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2 **Markey, Patrick**

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6 **Early Life and Educational Background**

[AU2](#) 7 Dr. Markey earned his B.A. in psychology from  
 8 California State University, Fullerton, in 1997 and  
 9 his M.A. in psychology from the University of  
 10 California, Riverside, in 1999. He received his  
 11 Ph.D. in social-personality psychology from the  
 12 University of California, Riverside, in 2002 under  
 13 the direction on Dr. Daniel Ozer.

14 **Professional Career**

15 Dr. Markey has taught at Villanova University  
 16 from 2003 to the present. He is currently a profes-  
 17 sor of psychology and the director of the Interper-  
 18 sonal Research Laboratory at Villanova  
 19 University. He is the past president of the Society  
 20 for Interpersonal Theory and Research and served  
 21 as an associate editor for the Journal of Personal-  
 22 ity for nearly a decade. Dr. Markey's research has  
 23 been presented in over 100 journal articles, con-  
 24 ference presentations, and book chapters. In addi-  
 25 tion to his academic work Dr. Markey's research  
 26 has received considerable attention from televi-  
 27 sion, radio, and print media, including The New

York Times, USA Today, NPR, CBS, MSNBC, 28  
 BBC, ABC, and many others. 29

**Research Interests** 30

Dr. Markey's research recognizes that humans are 31  
 innately social creatures and that people can never 32  
 be truly understood without considering their 33  
 interpersonal relations. As such, his research 34  
 examines how behavioral tendencies develop 35  
 and are expressed within social relationships. 36  
 The behavioral tendencies that he has investigated 37  
 range from fairly mundane interpersonal behavior 38  
 (e.g., acting warmly during an interaction) to 39  
 behaviors of real life importance (e.g., unhealthy 40  
 dieting, drug use, sexual promiscuity, and aggress- 41  
 siveness). In order to examine how these behav- 42  
 ioral tendencies develop and are expressed in a 43  
 social context he has examined a multitude of 44  
 social relationships (e.g., parent-child relations, 45  
 peer relationships, romantic relationships, etc.) at 46  
 different stages of life. 47

During preadolescence, for the first time, chil- 48  
 dren start to take an interest in their interpersonal 49  
 relationships. Throughout this transformation into 50  
 becoming a social being the primary relationship 51  
 of a preadolescent child is typically with one or 52  
 both parents. Therefore, Dr. Markey's research 53  
 has examined the interpersonal interactions 54  
 between children and their parents. By examining 55  
 the interpersonal behaviors, children express as 56  
 they interact with their parents he was able to 57

58 create and validate various models of children's  
59 interpersonal behaviors and personality (c.f.,  
60 Markey et al. 2005). These models proved useful  
61 in subsequent research examining how the inter-  
62 personal relationships preadolescents have with  
63 their parents affect various health compromising  
64 behaviors (c.f., Markey et al. 2006). For example,  
65 it was found that the interpersonal behaviors pre-  
66 adolescents expressed while they were interacting  
67 with their parents could be used to predict which  
68 children would later engage in alcohol consuming  
69 or smoke cigarettes (Markey et al. 2005). Addi-  
70 tionally, Dr. Markey has demonstrated that par-  
71 ents' perceptions of their children's personalities  
72 and children's perceptions of how closely their  
73 parents monitor their behavior predict such risky  
74 behaviors (Markey et al. 2003). By examining  
75 children's behavior in the context of their peer  
76 relationships, Markey examined how pubertal  
77 development moderated the importance of vari-  
78 ous personality traits. In this research, it found that  
79 girls who developed early, and who were curious  
80 (i.e., open to experience), were at particular risk  
81 for engaging in health-compromising behaviors  
82 (Markey et al. 2003). Such a finding likely  
83 occurred because this type of girl would be curi-  
84 ous at a time when her newly mature physical  
85 appearance was giving her access to situations  
86 and interpersonal relationships with older peers  
87 that facilitated experimentation and risky  
88 behaviors.

89 As children age and start in enter into young  
90 adulthood, their peer relationships remain  
91 extremely important in their lives. For example,  
92 every fall, thousands of young adults leave their  
93 homes and begin college. This typically results in  
94 students living in dorm rooms with a person they  
95 previously did not know. Recognizing the impor-  
96 tance of these interpersonal relationships,  
97 Dr. Markey examined how individuals alter their  
98 interpersonal behaviors when interacting within  
99 this unique and important real-life context  
100 (Markey and Kurtz 2006). Results indicated that  
101 after living together for 15 weeks roommates  
102 tended to alter their behaviors in order to comple-  
103 ment each other by acting opposite in terms of  
104 dominance (i.e., dominant behavior encouraged  
105 submissive behavior, and submissive behavior

106 encouraged dominant behavior) and similar in  
107 terms of warmth (i.e., warm behavior encouraged  
108 warm behavior, and hostile behavior encouraged  
109 hostile behavior). In addition to examining the  
110 interpersonal behaviors of college roommates,  
111 Dr. Markey's lab examined how young adults  
112 expressed themselves when interacting with an  
113 opposite-sex stranger (Markey et al. 2003). Simi-  
114 lar to the results of college roommates, individuals  
115 interacting with opposite-sex strangers tended to  
116 complement each other by acting in an opposite  
117 manner on dominance and a similar manner on  
118 warmth. Such results further stressed the impor-  
119 tance of the social situation by demonstrating that  
120 the interpersonal behaviors exhibited during  
121 dyadic interactions elicit or constrain subsequent  
122 behaviors from interaction partners.

123 During this transition into adulthood, not only  
124 are peer relationships important, but romantic  
125 relationships typically begin to form. Therefore,  
126 it was examined how the personalities of individ-  
127 uals involved in romantic relationship comple-  
128 ment each other and whether such  
129 complementarity is related to relationship quality  
130 (Markey and Markey 2007a). By examining both  
131 same-sex and opposite-sex couples, not only was  
132 a more comprehensive understanding of comple-  
133 mentarity achieved (Markey and Markey 2013a),  
134 but this methodology allowed for the examination  
135 of gender effects which was not possible when  
136 only opposite-sex couple were sampled (Markey  
137 and Markey 2014). Such results have proved use-  
138 ful for not only understanding how interpersonal  
139 characteristics were related to relationship quality  
140 within romantic relationships, but how such rela-  
141 tionship impact physical and psychological health  
142 (c.f., Markey and Markey 2006a; Markey  
143 et al. 2004, 2014).

144 Building upon these studies, Dr. Markey  
145 sought to create a more complete model of inter-  
146 personal behavior than the ones currently avail-  
147 able (Markey and Markey 2006b). This new  
148 model of interpersonal behavior merged together  
149 three different personality dimensions from  
150 models utilized in his previous research, the Inter-  
151 personal Circumplex (e.g., Markey et al. 2003,  
152 2005; Markey and Kurtz 2006) and the five-factor  
153 model (e.g., Markey et al. 2003). The resulting

spherical model, called the interpersonal sphere, proposed that interpersonal characteristics vary along a spherical continuum and could be oriented by the primary dimensions of dominance, warmth, and conscientiousness. This multidimensional model of behavioral tendencies not only provided specific predictions regarding complementarity but also emphasized that what truly makes an individual different and unique is not a high or low rating on a single trait but their unique “blend” of traits. This model has since been used to examine various topics (e.g., the effects of violent media; Markey and Markey 2010a) and helped produce a short-form assessment of the interpersonal circumplex (IPIP-IPC; Markey and Markey 2009). Other research conducted by Dr. Markey using the interpersonal circumplex examined the links between stable interpersonal styles and outcomes as diverse as humor, drug use, and sexual promiscuity (Markey and Markey 2007b; Markey et al. 2014a, b). Some of this research has even begun to shed light on biological, genetic, and environmental influences on stable interpersonal styles (Markey and Markey 2011, 2015).

Although the majority of Dr. Markey's research has examined face-to-face interactions, he also investigated interpersonal interactions in cyberspace. Recognizing that people increasingly rely on computer-mediated forms of communication, his laboratory examined how technology impacts behavior. This research has provided evidence for the applicability of traditional psychological theories of behavior to interactions in these environments. For example, it was demonstrated that traditional psychological theories related to the bystander effect (Markey 2000), anxiety following interpersonal interactions (Rice and Markey 2009), and personality perception (Markey and Wells 2002) generalize to cyberspace. Similarly, an examination of the billions of search terms people type into the search engine “Google” has been used to better understand issues related to evolutionary psychology and health psychology (Markey and Markey 2010b, 2013b).

Shifting from computer screens to television sets, Markey investigated how media impacts

various intrapersonal and interpersonal outcomes. For example, a series of studies examined whether certain types of individuals, with elevated levels of psychoticism, were more likely to be adversely affected (i.e., exhibit aggressive cognitions and emotions) by violent video games in the laboratory than other individuals (Giumetti and Markey 2007; Markey and Scherer 2009; Markey and Markey 2010a). Moving outside of the laboratory, Markey investigated violent media's impact on more horrific acts of aggression, including aggravated assault and homicide (Markey et al. 2015a, c). It is hoped that such research will provide insight into how well traditional laboratory assessments of aggression generalizes to real-world acts of violence.

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326 personal circumplex, relationships, and human-computer  
327 interactions.  
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