



ACPID2020  
*virtual conference*  
DECEMBER 4 & 5



Australasian  
Congress on  
Personality and  
Individual  
Differences

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Australasian  
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# ACPID2020

## *virtual conference*

### DECEMBER 4 & 5

Welcome to the Australasian 2020 virtual conference.

### *A message from our President*

Associate Professor Boris Bizumic, Australian National University

We are happy to welcome you to the special 2020 Australasian Congress for Personality and Individual Differences (ACPID). For many years, ACPID has been the premier conference for researchers investigating personality and individual differences in Australasia. This year, due to the impact of the COVID-19 pandemic on safety, travel, and funding, we have decided to organise a special, free, and online event to replace the regular in-person event, which is usually held in early December every year. Given that ACPID has always had a strong emphasis on student development and mentoring, we have organised this event focused on our students, who represent the future of our field. A major part of the event will therefore consist of student presentations and workshops focused on student development and mentoring. The event will also include a research showcase involving some of our leading academic researchers. We hope that you will enjoy this event and find it intellectually stimulating. We also hope that the COVID-19 pandemic will be behind us in December 2021 and that we can welcome you then to the regular in-person ACPID at the Australian National University in Canberra.



### 2020 Conference Committee

President: Associate Professor Boris Bizumic

Treasurer: Professor Peter O'Connor

Secretary: Associate Professor Luke Smillie

Associate Professor Carolyn MacCann, and Sarah Walker (Student Representative)



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*virtual conference*  
PROGRAM

**ZOOM Session Links**

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*Day 1*

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Welcome, Academic Showcase Session 1, Academic Showcase Session 2:

(<https://uni-sydney.zoom.us/j/84604008256>)

**Student Blitz Presentations Session 1 (1:15 - 2:30)**

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Motivation, Beliefs, and Worldview: <https://qut.zoom.us/j/85761840353?pwd=R0dXRtDIQzJCWEdHeWtFQ2ZYT2k4UT09>  
(password: 266895)

Individual Differences: (<https://navitas.zoom.us/j/97970677445>)

Dark Triad and Online Behaviour: (<https://uni-sydney.zoom.us/j/86184708731>)

**Student Blitz Presentations Session 2 (2:45 - 4:00)**

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Health and Clinical: (<https://uni-sydney.zoom.us/j/83624764404>)

Personality, Climate and Response Distortion: (<https://uni-sydney.zoom.us/j/86376926247>)

Individual Differences Predicting

Student Success: <https://qut.zoom.us/j/85761840353?pwd=R0dXRtDIQzJCWEdHeWtFQ2ZYT2k4UT09>  
(password: 266895)

**Annual General Meeting (4:00 - 5:00)**

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(<https://uni-sydney.zoom.us/j/81437785707>)

*Day 2*

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**WORKSHOP:**

Using online Panels: (<https://uni-sydney.zoom.us/j/86304156182>)

**ZOOM Help Links**

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ACPID2020  
virtual conference  
PROGRAM

Day 1 Friday 4 December

**9:15 - 9:30** Welcome and Opening  
*Boris Bizumic and Sarah Walker*

**ACADEMIC SHOWCASE SESSION 1**

9:30 - 11:00 Smillie  
Loxton  
Barlow

**11:00 - 11:15 MORNING TEA BREAK**

**ACADEMIC SHOWCASE SESSION 2**

11:15 - 12:45 Douglas  
Monaghan  
Dunlop

**12:45 - 1:15 LUNCH BREAK**

**STUDENT BLITZ PRESENTATIONS SESSION 1**

<b>1:15 - 2:30</b>	<b>Motivation, Beliefs, and Worldview</b>	<b>Individual Differences</b>	<b>Dark Triad and Online Behaviour</b>
	Stanley Rebele Stanley Craig Bartholomaeus	Tanna Vaughan Cullen	Branson Owen Nitschinsk Sparavec Mostyn

**2:30 - 2:45 AFTERNOON TEA BREAK**

**STUDENT BLITZ PRESENTATIONS SESSION 2**

<b>2:45 - 4:00</b>	<b>Health and Clinical</b>	<b>Personality, Climate and Response Distortion</b>	<b>Individual Differences Predicting Student Success</b>
	Kunst Cahill Power Sheppard	Wood Walker Hogg Gibbon	Mingant Jkorkozian Herta Sternbeck-Rutter Yun

**4:00 - 5:00 ANNUAL GENERAL MEETING**



ACPID2020  
*virtual conference*  
PROGRAM

**Day 2 Saturday 4 December**

**WORKSHOP: Using online crowd-sourcing platforms**

**9:30 - 11:00**

Tips and tricks for using online crowd-sourcing platforms. This 90-minute interactive workshop is a step by step demonstration of MTurk and Prolific.

**Facilitators:**

Associate Professor Carolyn MacCann (The University of Sydney, Australia)

Dr. Kit Double (The University of Oxford, United Kingdom)

This workshop will be held via zoom (link below). Please aim to login by 9:25am.

**ZOOM SESSION:**

**<https://uni-sydney.zoom.us/j/86304156182>**

Note:

*If you have not already registered for this workshop, but would like to attend, please register using the below link. Registration is free.*

**<https://bit.ly/37eboRy>**



# ACPID2020 virtual conference ABSTRACTS

## ACADEMIC SHOWCASE SESSION 1

### Associate Professor Luke Smillie, *The University of Melbourne*

#### Just “to know”: Are individuals high in openness/intellect more sensitive to the reward value of information?

##### Abstract

A recent theory proposes that the personality trait openness/intellect is underpinned by differential sensitivity to the reward value of information. This theory draws on evidence that midbrain dopamine neurons respond to unpredicted information gain, mirroring their responses to unpredicted primary rewards. In this talk I will describe results from two experiments examining the relation between openness/intellect and willingness to pay for non-instrumental information within a choice task modelled on this seminal work. The second of these experiments includes a pharmacological manipulation of dopamine function using the D2 receptor antagonist sulpiride. In both experiments, most measures of openness/intellect were unrelated to costly information preference, and some predicted a decreased willingness to incur a cost for information. This cost-dependent association between openness/intellect and information valuation was seemingly abolished under sulpiride, which also increased willingness to pay for moderately costly information. Comparing the results of these experiments to two further studies undertaken in my lab, I conclude with some suggested refinements to the information valuation theory of openness/intellect, and directions for future research.

**Speaker Bio:** Luke Smillie is an Associate Professor specialising in personality psychology, the director of the Personality Processes Lab at the University of Melbourne, and author of over 80 scientific articles and chapters. His research spans a range of topics within personality psychology, with links to neuroscience, emotion, positive psychology, and behavioural economics. He also holds editorial roles at several journals including *Personality and Social Psychology Bulletin* and *Journal of Personality*.



### Dr. Natalie Loxton, *Griffith University*

#### Reward sensitivity and cued food consumption

##### Abstract

In this presentation I report on a series of experimental studies investigating the associations between trait reward sensitivity and eating when exposed to food cues. In each study, undergraduate participants viewed a 30-minute TV program with embedded with either “fast food” advertisements or non-food advertisements. Reward sensitivity consistently moderated the effect of food cue exposure and eating, with greater reward sensitivity associated with an increased desire to eat, and greater consumption of chocolates when exposed to embedded food advertisements. These studies suggest that trait reward sensitivity may serve as a potential (and easily assessed) marker of risk for over-eating in response to environmental food cues and provides one avenue for personality-tailored interventions.



ACPID2020  
*virtual conference*  
ABSTRACTS

**Dr. Natalie Loxton, Griffith University**

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**Speaker bio:** Dr Loxton is a Senior Lecturer in the School of Applied Psychology, Griffith University. Her primary research investigates reward processes in the development and maintenance of addictive behaviours. Using a personality perspective she is currently interested in psychological factors that maintain and exacerbates overconsumption of appetitive food, and other excessive behaviours. Her research involves both questionnaire studies and the use of experimental paradigms.

**Associate Professor Fiona Barlow, University of Queensland**

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**Understanding sexual isolation and “incel” ideology**

**Abstract**

The term ‘incel’ is an abbreviation for ‘involuntary celibate.’ and refers to the inability to find a sexual or romantic partner despite attempts to do so. Men who identify as *incels* (i.e., involuntary celibates) appear to hold a unique set of beliefs and attitudes about women, sex, and dating (which we term *incel ideology*), which they believe is a direct result of the sexual and romantic rejection that they face. In this talk, I will discuss two studies, the first of which examines predictors of sexual isolation (or sexlessness) in men and women, to aim to determine core factors associated with sexlessness, and whether they differ by sex. In the second study we examine predictors of incel ideology in single, heterosexual men, to test whether sexual rejection is the core predictor of this suite of beliefs, or whether other more stable factors (such as sexism) better predict such ideology. The results of each study helps to shed light on an underresearched phenomenon, and being to elucidate the ways in which sexlessness and inceldom are similar and different.



**Speaker bio:** Fiona Barlow is an Associate Professor at the School of Psychology at the University of Queensland. As a social psychologist, Fiona’s primary work centres on understanding how prejudice and discrimination is developed and maintained, as well as how it impacts people. She also has a keen interest in personality, behaviour genetics, interpersonal relationships, and longitudinal research. She is a past ARC DECRA and Future Fellow.

ACPID2020  
virtual conference  
ABSTRACTS

ACADEMIC SHOWCASE SESSION 2

**Dr. Heather Douglas, *University of Newcastle***

**I am lonely at the top: The contribution of situational cues to the experience of imposter phenomenon**

**Abstract**

The imposter phenomenon describes high-achieving individuals who are under-confident, have persistent self-doubt and fear being exposed.

Imposterism increases the risk of career exit, avoidance of career advancement, and poorer job performance. Affected employees are likely to experience increased levels of stress, burnout, and decreased job satisfaction over time. Thus far, imposter phenomenon has been defined as a maladaptive personality style, that some people are more likely to experience. While there is some evidence for this view, it is unlikely that this is the full picture. This talk will focus on how the situation contributes to the exacerbation of imposter traits. I will review some key findings from my own research demonstrating that imposter feelings are more salient in the face of achievement-related tasks. Further, some people are more likely to experience imposter feelings because they are non-traditional participants in these environments. I will review my own research on women and stereotype threat in sport, and the effects of being a non-traditional student at university. The implications of this research for diversity and inclusion activities at an individual, group, and organisational level will be discussed.

**Speaker bio:** Dr Heather Douglas is an interdisciplinary applied psychologist with expertise in individual differences assessment and measurement. Heather completed her PhD in March of 2014 at the University of Newcastle, on the mechanisms by which personality traits translate into behaviour through values, goals, and vocational interests. Since that time Heather has worked at the Centre for Health Systems and Safety Research (CHSSR) at Macquarie University, and for Murdoch Singapore as a Psychology Lecturer in Personality, Performance, and Organisational Behaviour. Heather rejoined the School of Psychology at the University of Newcastle as Lecturer in Personality and Psychological Measurement in February of 2019. Heather has a special interest in the assessment and validation of decision-making style measures in organisational psychology, particularly how individuals enhance or conversely handicap their career progression. More recently, she has examined the boundary conditions of imposter phenomenon, including the activities that elicit imposter feelings and the situations under which imposter feelings are more likely to emerge.



**Dr. Conal Monaghan, *Australian National University***

**Wouldn't it be nice if we could shift people who are completing our research from being passive 'respondents' to being interested and engaged 'participants'?**

**Abstract**

In today's presentation, we will explore some of the ongoing challenges with collecting survey data and how the ANU Personality, Individual Differences, and Assessment (PIDA) lab, along with colleagues from the Grand Valley State University (Dr Todd Williams) and Otago University (Dr Martin Sellbom), have integrated participant feedback to stimulate participant engagement. Through utilising RStudio's Shiny framework, we developed a simple web application that provided automated feedback to over 8,000 participants. These participants completed our survey to learn more about themselves, not for any monetary compensation (or course credit). We will discuss how this application was built and present preliminary data to emphasise the benefits of having participants invested in their own results. Best of all, you can do it, too! Conal will also outline and provide resources on how you can utilise the Shiny platform to create instant participant interaction and feedback to also make your research Shiny.



ACPID2020  
virtual conference  
ABSTRACTS

**Dr. Conal Monaghan, Australian National University**

**Speaker bio:** Conal completed his PhD at the Australian National University in 2019 and started working as a lecturer in the Master of Professional Practice program in 2020. Currently, Conal also works as a clinical psychologist at Headspace Canberra and his research program focuses on understanding individual differences such as Machiavellianism and dimensional models of personality disorders. His research focuses heavily on research methodology and psychometrics, which will be the focus of this presentation. You can find out more about Dr Monaghan's work [here](#) and about the feedback website [here](#).

**Associate Professor Pat Dunlop, University of Western Australia**

**Identifying causal effects: Three ways we can fool ourselves with correlations and regression coefficients**

**Abstract**

Correlation does not equal causality – we all know it! And yet Psychology researchers, especially those working in the field, are often forced to test our causal theories through observational (correlational) designs or experimental designs with observed mediators. Indeed, some of our correlational designs are really very fancy and include long-term longitudinal studies, intensive diary studies, nested or multilevel designs, and complex mediation analysis with bootstrapped indirect effect tests! In this presentation, I will share three ways we can trick ourselves when trying to estimate causal effects: type 1 error, endogeneity, and collider bias. I present all of this from the perspective of a non-expert on causal inference, who stumbled on this literature quite by accident.

**Speaker bio:** I completed my Master of Industrial and Organisational Psychology and PhD at UWA and am now an Associate Professor at the Future of Work Institute at Curtin University and a Registered Psychologist, endorsed in Organisational Psychology. My research interests lie in personnel recruitment, assessment, and selection in both paid and volunteer settings, hence my interest in personality and other individual differences. I also study how these processes are unfolding in light of new technological and analytical developments, and what the implications are for the applicants.



ACPID2020  
virtual conference  
ABSTRACTS

STUDENT BLITZ ABSTRACTS IN ALPHABETICAL ORDER

**Bartholomaeus, Jonathon, Strelan, P., and Burns, N.**

**The University of Adelaide**

The glass is half-full: Believing in a just world empowers adaptive psychological functioning

The belief in a just world for the self (BJW-self) provides a compelling explanation for the development and maintenance of adaptive psychological functioning because it provides a sense of empowerment over one's life and environment. Across three samples (two cross-sectional and one longitudinal) using latent variable structural equation modelling I present evidence for a model of adaptive functioning based on the empowering influence of BJW-self. In Samples 1 and 2 BJW-self was associated with increased power and showed positive indirect effects on life satisfaction, the presence of meaning in life, the search for meaning in life, optimism, and resilience, and negative indirect effects on depression, anxiety, and stress. These relations, however, were not replicated in Sample 3, which analysed associations over a one-year period. Reasons for the contrasting findings will be discussed.

**Branson, Molly, and March, E.**

**Federation University**

Dangerous Dating in the Digital Age: Jealousy, Hostility, Narcissism, and Psychopathy as Predictors of Cyber Dating Abuse

Cyber Dating Abuse, an online form of Intimate Partner Violence, includes perpetration of aggressive and controlling relational behaviours via technology. In the current study, we replicate and extend previous research by exploring the utility of jealousy, hostility, narcissism (grandiose and vulnerable), and psychopathy (primary and secondary) as predictors of Cyber Dating Abuse. Participants (N = 817; 78% women, Mage = 28.16, SD = 10.49) were recruited via social media and completed an online questionnaire. Results supported the hypotheses that jealousy, vulnerable narcissism, and secondary psychopathy would be significant, positive predictors of perpetrating Cyber Dating Abuse. No other predictor reached significance, and gender (included as a control variable) was also a non-significant predictor. Results of the current study are discussed through the lens of evolutionary theory and the General Model of Aggression and indicate that Cyber Dating Abuse may be better explained by reactive, emotional aggression, compared to proactive, instrumental aggression.

**Cahill, Chris, and White, M.**

**Queensland University of Technology**

When you can't say no: examining the interactive effects of drinking refusal self-efficacy on drinking behaviour

A large body of research has shown that higher drinking refusal self-efficacy is associated with lower self-reported drinking frequency and

alcohol-related consequences in young adults (Ehret et al., 2013; Engels et al., 2005). However, to our knowledge, no previous research has investigated the influence of self-efficacy on in-vivo alcohol consumption. In two experiments, self-reported opportunistic drinking refusal self-efficacy (DRSE) was significantly associated with the quantity of beer consumed by young adult males in a sham taste-test (n1 = 25, r1 = -.41, n2 = 36, r2 = -.51). Further investigation of the interactive effects in the second experiment found the relationship between craving and alcohol consumption was moderated by opportunistic DRSE ( $\hat{\beta}^2 = .19$ , 95% CI [.00, 0.39], p = .05). The results indicate self-efficacy plays a role in both motivation and proximal consumption behaviour. A potential recommendation for motivation-based interventions, such as Functional Imagery Training (FIT), is to consider training that targets opportunistic drinking situations for young males.

**Craig, David**

**Macquarie University**

An Investigation of the Psychological Pathways that Mediate the Relationship between Spirituality and Depression

A series of empirical studies examined four putative mediators of the well-documented inverse relationship between spirituality and mood: self-esteem, meaning in life, social support, and positive religious coping. Multiple mediation analysis of cross-sectional data from two samples, each of over 300 undergraduates, suggested that self-esteem mediated relationships between spirituality and both positive and negative affect. Meaning in life also mediated the relationship between spirituality and positive affect, while social support mediated the relationship between spirituality and negative affect. Further, a three wave longitudinal study of 340 Australian high school students found that both self-esteem and meaning in life mediated the relationship between spirituality and depression. Attempts to confirm these relationships by three experimental studies using implicit and explicit spiritual primes failed to yield significant results: possible reasons for this are discussed.

**Cullen, Hayley, Paterson, H., and van Golde, C.**

**The University of Sydney**

A survey of beliefs about inattention blindness in different legal populations

Individuals may fail to notice something right in front of them in real life settings, and their failure to notice may have legal repercussions. For example, drivers may not notice another vehicle that they collide with, and may be faced with legal charges (such as negligence). However, this experience - inattention blindness (IB) - is a counterintuitive phenomenon. One reason it is believed to be counterintuitive is because individuals are often unaware when they have experienced IB in real life. It is therefore important to understand the beliefs that legal populations hold regarding IB, and their experiences with the phenomenon. Members of the public,



# ACPID2020 virtual conference ABSTRACTS

## STUDENT BLITZ ABSTRACTS IN ALPHABETICAL ORDER

psychology students, and Australian lawyers completed a survey exploring 1) their beliefs about what individuals in legal situations would notice, 2) their beliefs about the factors that would affect noticing, and 3) their familiarity and personal experience with IB. The findings revealed that all legal populations overestimated what others would notice in legal situations, but were in tune with some (but not all) of the factors that would affect noticing. Additionally, many participants could provide examples of situations where they had experienced IB. These findings shed light on how misconceptions regarding IB may affect how legal populations treat IB in legal cases, and may assist in determining how best to provide expert testimony on IB.

**Gibbon, Eamon, and Douglas, H.**  
**University of Newcastle**

**Personality and the Pro-Environmental Individual: Unpacking the Interplay Between Attitudes, Behaviour and Climate Change Denial**

Individual variation in attitudes is hindering our efforts to address climate change. To better understand this, we considered the relationship between climate change denial and environmentalism constructs through an individual differences™ perspective. Our goal was to identify personality traits that conferred a higher likelihood of endorsing attitudes consistent with climate change denial, environmental self-concept, and pro-environmental behaviours. We measured the Big Five personality traits at both the domain and aspect levels. Through a series of multiple regressions, we determined that climate change denial, ecological self-concept, and pro-environmental behaviour were predicted by a unique personality profile at both levels. While each personality profile was unique, there were also broad similarities. The most important domain level predictors were the Openness/Intellect and Agreeableness. Our also results demonstrate that aspect level analyses have greater specificity and explanatory power than domain level analyses. These findings provide insight into the pro-environmental individual, and future research directions.

**Hogg, Teaghan, Stanley, S, O'Brien, L, Watsford C, Walker, I, and Wilson, M.**  
**The University of Canberra**

**Eco-anxiety Scale Development and Validation**

Eco-anxiety felt in response to the ecological crisis is a subject of growing research significance. I present a multi-study mixed-methods exploration of eco-anxiety in Australia and New Zealand, and propose a new eco-anxiety scale. Our first study developed and tested a seven-item eco-anxiety scale. The scale captured some, but not all, experiences of eco-anxiety, and so the scale was further developed and tested in Study Two. Exploratory Factor Analysis on a 13-item scale revealed a four-dimensional model, with eco-anxiety symptoms, behavioural

symptoms, rumination and anxiety about one's negative impacts to the planet emerging as unique factors, distinct from stress, anxiety and depression. Confirmatory Factor Analysis using an independent sample confirmed the four-dimensional model, and a further sample examined the stability of these factors across time. Overall, eco-anxiety is a legitimate psychological experience that can be reliably measured and differentiated from other mental health issues

**Kunst, Hannah, Nguyen, H, Johnson, A., MacCann C, and Shenjiang, M.**  
**The University of Sydney and Zhejiang University**

**Extrinsic Emotion Regulation in Healthcare Practitioner Leader and Follower Dyads**

Since the corona virus outbreak, healthcare practitioners experience increased stress and workplace changes, resulting in absenteeism, anxiety and depressive symptoms. We can improve wellbeing in stressful situations by regulating emotions. Emotion regulation (ER) is defined as the use of strategies to regulate one's™ own emotions (i.e. intrinsic ER) and others's™ emotions (i.e. extrinsic ER). ER research has largely focused on intrinsic regulation, yet with social isolation and a lack of support as current healthcare workers's™ challenges, extrinsic ER is especially relevant. To examine the relationship between extrinsic ER and wellbeing outcomes, we collected two-wave survey data from 413 healthcare workers and 54 team leaders in a hospital in China. Using multi-level modelling, we found that leader positive extrinsic ER results in higher follower job satisfaction, and less symptoms of anxiety and depression. Results demonstrate the importance of extrinsic ER for adaptation and resilience during a time of extreme workplace stress.

**Mostyn Sullivan, Beau, George, A. M, and Brown, P. M.**  
**University of Canberra**

**Impulsivity Facets and Mobile Phone use While Driving: Indirect Effects via Mobile Phone Involvement**

Mobile phone use while driving (MWD) is a threat to road safety, particularly for younger drivers. The current study examined the influence of impulsivity facets (negative urgency, premeditation, perseverance, sensation seeking, and positive urgency) on different social interactive MWD behaviours (initiating, monitoring/reading, and responding). Whether these relationships were indirect via mobile phone involvement (MPI) was also investigated. Young drivers aged 17 -25 years (N = 853; M age = 19.89; 74% female) completed an online questionnaire, including measures of impulsivity facets, MPI, and MWD. Lower premeditation and higher positive urgency predicted all MWD behaviours, while higher sensation seeking predicted responding only. There were indirect effects of negative urgency, premeditation, perseverance, and positive urgency on MWD via MPI. Findings suggest that the effects of impulsivity facets on MWD are in part distal through MPI.



ACPID2020  
*virtual conference*  
ABSTRACTS

STUDENT BLITZ ABSTRACTS IN ALPHABETICAL ORDER

**Nitschinsk, Lewis, Vanman, E., and Tobin, S.**

***University of Queensland***

Why do People Want to be Anonymous? Investigating Individual Differences in Anonymous Online Behaviour

This research aimed to investigate why people are drawn to anonymous online environments and to understand how these motives relate to personality and other aspects of the self. In Study 1, 416 participants completed an Online Anonymity Questionnaire (OAQ) which addressed various ways people behave while anonymous online. An Exploratory Factor Analysis revealed 3 factors: self-benefit anonymity, toxic anonymity, and anonymity indifference. In Study 2, 322 participants completed the OAQ along with the HEXACO, dark tetrad, and various self-related measures. The 3-factor model of online anonymity was validated through Confirmatory Factor Analysis. Self-benefit and toxic anonymity were positively associated with several dark tetrad variables and protective self-monitoring, but negatively associated with several HEXACO variables, self-esteem, and self-concept clarity. Anonymity indifference generally showed associations in the opposing direction. Additionally, self-benefit anonymity was associated with greater self-consciousness and social anxiety. These findings provide novel insight into how individual differences relate to anonymous online behaviour.

**Owen, Kelvin Tionardi**

Exploring the Effects of Personality Traits, Email Contents and Demographics on Trust and Susceptibility to Spear-Phishing Emails

Past research has conflicting findings on the effect of personality traits on spear-phishing (targeted phishing) susceptibility. Moreover, field experiments have been conducted mainly in the Western context. This study aimed to investigate the effect of personality traits on spear-phishing susceptibility, with gender, age group, and general trust as moderators, in an Asian context. Over 16 days, 344 SUSS undergraduates received four simulated phishing emails with customised content, without their knowledge. A phishing simulation software recorded their interactions with these emails, as regards the depth and frequency of their interactions with these emails; the two dimensions of phishing susceptibility. Multiple regression analyses revealed that negative emotionality and agreeableness predicted general trust. Logistic regression analyses showed that males above 25 years old were more susceptible to phishing compared to females below 25 years old. Female participants, and those above 25 years old, were more susceptible to phishing if they reported higher general trust. General trust significantly moderates the effect of personality traits on phishing susceptibility. Implications for cybersecurity agencies and future direction for research are discussed.

**Power, Caroline, Hyman, S, Pat, E, Challinor, K, and Ferrari, M.**

***Monash University***

Cognitive Profile of Children with ADHD: WISC-V Profile & Index Discrepancies.

The current study investigated whether the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), identifies a similar cognitive profile for children with Attention-Deficit/Hyperactivity Disorder (ADHD) compared to the profile identified on earlier versions of the WISC. Results indicate that the WISC-V does identify a similar cognitive profile to earlier versions, however, Visual Spatial Index scores were significantly discrepant from Verbal Comprehension (VCI). Index scores of 55 children with ADHD were further analysed to examine individual strengths and weaknesses. Compared to the WISC-V normative sample, children with ADHD are 10.6 times more likely to have lower Visual Spatial scores than VCI, 4.2 times more likely to have lower Fluid Reasoning than VCI, 11.6 times more likely to have lower Working Memory than VCI and 24.2 times more likely to have lower Processing Speed than VCI. These results could have significant implications for assessment and treatment of children with ADHD.

**Rebele, Robert, Koval, P, and Smillie, L.**

***The University of Melbourne/University of Pennsylvania***

Who Do You Want to Be Right Now? Examining Within-Person Variability in Trait Regulation Goals in Daily Life

How often and under what conditions do people set goals to express different aspects of their personalities in daily life? Prior research suggests most people have goals to change one or more personality traits, yet little is known about how those goals manifest across everyday situations. We hypothesized that there is substantial within-person variability in the degree to which people want to express Big 5 personality traits and tested this in a sample of undergraduates ( $n = 70$ ) using ecological momentary assessment. As hypothesized, most of the variance in trait regulation goals reflected within-person differences (proportion of within-person variance = 70-83%). Further, exploratory analyses show diverging associations between trait regulation goals and other momentary variables (e.g., concurrent motives). These results show that the desirability of personality characteristics is dynamic and suggest that further research into the self-regulatory processes that enable flexible trait expression is warranted.

**Sheppard, Hannah., Bizumic, B., Huxley, E., and Calear, A. Australian National University**

Understanding Prejudice towards People with Borderline Personality Disorder

Despite significant negative attitudes towards people with borderline personality disorder (BPD), researchers have not investigated prejudice towards them. We aim to address this gap in



ACPID2020  
*virtual conference*  
ABSTRACTS

STUDENT BLITZ ABSTRACTS IN ALPHABETICAL ORDER

the literature by adapting an existing model of prejudice towards people with mental illness (Kenny, Bizumic, & Griffiths, 2018) to focus on people with BPD. We developed the Prejudice towards People with Borderline Personality Disorder (PPBPD) Scale. Preliminary results demonstrate that the scale replicates the structure of Kenny et al.'s model, with the four factors of fear/avoidance, malevolence, authoritarianism, and unpredictability also applying to people's prejudice towards people with BPD. Further analyses place the PPBPD Scale within a nomological network of antecedents and consequences. We aim to further test the appropriateness of the model to healthcare providers and perceived stigma, which will be instrumental in developing effective and research-informed interventions to improve the wellbeing and health outcomes of people living with BPD.

**Sparavec, Anita, and March, E.**  
**Federation University**

Why Did You Post That? The Dark Triad and Empathy as Predictors of Antisocial and Prosocial Online Behaviour

The popularity of social media has exponentially increased over the last decade. Social media offers users the opportunity to experience both online prosocial and antisocial behaviour. The aim of this study was to explore the utility of the Dark Triad personality traits (narcissism, Machiavellianism, psychopathy) and empathy (cognitive and affective) in predicting antisocial and prosocial online behaviours. Participants (N=239; 54.8% women) completed an online survey, and results partially supported hypotheses. Narcissism and psychopathy emerged as positive predictors of antisocial online behaviour, whereas narcissism and affective empathy positively predicted prosocial online behaviour. Interpreted through the lens of Uses and Gratifications Theory, results of the current study support an individual differences approach to exploring both antisocial and prosocial online behaviours. The current results contribute to online behavioural research and serves to aid interventions and educational efforts dedicated to making the Internet a safer and more enjoyable place.

**Stanley, Peter, and Schutte, N.**  
**The University of New England**

The Impact of Intrinsic Motivation on Positive Personality Characteristics  
This study examined the relationship between intrinsic motivation and positive personality characteristics, and explored whether positive affect mediated these relationships. One hundred and eighty participants completed measures of trait intrinsic motivation, affect, and several positive personality characteristics (self-efficacy, empathic perspective taking, empathic concern, emotional intelligence, character strengths, and self-compassion). High intrinsic motivation was associated with high positive affect and higher levels of the positive personality characteristics. Positive affect mediated the relationship between intrinsic motivation and five of the six personality characteristics.

Participants were randomly assigned to an intrinsic motivation for self-compassion prime condition or a control condition and then completed measures of state affect and state self-compassion. Participants in the prime condition had greater state positive affect and self-compassion. Positive affect mediated the effect of the prime on self-compassion. These results link intrinsic motivation and positive personality characteristics and suggest that intrinsic motivation may increase positive affect which, in turn, may lead to higher levels of positive personality characteristics.

**Tanna, V, and MacCann, C.**  
**The University of Sydney**

What Drives our Regulation of Other People's Emotions? Findings on the Role of Closeness, Emotion-type and Empathy.

Gross's (2015) Extended Process Model of Emotion Regulation outlines how people control their emotions. Most research has applied this model to intrapersonal-regulation. The current study applies it to interpersonal-regulation, exploring how a target's closeness to the regulator and the emotion they express affect a regulators response. In an online survey, participants (N = 266, 76% female, 74% psychology students) were randomly divided into four conditions and read three vignettes describing their close/distant target expressing anger/anxiety. The 2 x 2 between-subject ANOVAs revealed that the closer a regulator considered a target to be the greater their empathy, regulation likelihood, use of engagement process, and self-efficacy. Results were less consistent for the effects of emotion-type or the emotion-by-closeness interaction effect. Interestingly, including empathy as a covariate in the ANOVA models revealed that regulators with greater empathy for their target were more likely to regulate and generally used both more engagement and diversion processes.

**Vaughan, Arabella, and Birney, D.P.**  
**The University of Sydney**

Performance-Enhancing Cognitive Tasks? How Individual Differences and Cognitive Priming Interactively Influence Relational Integration Performance

Relational integration is the cognitive process of identifying and manipulating relations to solve a problem. The few relational integration studies that have examined the interactive influence of stable individual differences on task-context manipulations have shown a beneficial priming effect of solving distant analogies. We investigated how individual differences in Fluid Intelligence (Gf), Need for Cognition (NFC), and the Intellect facet of Openness interact with cognitive priming type to influence performance trajectories on a cognitively demanding spatial relational integration task, the Graeco-Latin Square Task (GLST). 120 undergraduate students completed one of three priming tasks (near analogies, distant analogies, or a Go/No-Go inhibitory control task), then completed the GLST and other measures. Findings indicate that different cognitive



# ACPID2020 virtual conference ABSTRACTS

## STUDENT BLITZ ABSTRACTS IN ALPHABETICAL ORDER

primes differentially influenced the extent to which Gf predicted relational integration performance, as well as people's capacity to learn from their experience with the task. Contrary to expectations, NFC and Intellect did not influence performance.

**Walker, Sarah, Birney, D. P, and MacCann, C.**  
*The University of Sydney*

How much does the evaluative content influence self- and informant-faking on Dark Triad rating scales

People can distort their responses on both self- and informant-report rating scales of the Dark Triad of personality. The aim of this study was to determine the extent to which the evaluative content of the Dark Triad measures underpins both the extent to which people distort their response, and the direction of that distortion. Expert raters ( $N = 9$ ) were recruited and rated the social desirability of each of the Dark Triad measure items to generate item-level and scale-level indices of *evaluative content* (or social desirability). These indices were used to empirically test the extent to which faking on each scale (and each item) is due to the evaluative content of the items. There was strong interrater reliability across all Dark Triad measures. The scales social desirability mean ratings correspond to the pattern of faking seen on the different Dark Triad scales. That is, the most desirable scale (Machiavellianism) shows a pattern of increasing under fake good (and decreasing under fake-bad). The least desirable scales (psychopathy and its facets) show the greatest degree of faking. Results suggest the extent of faking is highly dependent on the social desirability of the items. Implications and recommendations for future research will be discussed.

**Wood, Joshua K, Anglim, J, and Horwood, S.**  
*Deakin University*

The Effect of Applicant Role Play Context on Personality Self-Other Correlation and Criterion Validity

Researchers disagree on whether job applicant faking on personality questionnaires decreases criterion validity, for example weakening prediction of job performance. This study examined the effect of job applicant context on the criterion validity of personality assessments and on correlations between self- and other-rated personality (e.g., conscientiousness with conscientiousness), using an unusually large sample for a study that compares validities using other-ratings of personality. Participants ( $n = 584$ , 84% female, mean age = 27.6 years) completed a Big Five personality measure (IPIP NEO 50) under low-stakes research and job applicant role play conditions. Participants also had others rate their personality. In the role play condition, self-report scale scores were typically half a standard deviation higher (neuroticism reversed), criterion validities lower, and correlations with other-rated personality lower. This suggests that faking in job applicant contexts leads to more socially desirable responses, reducing the validity of personality assessment.

## SYMPOSIUM ABSTRACTS

### Individual Differences Predicting Student Success

Ha Eun Yun, Mackenzie Sternbeck-Rutter, Juliette Mingant, Stefanie Herta, Maral Jkorkozian, Penny Van Bergen, Alissa Beath

*Macquarie University*

Student wellbeing and academic performance is influenced by a variety of factors, including factors relating to the contextual factors of the university, instructor-related factors, the complexity of the material being studied, and individual difference factors. This symposium presents five papers from a study that examined a range of individual differences associated with student wellbeing and academic outcomes. The study used a longitudinal design over a 13-week university academic semester to answer questions about how individual difference factors, such as self-efficacy, mindfulness, and perceived stress, change over time; as well as explore possible mechanisms underlying effects of dispositional factors, such as resilience, mindfulness, and stress beliefs. 375 Introductory psychology students participated in at least one of the following three study phases: (1) a start-of-semester online questionnaire, (2) nine weekly diaries completed throughout the semester, and (3) an end-of-semester online questionnaire. The first paper explored academic social comparison to investigate any differences by students' mode of study, internal on-campus or online. The second paper investigated predictive relationships between dispositional mindfulness and study-specific effort regulation from the start to the end of the academic semester. The third paper explored whether the effect of dispositional resilience could be explained through domains of stress beliefs. The fourth paper examined the reciprocal relationship between weekly experiences of mindfulness and academic stress. The final paper explored the dynamic nature of self-efficacy, and how it predicts academic performance. Together these papers offer novel insights into the importance of individual difference factors to understand multiple aspects of student success.

### Juliette Mingant

Up and Down: Exploring the Relationship Between Social Comparison and Academic Performance in On-Campus and Online University Students

In academic settings, students may engage in social comparisons by comparing themselves with others who perform better (upward comparison) or worse (downward comparison). The first aim of the present study was to assess whether students' upward and downward comparison tendencies separately predicted academic performance. The second aim was to investigate whether social comparison and its consequences on academic performance differed between on-campus and online students. The study was in part conducted during the COVID-19 pandemic and mid-way through the university semester, on-campus students transitioned to online study.



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*virtual conference*  
ABSTRACTS

SYMPOSIUM ABSTRACTS

Thus, an exploratory aim was proposed to explore how students' social comparison tendencies changed after the onset of pandemic-related disruptions. The results indicated that neither upward nor downward comparison was related to academic performance and that social comparison processes operate similarly for on-campus and online students. This serves as an initial demonstration of social comparison in online education.

**Maral Jkorkozian**

Understanding Relationships Between Mindfulness and Effort Regulation Across an Academic Semester

Self-handicapping behaviours can have negative academic consequences for students. Previous research has suggested that mindfulness and effort regulation are important predictors of decreased self-handicapping and increased academic achievement. Additionally, the negative association between self-handicapping behaviours and effort regulation was found to remain stable over time. However, the relationship between mindfulness and effort regulation is yet to be studied. The current study examined the association between mindfulness and study-specific effort regulation, over time, amongst first-year university students. Start-of-semester mindfulness significantly predicted end-of-semester study-specific effort regulation. However, start-of-semester effort regulation did not significantly predict end-of-semester mindfulness. These results suggest that the benefit of mindfulness for decreased self-handicapping behaviours may be mediated by effort regulation. Therefore, interventions targeted at increasing mindfulness in the academic context may generalise to effort regulation as well

**Stefanie Herta**

Effects of Individual Characteristics on Tertiary Student Thriving: Trait Resilience and Stress-Beliefs

Equally important elements of tertiary student thriving include academic performance and psychological wellbeing, and research demonstrates the beneficial effects of trait resilience and positive beliefs about stress on both outcomes. However, research has not investigated these individual characteristics together. Therefore, this longitudinal study recruited first-year undergraduates (N = 124) to investigate the effect of trait resilience on both outcomes, and whether the effect is partially explained by holding more positive stress-beliefs. Three independent aspects of stress-beliefs were investigated: consequences of stress, coping efficacy and interpersonal relations. There were no significant relationships between trait resilience or stress-beliefs with academic performance. Path models revealed a significant partial indirect effect of trait resilience on psychological wellbeing, but only through the interpersonal relations stress-belief domain. This suggests that beliefs on stress in interpersonal contexts have an important role in positively influencing psychological wellbeing. Such information may aid in the formulation of student success programs.

**Mackenzie Sternbeck-Rutter**

Weekly Mindfulness and Perceived Stress: A Reciprocal Relationship Predicts Future Psychological Well-Being

Positive stress appraisal and mindfulness is beneficial for well-being, but how these interrelated processes unfold over time is currently unknown. The present weekly diary study aimed to establish a reciprocal relationship between mindfulness and university-related perceived stress, and determine whether this predicts future psychological well-being. First-year Psychology students (N = 69) reported their expression of mindfulness and perceived university-related stress across nine weeks, and their psychological well-being at the end of semester. Results supported the reciprocal relationship: Mindfulness one week independently predicted lower perceived stress the following week, and perceived stress independently predicted lower mindfulness the following week. Mindfulness also indirectly predicted well-being via perceived stress, although mindfulness did not have a similar indirect role in the relationship between perceived stress and well-being. The results provide strong support for a reciprocal cycle of mindfulness and perceived stress in everyday life that is ultimately important for well-being.

**Ha Eun Yun**

Dynamic Self-Efficacy and Academic Performance: Insights into Student Experience Across a University Semester

Self-efficacy is by nature a dynamic construct but limited empirical research has investigated its dynamic nature. This study explored variability of self-efficacy scores across a semester, how such variability relates to performance, and how goals and study strategies underlie the relationship between self-efficacy and performance. Academic self-efficacy and study strategies were measured using subscales of the Motivated Strategies for Learning Questionnaire at all three phases of the larger project. Academic performance was measured by final grades. There was significant variability in self-efficacy across the semester, with scores declining from the start until mid-way, at which point they plateaued. Less variability was associated with higher performance. Greater discrepancy between expected and desired final grades predicted higher performance through the use of elaboration study strategies only when self-efficacy was low. Findings examining self-efficacy within a higher education context could inform education practices and interventions to optimise academic performance.

