

Citations & Abstracts

Identity and personality: The Big Five and narrow personality traits in relation to sense of identity.

[Lounsbury, John W.](#); [Levy, Jacob J.](#); [Leong, Frederick T.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Identity. 2007 Vol 7(1) 51-70

Based on a sample of 2,092 college students, Sense of Identity was found to be significantly related to the Big Five traits (Agreeableness, Conscientiousness, Emotional Stability, Extraversion, and Openness) as well as four narrow personality traits (Aggression, Optimism, Tough-Mindedness, and Work Drive). Results of multiple regression analyses indicated that after controlling for age, year in school, and sex, the Big Five traits accounted for 34% of the variance in Sense of Identity, with the narrow traits accounting for an additional 16% of the variance. A combination of six Big Five and narrow traits account for over 50% of the variance in Sense of Identity for the total sample as well as for demographic subgroups referenced by age, sex, ethnicity, marital status, family characteristics, transfer, and commuter status. It was suggested that personality traits may be influencing sense of identity. Results were discussed in terms of theoretical and methodological implications. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Vocational Interest Themes and Personality Traits in Relation to College Major Satisfaction of Business Students.

[Logue, Christen T.](#); [Lounsbury, John W.](#); [Gupta, Arpana](#); [Leong, Frederick T. L.](#)

[Journal; Peer Reviewed Journal]

Journal of Career Development. 2007 Mar Vol 33(3) 269-295

Based on 164 undergraduate business majors, we examined the relationship between satisfaction with major and Holland's vocational interests and with the Big Five and narrow personality traits. Contrary to our hypothesis, enterprising scores were unrelated to major satisfaction. As hypothesized, using ipsative and normative scores, investigative, artistic, and realistic interests were negatively related to major satisfaction. As hypothesized, conscientiousness, emotional stability, and optimism were positively related to major satisfaction, as were extraversion and assertiveness. A stepwise multiple regression analysis indicated that 49% of the variance in major satisfaction could be accounted for by a combination of vocational interest themes and personality traits. Implications were drawn for theory and practice, including support for Holland's continuity principle, adding personality traits to Holland's vocational theory, and using vocational interest and normal personality trait measures in student advising and career counseling. Study limitations and implications for future research were noted. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

The validity of physical aggression in predicting adolescent academic performance.

[Loveland, James M.](#); [Lounsbury, John W.](#); [Welsh, Deborah](#); [Buboltz, Walter C.](#)

[Journal; Peer Reviewed Journal]

British Journal of Educational Psychology. 2007 Mar Vol 77(1) 167-176

Background: Aggression has a long history in academic research as both a criterion and a predictor variable and it is well documented that aggression is related to a variety of poor academic outcomes such as: lowered academic performance, absenteeism and lower graduation

rates. However, recent research has implicated physical aggression as being predictive of lower academic performance. Aims: The purpose of this study was to examine the role of the 'Big Five' personality traits of agreeableness, openness to experience, conscientiousness, neuroticism and extraversion and physical aggression in predicting the grade point averages (GPA) of adolescent students and to investigate whether or not there were differences in these relationships between male and female students. Sample: A sample of 992 students in grades 9 to 12 from a high school in southeastern USA as part of a larger study examining the students' preparation for entry into the workforce. Method: The study was correlational in nature: students completed a personality inventory developed by the second author with the GPA information supplied by the school. Results: Results indicated that physical aggression accounts for 16% of variance in GPA and it adds 7% to the prediction of GPA beyond the Big Five. The Big Five traits added only 1.5% to the prediction of GPA after controlling for physical aggression. Interestingly, a significantly larger amount of variance in GPA was predicted by physical aggression for females than for males. Conclusions: Aggression accounts for significantly more variance in the GPA of females than for males, even when controlling for the Big Five personality factors. Future research should examine the differences in the expression of aggression in males and females, as well as how this is affecting interactions between peers and between students and their teachers. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An investigation of Big Five and narrow personality traits in relation to Internet usage.

[Landers, Richard N.](#); [Lounsbury, John W.](#)

[Journal; Peer Reviewed Journal]

Computers in Human Behavior. 2006 Mar Vol 22(2) 283-293

The relationship between Internet usage and the Big Five as well as three narrow personality traits was examined using 117 undergraduates as study participants. Results indicated that total Internet usage was negatively related to three of the Big Five traits - Agreeableness, Conscientiousness, and Extraversion as well as two narrow traits - Optimism and Work Drive, and positively related to Tough-Mindedness. The results of a hierarchical regression analysis indicated that Work Drive added significantly to Extraversion and Conscientious in the prediction of total Internet usage, producing a multiple correlation of 0.349 ($p < 0.01$). Results were discussed individually by trait, in terms of broad versus narrow personality traits, and regarding suggestions for future research. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

The Self Test: A screening tool for dementia requiring minimal supervision.

[de Leonni Stanonik, Mateja](#); [Licata, Charles A.](#); [Walton, Norman C.](#); [Lounsbury, John W.](#); [Hutson, R. Kent](#); [Dougherty Jr., John H.](#)

[Journal; Peer Reviewed Journal]

International Psychogeriatrics. 2005 Dec Vol 17(4) 669-678

Background: The main purpose of this study was to correlate a newly developed, simple, but comprehensive screening test for dementia called the Self Test (ST) with the Mini-mental State Examination (MMSE), and establish the reliability and validity of the ST. Methods: The ST was administered to 42 consecutive new referrals to the memory clinic at the Cole Neuroscience Center, University of Tennessee Medical Center (UTMC), Knoxville, TN, U.S.A. and 41 age-matched control subjects at regular intervals over a 12-month period. Results: The total ST scores correlated well with cognitive severity as measured by the MMSE ($r=0.71$, $p<0.01$). The

area under the receiver-operating characteristic curve (AUROCC) in the group of patients with Alzheimer's disease (AD) with less than a high school education was 0.80, and 0.89 in those with at least a high school education. Reliability analysis showed a mean inter-item correlation of 0.31 for patients with AD, and 0.47 for normal participants. Cronbach's α was calculated to be 0.70 for the AD group. Test-retest reliability was determined using intra-class correlation coefficients (ICC = 0.93, $p < 0.01$). Conclusions: The ST is an internally consistent, reliable and valid screening test for cognitive impairment in persons exhibiting early symptoms of dementia. In addition, the ST requires minimal nonprofessional supervision and may be administered by an untrained person. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Sense of Identity and Collegiate Academic Achievement.

[Lounsbury, John W.](#); [Huffstetler, Beverly C.](#); [Leong, Frederick T.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Journal of College Student Development. 2005 Sep-Oct Vol 46(5) 501-514

In a sample of 434 university freshmen, Sense of Identity was found to be positively related to GPA, even controlling for the Big Five personality traits of Agreeableness, Conscientiousness, Emotional Stability, Extraversion, and Openness. Similar correlations were found for racial and gender subgroups. When all study variables entered a stepwise multiple regression analysis to predict GPA variance, Sense of Identity accounted for 9%; Emotional Stability, 1%. Results were discussed vis-a-vis Chickering and Reisser's (1993) and Hamrick, Evans, and Schuh's (2002) emphasis on identity as a key outcome of college student development. Directions for future research and study limitations were described. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Broad and Narrow Personality Traits in Relation to the Job Performance of Camp Counselors.

[Loveland, James M.](#); [Gibson, Lucy W.](#); [Lounsbury, John W.](#); [Huffstetler, Beverly C.](#)

[Journal; Peer Reviewed Journal]

Child & Youth Care Forum. 2005 Jun Vol 34(3) 241-255

We examined personality traits important for the job performance of summer camp counselors, including several of the Big Five and narrow personality traits. Performance was based on two composite scales: social performance and task performance. The personality traits of work drive, extraversion, nurturance, agreeableness, and conscientiousness were significantly related to the social performance measure, and the traits of customer service orientation, work drive, extraversion, nurturance, agreeableness, emotional stability, and conscientiousness were significantly related to the Task Performance measure. Results from the stepwise regression indicate that the traits of agreeableness and extraversion were the best predictors for the social performance measure, while work drive was the best predictor for task performance. Expectancy tables illustrated the large differences in job performance between employees in the upper and lower thirds on selected traits. Results were discussed in terms of the Big Five model, directions for future research, study limitations, and practical advantages of using personality measures in the pre-employment screening process for camp counselors. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Broad and narrow personality traits in relation to cognitive ability in adolescents.

[Lounsbury, John W.](#); [Welsh, Deborah P.](#); [Gibson, Lucy W.](#); [Sundstrom, Eric](#)

[Journal; Peer Reviewed Journal]

Personality and Individual Differences. 2005 Apr Vol 38(5) 1009-1019

This study examined the relationships between the (broad) Big Five traits and the narrow personality traits of Optimism and Work Drive in relation to cognitive ability in a US adolescent sample of 457 middle school and 375 high school students. All of the personality traits were significantly correlated with cognitive ability in both the middle and high school groups. Hierarchical multiple regression results revealed that Optimism added significantly to the prediction of cognitive ability beyond the Big Five traits. Separate regression analyses indicated that the Big Five contributed only minor variance to the prediction of cognitive ability beyond Optimism and Work Drive and, using a stepwise procedure, Optimism was the only significant predictor in the middle school sample, whereas Optimism and Openness were significant predictors in the high school sample. Results were interpreted in terms of broad versus narrow personality traits and linkages between personality and cognitive ability. Possible theoretical explanations were discussed, ranging from Spearman's "mental vigor" hypothesis, to Eysenck's cortical arousal concept, a "stimulation hypothesis", and a conceptual model involving the interaction of student behavior, teacher behavior, and academic performance in school. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An Investigation of Big Five Personality Traits and Career Decidedness Among Early and Middle Adolescents.

[Lounsbury, John W.](#); [Hutchens, Teresa](#); [Loveland, James M.](#)

[Journal; Peer Reviewed Journal]

Journal of Career Assessment. 2005 Feb Vol 13(1) 25-39

Big Five personality traits were analyzed in relation to career decidedness among adolescents in middle and high school. Participants were 248 7th-grade, 321 10th-grade, and 282 12th-grade students. As hypothesized, Conscientiousness was positively and significantly correlated with career decidedness in all three grades. Openness and Agreeableness were found to be positively related to career decidedness for these middle and high school students. Emotional Stability was positively, significantly related to career decidedness for the 12th-grade sample. There were no significant differences in correlational results for males versus females. No significant mean differences in career decidedness were observed between the three grades. Results are discussed in terms of implications for future research and career development efforts. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Predicting Academic Success: General Intelligence, "Big Five" Personality Traits, and Work Drive.

[Ridgell, Susan D.](#); [Lounsbury, John W.](#)

[Journal; Peer Reviewed Journal]

College Student Journal. 2004 Dec Vol 38(4) 607-619

General intelligence, Big Five personality traits, and the construct Work Drive were studied in relation to two measures of collegiate academic performance: a single course grade received by undergraduate students in an introductory psychology course, and self-reported GPA. General intelligence and Work Drive were found to be significantly positively related to both course grade and GPA, while one Big Five trait (Emotional Stability) was related to course grade only. Hierarchical multiple regression analysis revealed the incremental validity of Work Drive beyond Emotional Stability and over and above general intelligence: Work Drive accounted for 7% and 14% of unique course grade and GPA variance, respectively, when Emotional Stability

was entered last; and Work Drive accounted for 6% and 13% of unique course grade and GPA variance, respectively, when Work Drive was entered last. In both cases, Emotional Stability did not provide significant unique variance. Findings are presented and discussed in the context of examining how cognitive and noncognitive variables predict academic performance, and in terms of implications for using course grade versus GPA as a criterion for collegiate academic performance. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Personality, career satisfaction, and life satisfaction: Test of a directional model.

[Lounsbury, John W.](#); [Park, Soo-Hee](#); [Sundstrom, Eric](#); [Williamson, Jeanine M.](#); [Pemberton, Ann E.](#)

[Journal; Peer Reviewed Journal]

Journal of Career Assessment. 2004 Nov Vol 12(4) 395-406

A conceptual model proposing paths from personality traits to career satisfaction and life satisfaction and from career satisfaction to life satisfaction was evaluated in a field study by structural equations modeling using LISREL 8. Participants were a convenience sample of 1,352 information science professionals. An exploratory maximum likelihood common factor analysis revealed two oblique personality factors, the first comprised of extraversion, optimism, assertiveness, openness, and emotional stability and the second consisting of conscientiousness and tough-mindedness. Results indicated a good fit for a two-factor personality model showing significant links between both personality factors and career satisfaction, between the second personality factor and life satisfaction, and between career and life satisfaction. Findings are discussed in terms of comparisons to previous research, limitations, and areas for further research, with emphasis on the importance of personality in relation to career satisfaction and the relationship between career and life satisfaction. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An Investigation of Personality Traits in Relation to Adolescent School Absenteeism.

[Lounsbury, John W.](#); [Steel, Robert P.](#); [Loveland, James M.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Journal of Youth and Adolescence. 2004 Oct Vol 33(5) 457-466

We examined the Big Five personality traits of Agreeableness, Conscientiousness, Emotional Stability, Extraversion, and Openness, as well as four narrower traits of Aggression, Optimism, Tough-Mindedness, and Work Drive in relation to absences from school for middle- and high-school students. Participants were 248 seventh grade students, 321 tenth grade students, and 282 twelfth grade students. Most of the Big Five absence correlations were significant in the expected direction at all 3 grade levels. While Aggression, Optimism, Work Drive were significantly related to absences, only Work Drive added incremental variance to the prediction of absences beyond the Big Five traits. Study results were generally similar across grade levels. Findings were discussed in terms of dispositional absenteeism, the generalizability of the Big Five trait model, and the utility of more narrowband traits. Implications were drawn for early identification of absence-prone students and the precedent role of personality variables in school absence research on the effects of other variables, programs, and interventions. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An Investigation of Personality Traits in Relation to Intention to Withdraw from College.

[Lounsbury, John W.](#); [Saudargas, Richard A.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Journal of College Student Development. 2004 Sep-Oct Vol 45(5) 517-534

We examined the Big Five (De Raad, 2000) personality traits of Agreeableness, Conscientiousness, Emotional Stability, Extraversion, and Openness, plus the narrow personality traits of Aggression, Career-Decidedness, Optimism, Self-Directed Learning, Sense of Identity, Tough-Mindedness, and Work Drive in relation to intention to withdraw from college. Among 233 university freshmen, all of the traits except Tough-Mindedness and Openness were significantly related to withdrawal intention, with three traits--Sense of Identity, Emotional Stability, and Work Drive--accounting for 22% of the variance in intention to withdraw. Theoretical and practical implications were discussed. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

The development and validation of a personological measure of work drive.

[Lounsbury, John W.](#); [Gibson, Lucy W.](#); [Hamrick, Frances L.](#)

[Journal; Peer Reviewed Journal]

Journal of Business and Psychology. 2004 Sum Vol 18(4) 427-451

Using six studies based on 23,823 individuals in diverse settings, we developed and validated a personality measure of Work Drive--a disposition to work long hours and extend oneself for one's job. The factor structure was confirmed in four settings. Work Drive was related to job performance showing incremental validity beyond cognitive aptitude and Big Five personality traits in five validation studies. It predicted academic performance at six different grade levels, even beyond Big Five traits. Construct validity was examined via work values, job involvement, normal personality scales, satisfaction measures, and cognitive ability. Little adverse impact was found. Occupational groups differed on Work Drive. Overall validity and areas of application were discussed. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An investigation of intelligence and personality in relation to career satisfaction.

[Lounsbury, John W.](#); [Gibson, Lucy W.](#); [Steel, Robert P.](#); [Sundstrom, Eric D.](#); [Loveland, James L.](#)

[Journal; Peer Reviewed Journal]

Personality and Individual Differences. 2004 Jul Vol 37(1) 181-189

This study examined intelligence and personality in relation to career and job satisfaction. Using a sample of 36 managers and 100 hourly employees of a utility company, the correlation between career satisfaction and intelligence was not significant for the total sample, but was significantly negative for hourly employees ($r=-0.30$, $p<0.01$), and significantly positive for managers ($r=0.30$, $p<0.05$). The latter two correlations were significantly different from each other ($z=3.31$, $p<0.01$). Similar results were found for intelligence and job satisfaction. Several personality traits were significantly related to career and job satisfaction, but only work drive incrementally predicted career satisfaction above intelligence for hourly employees. Results were discussed in terms of possible theoretical frameworks as well as needs for further research. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An Empirical Investigation of the Proposition that 'School Is Work': A comparison of personality-performance correlations in school and work settings.

[Lounsbury, John W.](#); [Gibson, Lucy W.](#); [Sundstrom, Eric](#); [Wilburn, Denise](#); [Loveland, James M.](#)

[Journal; Peer Reviewed Journal]

Journal of Education and Work. 2004 Mar Vol 17(1) 119-131

An empirical test of Munson and Rubenstein's (1992) assertion that 'school is work' compared a sample of students in a high school with a sample of workers in a manufacturing plant in the same metropolitan area. Data from both samples included scores on six personality traits--Conscientiousness, Agreeableness, Openness, Emotional Stability, Optimism, and Work Drive--and setting-appropriate indicators of performance--cumulative grade point average (GPA) for students and supervisors' summed performance ratings for a workers, ht both samples, all of these personality traits showed significant correlations with performance, ranging from +. 18 to +.46, with a median in both populations of +. 24. The high school population contained a substantial fraction of students in the low and below-average categories on traits that predict performance in both settings, and the score distributions of four traits showed no change from 9th through 12th grades. While Optimism scores rose slightly through high school, average scores on Work Drive --the single best predictor of performance in manufacturing settings--actually declined from 9th through 12th grades in the population studied here. These findings support the psychological equivalence of school amt work, raise questions about the potential employability of high school students, and point toward areas for future research. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Intelligence, "Big Five" personality traits, and work drive as predictors of course grade.

[Lounsbury, John W.](#); [Sundstrom, Eric](#); [Loveland, James M.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Personality and Individual Differences. 2003 Oct Vol 35(6) 1231-1239

General intelligence, Big Five personality constructs, and a measure of work drive were studied in relation to course grade in an undergraduate psychology course taught by the same professor for 175 students over a 5-year period. Using a hierarchical multiple regression analysis, general intelligence accounted significantly for 16% of the variance in course grade; Big Five personality measures accounted significantly for an additional 7% of the variance; and work drive accounted significantly for an additional 4% of the variance. However, when work drive was entered before the Big Five variables, the Big Five variables did not add significantly (either as a set or individually) to the prediction of course grade. Results were discussed in terms of the importance of personality constructs in uniquely predicting academic performance and the need for additional study using more diverse predictors and aggregated criterion measures. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An Investigation of Psychological Sense of Community in Relation to Big Five Personality Traits.

[Lounsbury, John W.](#); [Loveland, James M.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Journal of Community Psychology. 2003 Sep Vol 31(5) 531-541

In this study we examine the relationship between psychological sense of community (PSC) and Big Five personality traits as well as absences from school. Based on samples of 646 high school students and 355 undergraduate college students, PSC was significantly related to Extroversion, Agreeableness, Conscientiousness, and Neuroticism in both samples and to Openness and Absences in the high school sample. Results of stepwise multiple regression analyses showed that the Big Five variables accounted for 25 % of the variance in PSC for the high school sample and 21 % for the college sample. Openness, PSC, and Neuroticism significantly entered a regression equation to predict Absences. These findings indicate substantial overlap between

PSC and Big Five personality traits, raising the question of whether there are any community-level effects for PSC above and beyond personality. Our results are discussed in terms of consistency with sense of community definitions, person-environment issues, and directions for future research. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An investigation of personality traits in relation to career satisfaction.

[Lounsbury, John W.](#); [Loveland, James M.](#); [Sundstrom, Eric D.](#); [Gibson, Lucy W.](#); [Drost, Adam W.](#); [Hamrick, Frances L.](#)

[Journal; Peer Reviewed Journal]

Journal of Career Assessment. 2003 Aug Vol 11(3) 287-307

We examined personality traits in relation to career satisfaction and job satisfaction for 5,932 individuals in career transition. Personality traits were related to career satisfaction and job satisfaction in the total sample and 14 separate occupational groups. Regression analyses revealed three personality traits consistently related to career satisfaction: emotional resilience, optimism, and work drive in initial and holdout samples as well as in all 14 occupational groups, accounting for an average of 17% of career satisfaction variance. Personality traits correlated with career satisfaction included the Big Five traits of conscientiousness, extraversion, and openness and other, narrower traits, such as assertiveness, customer service orientation, and human managerial relations orientation. Results were discussed in terms of Holland's general personal competence factor, Goleman's emotional intelligence, career adaptation, and the nomothetic span of personality constructs. Also discussed were study limitations, suggestions for future research, and practical implications for career counseling. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

The development of a big five adolescent personality inventory.

[Lounsbury, John W.](#); [Tatum, Holly](#); [Gibson, Lucy W.](#); [Park, Soo-Hee](#); [Sundstrom, Eric D.](#); [Hamrick, Frances L.](#); [Wilburn, Denise](#)

[Journal; Peer Reviewed Journal]

Journal of Psychoeducational Assessment. 2003 Jun Vol 21(2) 111-133

Using data from 3,752 middle and high school students, a series of eight studies developed and validated a measure of the Big Five personality traits tailored to adolescents, the Adolescent Personal Style Inventory (APSI). Study 1 tested the internal consistency reliability of the first version of the APSI against teacher ratings of Big Five traits. Study 2 confirmed the five-factor structure of the APSI. Study 3 developed evidence for the criterion-related validity of the APSI in two high schools using GPA, absences, and behavior problems. Study 4 demonstrated convergence of traits measured in the APSI and the NEO-FFI. Study 5 investigated the construct validity of the APSI in relation to the 16 PF, Myers-Briggs Type Indicator, and Otis-Lennon intelligence test. Study 6 examined known-group validation with two groups--an at-risk group of high school students and a high school leadership group. Study 7 provided descriptive statistics, coefficient alphas ranging from .80 to .85 and intercorrelation coefficients for subscales in the revised version of the APSI. Together the eight studies demonstrate the psychometric adequacy of the new Adolescent Personal Style Inventory. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Broad versus narrow personality traits in predicting academic performance of adolescents.

[Lounsbury, John W.](#); [Sundstrom, Eric](#); [Loveland, James L.](#); [Gibson, Lucy W.](#)

[Journal; Peer Reviewed Journal]

Learning and Individual Differences. 2002 Vol 14(1) 65-75

Research has yielded mixed results in attempting to augment the broad Big Five personality traits with other, narrow traits in predicting real-world criteria like job performance in adults. We examined narrow traits in addition to the Big Five in predicting academic success among adolescents. We investigated individual grade point average (GPA) and scores from the Adolescent Personal Style Inventory among 220 seventh-graders and 290 tenth-graders, including agreeableness, conscientiousness, emotional stability, extraversion, and openness, plus four narrow traits, aggression, optimism, tough-mindedness, and work drive. All traits correlated significantly ($F < .01$) with GPA among both 7th- and 10th-graders. The Big Five traits together accounted for 15% and 10% of variance in GPA among 7th and 10th graders, respectively. Consistent with prior research, narrow traits accounted for 8% and 12% of the variance in GPA among the 7th and 10th graders, respectively, beyond that predicted by the Big Five. The narrow traits aggression and work drive together accounted for 18% and 21% of the variance in GPA in 7th and 10th graders, respectively, to which the Big Five added 1% in the 7th graders and no significant increment among 10th graders. Results provide clear evidence of a relationship... (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Assessing undergraduates' satisfaction with their major department: A method and case study.

[Corts, Daniel P.](#); [Lounsbury, John W.](#); [Saudargas, Richard A.](#); [Tatum, Holly E.](#)

[Journal; Peer Reviewed Journal]

College Student Journal. 2000 Sep Vol 34(3) 399-408

Describes assessment needs faced by academic departments from a variety of disciplines. A survey technique for assessing student satisfaction with overall departmental performance in the following domains: advising, course offerings, career preparation, instruction, and class sizes is included. While many departments limit evaluation to individual teacher ratings, results of a case study using 293 undergraduate students indicated that each of the above factors is positively correlated with overall satisfaction. Moreover, two areas beyond the scope of standard teaching evaluations, advising and career preparation, accounted for the most variance in overall student satisfaction in the case study. It is concluded that the method described in this article provides an efficient, comprehensive, and flexible technique for departments that wish to assess student satisfaction. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Openness and job performance in U.S.-based Japanese manufacturing companies.

[Bing, Mark N.](#); [Lounsbury, John W.](#)

[Journal; Peer Reviewed Journal]

Journal of Business and Psychology. 2000 Spr Vol 14(3) 515-522

Examined one possible explanation for the lack of stability found to date in the relationship between Openness to Experience, a 2nd-order Big Five personality factor, and job performance. An organizational setting and geographic locale were chosen, a priori, to reflect a condition that would increase the potential for openness to serve as an advantageous personality disposition for job performance. Cognitive aptitude, personality traits, and job performance ratings were evaluated in 113 Team Leaders and Supervisors (aged 26-57 yrs) employed in US-based Japanese manufacturing companies. A step-wise hierarchical regression analysis revealed that openness predicted unique variance in job performance for these employees above and beyond both cognitive aptitude, and the other 4 personality dimensions of the Big Five. Explanations for

this finding and its implications on the study of personality-job performance linkages are discussed. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

An investigation of career decidedness in relation to "Big Five" personality constructs and life satisfaction.

[Lounsbury, John W.](#); [Tatum, Holly E.](#); [Chambers, Wendy](#); [Owens, Kim S.](#); [Gibson, Lucy W.](#)
[Journal; Peer Reviewed Journal]

College Student Journal. 1999 Dec Vol 33(4) 646-652

Drawing on research on careers, career indecision, and personality, this study examined career decidedness in relation to life satisfaction and the "Big Five" personality constructs of neuroticism, extroversion, openness, agreeableness, and conscientiousness. Both general and work-based Big Five measures were studied. Ss were 249 undergraduates at a large southeastern US university with representation from all 4 yrs. For both general and work-based Big Five measures, results showed that career decidedness was positively and significantly related to life satisfaction, agreeableness, and conscientiousness as well as negatively related to neuroticism. Findings were discussed in relation to construct validation for career decidedness, as well as career planning and future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved)

Collegiate psychological sense of community in relation to size of college/university and extroversion.

[Lounsbury, John W.](#); [DeNeui, Daniel](#)
[Journal; Peer Reviewed Journal]

Journal of Community Psychology. 1996 Oct Vol 24(4) 381-394

A scale to measure psychological sense of community (PSC) for colleges and universities was developed. Based on responses of 198 undergraduate students, factor analysis was used to derive a 14-item scale, which was given to another student sample of 98 undergraduates. This collegiate PSC scale was administered to another nonrandom sample of 1,127 undergraduates from 27 colleges varying in enrollment size. Using a subset of 774 students from psychology classes, a one-way analysis of variance (ANOVA) revealed that students from colleges with enrollments of <2,000 and 2,000-9,999 had higher PSC scores than students from colleges with enrollments of 10,000-19,999 and =20,000. Higher PSC scores were also observed for students living on-campus vs off-campus. For all colleges combined, higher PSC scores were observed for students who were members of a fraternity or sorority. Extroversion was found to be significantly related to PSC. Both extroversion and size of school accounted for unique variance in PSC. The issues of community homogeneity and diversity were raised. Results are discussed in terms of PSC as an environmental attribute vs personological and interactionist interpretations. (PsycINFO Database Record (c) 2007 APA, all rights reserved)