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2 **Markey, Patrick**

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

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6 **Early Life and Educational Background**

Research Interests 30

[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.

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
iveness). 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

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

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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