don't want to become so super involved in my studies that I don't have time to have fun. I guess grades are important to me but I'm not going to throw myself off the edge of a cliff or anything if I don't get an "A" in every class.

I: What sort of leisure activities do you enjoy?

U: I like aerobics, cross-country skiing, tennis, hiking, listening to music, going to the movies and out to dinner and stuff like that. Sometimes just spending the evening talking to a good friend, maybe going out to dinner or something is really nice. I don't need a lot of wild excitement or anything to have a good time...

I: Well, thank you for the opportunity to talk with you.

U: Thank you.

APPENDIX B

QUESTIONNAIRE

INSTRUCTIONS

This schedule consists of a number of pairs of statements that you may or may not identify with. Look at the example below.

- A. I like having authority over people.
- B. I don't mind following orders.

Which of these two statements do you most identify with? If you identify with "liking to have authority over other people" more than you identify with "not minding following orders," then you should choose A over B.

You may identify with both A and B. In this case you should choose the statement that you feel most comfortable identifying yourself with. If you do not identify with either statement, then choose the one that would be the least objectionable for you to identify yourself with.

Read each pair of statements carefully and be sure to make a choice for every pair marking the letter space A or B on the answer sheet; do not skip any.

This is not a test so there are no right or wrong answers. Make sure you have entered your age and student number correctly on the answer sheet.

1. A I am a fairly sensitive person.
B I am more sensitive than most other people.

2. A I have a natural talent for influencing people.
B I am not good at influencing people.

3. A Modesty doesn't become me.
B I am essentially a modest person.

4. A Superiority is something that you acquire with
experience.
B Superiority is something you are born with.

5. A I would do almost anything on a dare.
B I tend to be a fairly cautious person.

6. A I would be willing to describe myself as a strong
personality.
B I would be reluctant to describe myself as a strong
personality.

7. A When people compliment me I sometimes get
embarrassed.
B I know that I am good because everybody keeps
telling me so.

8. A The thought of ruling the world frightens the hell out of me.
B If I ruled the world it would be a much better place.
9. A People just naturally gravitate toward me.
B Some people like me.
10. A I can usually talk my way out of anything.
B I try to accept the consequences of my behavior.
11. A When I play a game I don't mind losing once in a while.
B When I play a game I hate to lose.
12. A I prefer to blend in with the crowd.
B I like to be the center of attention.
13. A I will be a success.
B I'm not too concerned about success.
14. A I am no better or no worse than most people.
B I think I am a special person.
15. A I am not sure if I would make a good leader.
B I see myself as a good leader.

16. A I am assertive.
B I wish I were more assertive.
17. A I like having authority over other people.
B I don't mind following orders.
18. A There is a lot that I can learn from other people.
B People can learn a great deal from me.
19. A I find it easy to manipulate people.
B I don't like it when I find myself manipulating people.
20. A I insist upon getting the respect that is due me.
B I usually get the respect that I deserve.
21. A I don't like particularly to show off my body.
B I like to display my body.
22. A I can read people like a book.
B People are sometimes hard to understand.
23. A If I feel competent I am willing to take responsibility for making decisions.
B I like to take the responsibility for making decisions.

24. A I am at my best when the situation is at its worst.
B Sometimes I don't handle difficult situations too well.
25. A I just want to be reasonably happy.
B I want to amount to something in the eyes of the world.
26. A My body is nothing special.
B I like to look at my body.
27. A Beauty is in the eye of the beholder.
B I have good taste when it comes to beauty.
28. A I try not to be a show off.
B I am apt to show off if I get the chance.
29. A I always know what I am doing.
B Sometimes I'm not quite sure of what I am doing.
30. A I sometimes depend on people to get things done.
B I rarely depend on anyone else to get things done.
31. A I'm always in perfect health.
B Sometimes I get sick.

32. A Sometimes I tell good stories.
B Everybody likes to hear my stories.
33. A I usually dominate any conversation.
B At times I am capable of dominating a conversation.
34. A I expect a great deal from other people.
B I like to do things for other people.
35. A I will never be satisfied until I get all that I
deserve.
B I take my satisfactions as they come.
36. A Compliments embarrass me.
B I like to be complimented.
37. A My basic responsibility is to be aware of the needs
of others.
B My basic responsibility is to be aware of my own
needs.
38. A I have a strong will to power.
B Power for its own sake doesn't interest me.
39. A I don't very much care about new fads and fashions.
B I like to start new fads and fashions.

40. A I am envious of other people's good fortune.
B I enjoy seeing other people have good fortune.
41. A I am loved because I am lovable.
B I am loved because I give love.
42. A I like to look at myself in the mirror.
B I am not particularly interested in looking at myself in the mirror.
43. A I am not especially witty or clever.
B I am witty and clever.
44. A I really like to be the center of attention.
B It makes me uncomfortable to be the center of attention.
45. A I can live my life in any way I want to.
B People can't always live their lives in terms of what they want.
46. A Being an authority doesn't mean that much to me.
B People always seem to recognize my authority.
47. A I would prefer to be a leader.
B It makes little difference to me whether I am a

leader or not.

48. A I am going to be a great person.
B I hope I am going to be successful.
49. A People sometimes believe what I tell them.
B I can make anybody believe anything I want them to.
50. A I am a born leader.
B Leadership is a quality that takes a long time to develop.
51. A I wish someone would someday write my biography.
B I don't like people to pry into my life for any reason.
52. A I get upset when people don't notice how I look when I go out in public.
B I don't mind blending into the crowd when I go out in public.
53. A I am more capable than other people.
B There is a lot that I can learn from other people.
54. A I am much like everybody else.
B I am an extraordinary person.

APPENDIX C

Please rate the person you have just watched being interviewed according to the following questions. Circle the rating that best represents your attitude.

(All responses are entirely confidential, so that you are encouraged to be completely candid. You will not meet the person and will have no further contact in the experiment.)

1. How interested or willing would you be to:

1	2	3	4	5
No	No	Neutral	Yes	Yes
Definitely Not Interested	Somewhat Interested		Somewhat Interested	Strongly Interested

a. meet this _____
person _____

b. seek advice _____
from him/her _____

c. sit beside _____
him/her _____
on a 3-hour _____
bus trip _____

d. share an _____
apartment, _____
be a _____
roommate _____

e. invite

him/her to

your home _____

f. approve of

a relative

marrying

him/her _____

2. How much difficulty do you think you would have accepting this person and getting along with him/her in each of these situations:

1	2	3	4	5
No	Slight	Moderate	A lot of	Extreme
Difficulty	Difficulty	Difficulty	Difficulty	Difficulty

a. as an _____

acquain-

tance

whom you

see and

talk to

occasionally.

b. as _____
 someone
 with whom
 you are
 working
 on a
 specific
 task such
 as a project
 for school.

c. as a _____
 close friend
 with whom
 you spend
 a great
 deal of
 your time.

3. How well does this person seem to function
 psychologically?

1	2	3	4	5
Not at	Slightly	Moderately	Very	Extremely
all	Disturbed	Disturbed	Disturbed	Disturbed
Disturbed				

4. How adequately do you think this person would be able to function in each of the following capacities?

	1	2	3	4	5
	Entirely	Very	Moderately	Somewhat	Not at All
	Adequately	Adequately	Adequately	Adequately	Adequately
a. as a _____ student	_____	_____	_____	_____	_____
b. as an _____ employee	_____	_____	_____	_____	_____
c. as a _____ date	_____	_____	_____	_____	_____
d. as a _____ steady boyfriend/ girlfriend in a committed relationship	_____	_____	_____	_____	_____

APPENDIX D

TABLE 1

Pilot Data Mean Ratings of
Narcissistic, Dependent, and Neutral
Personality Styles

Scale	Personality Styles					
	Narcissistic		Dependent		Neutral	
	M	SD	M	SD	M	SD
Independent	5.53 _a	1.06	1.94 _b	.42	5.41 _a	1.27
Self-Sacrificing	1.58 _a	.61	5.53 _b	.95	4.23 _c	.66
Conceited	6.05 _a	.65	2.94 _b	.89	3.88 _c	.33
Submissive	1.76 _a	.56	5.88 _b	.60	3.35 _c	.60
Passive	1.76 _a	.56	6.05 _b	.74	2.88 _c	.92
Difficulty Making Decisions	2.17 _a	.72	6.29 _b	.68	2.76 _a	1.03
Not Aware of Others' Feelings	5.64 _a	.70	3.00 _b	1.06	2.64 _b	.93

(Means with different subscripts differ significantly at $p < .05$).

APPENDIX E

TABLE 2

Mean Interpersonal Attraction Ratings of
Narcissistic, Dependent, and Neutral
Personality Styles

Scale	Personality Styles					
	Narcissistic		Dependent		Neutral	
	M	SD	M	SD	M	SD
IFI	8.76 _a	4.49	11.74 _b	4.99	22.08 _c	5.79
A-R	10.67 _a	3.08	7.68 _b	2.74	4.25 _c	1.93
PFxn	2.82 _a	1.29	2.63 _a	.97	1.09 _b	.28
SFxn	15.85 _a	2.83	11.74 _b	2.90	7.04 _c	2.43

IFI = Interest in Further Interaction; A-R = Acceptance-Rejection; PFxn = Psychological Functioning; SFxn = Social Capacities Functioning.

(Different subscripts indicate a significant difference)

APPROVAL SHEET

The thesis submitted by Alexandra F. Corning has been read and approved by the following committee:

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The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the thesis is now given final approval by the Committee with reference to content and form.

The thesis is therefore accepted in partial fulfillment of the requirements for the degree of Master of Arts.

4/17/90

Date

Ronald R. Morgan

Director's Signature