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The relationship between narcissism and forgiveness

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THE RELATIONSHIP BETWEEN NARCISSISM AND FORGIVENESS

Thesis

Submitted to

The College of Arts and Sciences of the

University of Dayton

In Partial Fulfillment of the Requirements for

The Degree

Master of Arts in Clinical Psychology

by

Nicole Lynn Matros

UNIVERSITY OF DAYTON

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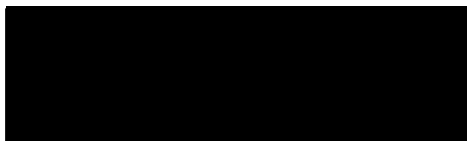
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ABSTRACT

THE RELATIONSHIP BETWEEN NARCISSISM AND FORGIVENESS

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This study investigated the relationship between narcissism and forgiveness of others. Participants ($N = 102$), who were recruited from a medium sized Midwestern Catholic university, completed self-report questionnaires assessing demographic/background information, forgiveness, the five-factor model of personality, narcissism, and empathy. Contrary to expectation, no significant correlations were found between narcissism and forgiveness. However, consistent with hypotheses, this study found that narcissism related to perspectives of forgiveness. Narcissism also related to the five-factor model of personality and empathy as expected. Empathy was significantly related to views of forgiveness and views of the offender. Furthermore, the five-factor model of personality related to narcissism and forgiveness variables as expected. The best predictors of situational forgiveness were offense impact, appraisal of offender motivation, and hedonic perspectives on forgiveness. The best predictors of dispositional forgiveness were hedonic perspectives on forgiveness, the degree to which individuals set preconditions for forgiveness, and number of offenders. Implications and study limitations are discussed.

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CHAPTER I

INTRODUCTION

Researchers have examined personality factors that may make it difficult to forgive. For instance, research has found that people who experience less empathy are less likely to forgive (Konstam, Chernoff, & Deveny, 2001; Macaskill, Maltby, & Day, 2002; McCullough, Worthington, & Rachal, 1997). Similarly, forgiveness is less likely to be employed by individuals who use neurotic defense mechanisms (Maltby et al., 2004). Studies have also found forgiveness to be negatively correlated with neuroticism (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002). A personality style that incorporates all of these impediments to forgiveness is narcissism. Indeed, research has shown that narcissists are less likely to forgive (Brown, 2004; Davidson, 1993; Exline et al., 2004). However, more research is needed on the cognitive mechanisms that make it difficult for narcissists to forgive.

The present study will address the following questions: 1) How does forgiveness relate to narcissism? 2) Does narcissism predict forgiveness beyond the five-factor model of personality and other robust predictors of forgiveness? 3) Which combination of variables best predicts forgiveness? 4) What are the cognitive mechanisms that link forgiveness and narcissism? The literature for this study will be reviewed in the following manner. First, a definition of forgiveness will be provided. Next, two models of forgiveness will be reviewed. Following this, research on how personality characteristics relate to forgiveness will be examined, with a focus on empathy, defense

mechanisms, and the five-factor model. Finally, research on narcissism will be presented.

Definition of Forgiveness

Social scientists have offered a variety of definitions of forgiveness. Enright and Fitzgibbons (2000) suggested that people forgive when “they willfully abandon resentment and related responses (to which they have a right), and endeavor to respond to the wrongdoer based on the moral principle of beneficence, which may include compassion, unconditional worth, generosity, and moral love (to which the wrongdoer, by nature of the hurtful act or acts, has no right”) (p. 29). Sandage et al. (2000) adds that forgiveness often involves cognitive, emotional, and behavioral changes within the person who has been wronged. Change on each of these levels can be conceptualized as occurring on a continuum. For example, a decrease in negative behavior may range from no longer ignoring the transgressor to giving up plans to retaliate against the transgressor (Enright & Fitzgibbons, 2000). McCullough and Witvliet (2002) propose that forgiveness is multi-dimensional and can be a response to a specific transgression (state forgiveness), a personality disposition (trait forgiveness), or a characteristic of a social group. This study will focus on the state and trait levels of forgiveness.

Several researchers have made distinctions between forgiveness and related terms. For example, there is a general consensus that forgiveness is not the same as legal pardoning (Enright & Fitzgibbons, 2000). In fact, individuals may choose to forgive but to pursue justice through the legal system. It is also different from condoning, where a “moral infraction” in the perpetrator is noticed, but is excused due to the nature of the situation (Enright & Fitzgibbons, 2000). In contrast, a forgiving individual recognizes the

injustice of the offense. Forgiveness is also different from reconciliation. Enright and Fitzgibbons (2000) explain that reconciliation involves at least two people who are working to restore the relationship that has been damaged. Reconciliation may not always be the wisest solution. For instance, it may be dangerous in situations where physical abuse has taken place, and could even put the victim in a life-threatening situation. They add that reconciliation is an overt, behavioral process in which forgiveness is an essential condition. In contrast, forgiveness can occur regardless of the actions of the perpetrator. Forgiveness is also different from conciliation. Conciliation refers to pacifying or appeasing the transgressor through pleasing acts, whereas victims who forgive continue to recognize that they have been wronged and do not ignore this fact to please their transgressor (Enright & Fitzgibbons, 2000). Forgiveness is also not the same as forgetting. Forgiveness entails remembering the transgression, while perceiving the transgressor in a new, more positive way (Enright & Fitzgibbons, 2000).

Models of Forgiveness

Before examining personality traits associated with forgiveness, it is useful to examine theoretical models for the forgiveness process. These models may provide insight into why some individuals are less likely to forgive. Two commonly cited models include the Process Model of Forgiveness and the Pyramid Model of Forgiveness. Each is briefly described below.

Process Model of Forgiveness: Enright's model

Enright and colleagues (1998) have proposed a model of forgiveness that includes cognitive, affective, and behavioral components of the forgiveness process. This model describes why people forgive, and the phases that accompany forgiveness. This process

model of forgiveness includes four phases, and within these phases are distinct units that describe the psychological variables important in forgiveness. The first phase in the process model of forgiveness is the uncovering phase (Enright & Coyle, 1998).

Examples of tasks that are completed in this stage include the examination of psychological defenses, confrontation of anger, admission of shame, and realization that the injury may have permanently and adversely changed the victim (Enright & Coyle, 1998).

The next phase of the process model of forgiveness is the decision phase. The decision phase includes a realization that the old resolution strategies are not working. The victim subsequently begins to consider forgiveness as an option, and then makes a commitment to forgive the offender (Enright & Coyle, 1998). The primary task of this stage is for the victim to consider forgiveness as an option, rather than continuing to be bitter about the situation or transgressor. This may be done by reframing different situations to view the offender in a different context (Enright & Coyle, 1998).

This leads into the next phase of forgiveness-the work phase. In order for the victim to follow through with their commitment to forgive, they must reframe the transgressor in a larger world view, rather than just focusing on the transgression or injury that they have caused (Enright & Coyle, 1998). More specifically, they must look at the contextual factors surrounding the transgressor with the goal of seeing the offender as a vulnerable person (Enright & Coyle, 1998). Examples of tasks completed in this phase include the development of empathy and compassion toward the offender, absorption of pain by the victim, and giving a "moral gift" to the offender (Enright & Coyle, 1998).

The final phase of the process model of forgiveness is the deepening phase. During this phase victims realize that they begin to feel better when they forgive. Victims may have several revelations during this phase such as they are not alone in suffering from being wronged, they may have needed forgiveness from others in the past, and they may have a new path in life to follow because of the injury that has affected them (Enright & Coyle, 1998). It is important to note that the process model of forgiveness should be viewed as a flexible set of steps that may occur in any order, and that may differ from person to person.

Pyramid Model of Forgiveness: Worthington's model

Worthington and colleagues (1998) have proposed a model of forgiveness that involves five steps and can be represented with the acronym REACH. These steps may not always occur in the order specified, and in some cases may occur simultaneously. The first step of the Pyramid Model of Forgiveness is to Recall the hurt (Worthington, 1998). Worthington (1998) suggests that when people are hurt they develop classically conditioned negative feelings toward the offender. Moreover, these classically conditioned negative feelings may continue to affect the victim each time the victim comes into contact with the transgressor, making the victim even more susceptible to unforgiveness. He further explains that in the aftermath of a transgression, the victim's stress response system may be activated when the victim encounters the transgressor. This may cause the victim to either avoid the transgressor, or if this is not possible, the victim may become angry, defensive, or depressed (Worthington, 1998). Worthington (1998) explains that in order to get rid of this response, the victim must not only recall the

hurt and elaborate on it in a supportive environment, but do so without reexperiencing the pain that accompanied the original transgression.

The second step in the pyramid model of forgiveness is to Empathize with the one who hurt you (Worthington, 1998). More specifically, Worthington (1998) focuses on the importance of developing “empathic compassion” (i.e., compassion and caring towards their transgressor). This state of empathic compassion produces changes in the victim’s feedback from eight sources including the facial muscles, skeletal muscles, viscera, hormones, neurochemical patterns, the environment, thoughts and associations, and the flow of consciousness (Worthington, 1998). Worthington (1998) suggests that producing these changes helps to redirect the victim towards forgiveness.

The third stage in Worthington’s (1998) model of forgiveness is Altruistic gift. This stage involves encouraging victims to reflect upon ways they may have hurt others in the past. Feelings of guilt enhance humility and empathic identification (Worthington, 1998). After victims have considered their own capacity to hurt others, they then begin to reflect what it may be like to be granted forgiveness (Worthington, 1998). According to this model, the goal is for the victim to feel a sense of gratitude for being forgiven, and for the victim to identify with the transgressor. Completion of this step requires a willingness to forgive.

The fourth step is a Commitment to forgive. It is important to note that the commitment to forgive must be an overt act in order to produce a longer lasting sense of forgiveness (Worthington, 1998). Worthington (1998) explains that if forgiveness is not overt, the fear conditioning that is present as the result of a transgression (i.e., changes in hormones, neurochemical patterns, muscles) continues to affect the victim, which may

result in the victim's invalid conclusion about his or her forgiveness experience.

Worthington (1998) outlines a series of steps for the victim to follow in order to work their way towards a public commitment to forgive.

The final step in the pyramid model of forgiveness is Holding onto the forgiveness. This can be done a number of different ways. The victim may be reminded that negative feelings from recalling the hurt and fear of being hurt again are different from unforgiveness, and that it is useless to attempt to stop feelings through conscious effort (Worthington, 1998). The victim may also learn emotion management techniques to work through their different feelings (Worthington, 1998). The victim may also need to refocus his/her thoughts, work through the pyramid model again, or work through the model by recalling a different transgression (Worthington, 1998).

Most of the empirical support for these models come from intervention studies that have used these steps to help people forgive (e.g., Al-Mabuk, Enright, & Cardis, 1995; Coyle & Enright, 1997; Freedman & Enright, 1996; Hebel & Enright, 1993; McCullough & Worthington, 1995; McCullough, Worthington, & Rachal, 1997). However, these studies did not employ component analyses so it is difficult to know which steps are essential to the forgiveness process. One element common to both models that has been studied extensively is empathy. More specifically, Enright posits that empathy develops in the work phase, while Worthington describes the development of "empathic compassion" in the second step of the pyramid model. Because empathy may play a central role in forgiveness, individuals who have personality traits or disorders that interfere with the development of empathy are likely to have difficulty forgiving. Additionally, both models of forgiveness involve thinking of ways the victims

may have hurt others in the past. In contrast to the Process Model of Forgiveness, the Pyramid Model focuses on the physical reactions that victims experience following a transgression, and how these reactions result from classically conditioned responses. Empirical studies examining the role of empathy in forgiveness will be briefly summarized below.

Forgiveness and Personality

Role of Empathy in Forgiveness

The importance of empathy in the forgiveness process has theoretical as well as empirical support. McCullough and colleagues (1997) describe three different ways that empathy may facilitate forgiveness. The victim of a transgression may feel empathy towards the transgressor and worry about the guilt that the transgressor is experiencing over how their actions may have affected or damaged the relationship (McCullough et al., 1997). Empathy may also cause the victim to care that the transgressor feels isolated and lonely because of the estranged relationship (McCullough et al., 1997). Finally, the victim's empathy may cause him or her to care about the restoration of the damaged relationship with the transgressor, and lead the victim towards forgiveness (McCullough et al., 1997). Overall, empathy toward the transgressor may foster constructive "relationship-restoring" responses, in contrast to participating in retaliatory behavior (McCullough et al., 1997).

Studies have found that individuals with higher levels of empathy find it easier to work toward forgiveness, and individuals with lower levels find it difficult to forgive (Konstam, Chernoff, & Deveny, 2001; Macaskill, Maltby, & Day, 2002; McCullough, Worthington, & Rachal, 1997). Macaskill and colleagues (2002) explored the

relationship between forgiveness and empathy by focusing on two aspects of forgiveness. Their study utilized 324 British undergraduate students who completed measures of forgiveness of self, forgiveness of others, and emotional empathy (Macaskill et al., 2002). Their results revealed that empathy is positively correlated with forgiveness of others, but not with forgiveness of self (Macaskill et al., 2002).

McCullough and colleagues (1997) conducted two separate studies to explore the role of empathy with forgiveness. The first study consisted of 239 college students, and examined whether the link between apology and forgiveness was mediated by empathy for the offender (McCullough et al., 1997). Results of this study confirmed the authors' hypotheses. More specifically, the researchers found that if the offender apologizes to the victim for their specific transgression, this apology leads to increased empathy for the offender, which then leads to decreased avoidance behaviors and an increase in conciliatory behaviors (McCullough et al., 1997).

The second study ($N=134$) compared the efficacy of two separate seminars, one that promoted empathy as a precursor to forgiveness, and one that encouraged forgiveness but not empathy (McCullough et al., 1997). Results indicated that the empathy seminar promoted a greater increase in forgiveness compared to the other seminar (McCullough et al., 1997).

Konstam and colleagues (2001) utilized 148 college students to explore the relationships between forgiveness, empathy, and other variables. Their results revealed that participants who scored high in "empathic concern" and "perspective taking" also scored high in their ability to forgive (Konstam et al., 2001). Furthermore, they reported

that empathy towards the offender encouraged more relationship restoring behaviors than retaliatory behaviors (Konstam et al., 2001).

Forgiveness and Defense Mechanisms

Researchers have also studied how defense styles relate to forgiveness. A defense style refers to a “common pattern of behavior, often adaptive coping styles when they occur in moderation, observed in response to particular situations” (Barlow & Durand, 2002, p. 18). Vaillant and colleagues (1986) suggest that defense mechanisms can be classified into three general defense styles. The first style is the mature defense style, which includes sublimation, humor, anticipation, and suppression (Vaillant et al, 1986). Vaillant et al. (1986) argues that defense mechanisms associated with this style are generally adaptive. The second style is the neurotic defense style, which includes undoing, pseudo-altruism, idealization, and reaction formation. Neurotic defense styles may be effective in relieving negative feelings in the short-term but can become problematic (Vaillant et al., 1986). The final style is described as the immature defense style. This style includes projection, passive aggression, acting out, isolation, devaluation, autistic fantasy, denial, displacement, dissociation, splitting, rationalization, and somatization (Vaillant et al., 1986). Vaillant et al. (1986) describes immature defense styles as both unsuccessful and maladaptive. Individuals with personality disorders are more likely to employ neurotic and immature types of defense mechanisms.

Maltby and his colleagues (2004) compared these defense styles to forgiveness and found that individuals who used neurotic defenses were less likely to forgive. Specifically, Maltby (2004) found that undoing, pseudo altruism, idealization, and reaction formation were negatively correlated with forgiveness. No significant results

were reported in regards to the remaining defensive styles. Thus, a neurotic defense style may be a barrier to forgiveness, and “positive, active, and engaging” attempts may be needed in order to forgive others (Maltby et al., 2004).

The Five-Factor Model

Researchers have also considered the role of the five-factor model of personality with forgiveness. The five-factor model of personality concerns basic dimensions that underlie the large number of personality traits that have been identified in most natural languages (Costa & McCrae, 1992). Numerous studies using factor analyses have revealed the presence of five factors. These include neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. These five factors, or domains, are made up of groups of six intercorrelated traits, which are referred to as facets (Costa & McCrae, 1992). The domains and facets are briefly described below.

Neuroticism refers to chronic emotional maladjustment and instability and includes “unrealistic ideas, excessive cravings or difficulty in tolerating the frustration caused by not acting on one’s urges, and maladaptive coping responses” (Costa & Widiger, 2002, p. 6). Highly neurotic individuals are more susceptible to experiencing psychological distress (Costa & Widiger, 2002). Facet scales for neuroticism include anxiety, angry hostility, depression, self-consciousness, impulsivity, and vulnerability (Costa & McCrae, 1992).

Extraversion refers to the “quantity and intensity of preferred interpersonal interactions, activity level, need for stimulation, and capacity for joy” (Costa & Widiger, 2002, p. 6). Extraverts tend to be sociable, assertive, active, and talkative, in contrast to introverts who tend to be more reserved, independent, and sluggish (Costa & McCrae,

1992). Facet scales for extraversion include warmth, gregariousness, assertiveness, activity, excitement-seeking, and positive emotions (Costa & McCrae, 1992).

Openness to experience refers to those individuals who are curious, imaginative, more willing to entertain novel ideas and unconventional values, and may experience emotions more vividly than their closed counterparts (Costa & Widiger, 2002). Closed individuals may be more conventional, conservative, and rigid, especially in regards to their beliefs and attitudes (Costa & Widiger, 2002). Openness facets include fantasy, aesthetics, feelings, actions, ideas, and values (Costa & McCrae, 1992).

Agreeableness refers to “the kinds of interactions a person prefers along a continuum from compassion to antagonism” (Costa & Widiger, 2002, p. 6). Agreeable individuals tend to be “softhearted, good natured, trusting, helpful forgiving, and altruistic” (Costa & Widiger, 2002, p. 6). In addition, they are more inclined to show empathy, and believe that others will act the same way. In contrast, antagonistic individuals tend to be cynical, rude, suspicious, uncooperative, manipulative, vengeful, and ruthless (Costa & Widiger, 2002). Agreeableness facets include trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness (Costa & McCrae, 1992).

Finally, conscientiousness refers to the individual differences in the degree of organization, persistence, planning, control, and motivation in goal-directed behavior (Costa & Widiger, 2002). Conscientious individuals tend to be scrupulous, punctual, reliable, hard-working, ambitious, and persevering (Costa & Widiger, 2002).

Conscientious facets include competence, order, dutifulness, achievement striving, self-discipline, and deliberation (Costa & McCrae, 1992).

The Five-Factor Model and Vengefulness

Research has examined the relationship between vengefulness and the five-factor model. People who are high on neuroticism and low on agreeableness have been shown to be more vengeful (Bellah, et al., 2003; McCullough, et al., 2001). For example, McCullough and colleagues (2001) administered both a vengefulness measure and the Big-Five Inventory to 192 undergraduate students and confirmed their hypotheses that vengefulness was positively related to neuroticism and negatively related to agreeableness (McCullough et al., 2001). The authors suggest that vengeful people may experience greater levels of negative affect, lower levels of life satisfaction, and have difficulty maintaining harmonious interpersonal relationships (McCullough et al., 2001).

Bellah and colleagues (2003) also explored the relationship between vengefulness and the five-factor model of personality. A vengefulness measure and the NEO-PI-R were administered to 99 undergraduates, and results indicated that antagonism, the opposite of agreeableness, was the best predictor of vengefulness, while neuroticism was the next best predictor (Bellah et al., 2003). Their results, like McCullough's, depicted an inverse relationship between vengefulness and agreeableness, and a positive relationship with neuroticism (Bellah et al., 2003). Bellah (2003) found that the facets of straightforwardness, modesty, "vulnerability to stress" and, tender-mindedness were most strongly related to vengefulness (Bellah et al., 2003).

The Five-Factor Model and Forgiveness

Several studies have examined the relationship between forgiveness and the Big-Five factors (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002). Most of these studies have shown that forgiveness is negatively correlated with neuroticism

(Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002) and positively correlated with agreeableness (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002).

Some researchers have found that extraversion is positively correlated to forgiveness (Brose et al., 2005; Ross et al., 2004), whereas others (Walker & Gorsuch, 2002) have found no such relationship. Most studies have failed to find any relationship between forgiveness and openness to experience (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002) or conscientiousness (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002).

Summary of Findings on Forgiveness and Personality

The research cited above suggests that forgiveness may be especially difficult for individuals who are low on empathy and agreeableness, high on neuroticism, and who employ neurotic defense mechanisms. A personality style that involves all of these characteristics is narcissism. Narcissism is negatively correlated with agreeableness (Widiger et al., 2002). In fact, the primary dimension of the five-factor model that relates to narcissism is antagonism, the polar opposite of agreeableness (Widiger et al., 2002). Researchers have also found a positive relationship between narcissism and neuroticism (Widiger et al., 2002). Narcissistic individuals tend to score particularly high on the angry-hostility and self-consciousness facets of neuroticism (Widiger et al., 2002). Narcissistic individuals may also employ maladaptive defense mechanisms.

Forgiveness and Narcissism

Definition of Narcissism

The DSM-IV-TR (APA, 2000) describes Narcissistic Personality Disorder as a “pervasive pattern of grandiosity, need for admiration, and lack of empathy” (p. 714).

Individuals with Narcissistic Personality Disorder are often unwilling to recognize or identify with the feelings and needs of others (APA, 2000). They generally require excessive admiration to bolster their typically fragile self-esteem (APA, 2000).

Narcissists often have a sense of entitlement that coincides with their unreasonable expectations of favorable treatment and compliance with his or her expectations (APA, 2000). Narcissists also tend to be insensitive to others, and often exploit others to meet their own narcissistic needs (APA, 2000). Finally, they may display arrogant and haughty attitudes and behaviors, which contributes to a grandiose sense of self (APA, 2000).

Empirical Research on Narcissism and Forgiveness

A few studies have directly examined the relationship between narcissism and forgiveness. For example, Brown (2004) examined the relationship between narcissism and forgiveness among undergraduates ($N=248$) enrolled in an introductory psychology course at a large Midwestern university. Participants completed a series of questionnaires including the Narcissistic Personality Inventory (NPI), the Tendency to Forgive scale (TTF), Stuckless and Goranson's Vengeance scale, and Tafari and Swann's revised Self-Liking (SL) scale. Brown (2004) concluded that people high in narcissism were more vengeful and less forgiving. Furthermore, narcissism was not related to vengeance for individuals who scored high in dispositional forgiveness (Brown, 2004).

Exline and colleagues (2004) explored whether narcissistic entitlement is a barrier to forgiveness. The authors predicted that entitlement would be linked to a broad reluctance or inability to forgive because of their need to maximize others' obligations to

them (Exline et al., 2004). They also predicted that the narcissists may be more sensitive to the personal costs associated with forgiveness, because they may feel that the transgressor “owes” them some sort of restitution (Exline et al., 2004). Finally, Exline and colleagues (2004) predicted that narcissism would predict forgiveness even after controlling for other strong predictors of forgiveness. To examine these hypotheses, Exline and colleagues (2004) conducted six studies.

The first study involved 276 college students enrolled in an introductory psychology course at a large Midwestern university. Researchers asked participants to recall a specific event in which (a) another person did something that deeply offended, harmed, or hurt them and (b) they still had some negative feelings about the experience (Exline et al., 2004). As hypothesized, Exline and colleagues (2004) found that entitlement correlated negatively with forgiveness. More specifically, entitlement was associated with greater unforgiveness, less private forgiveness, less communicated forgiveness, less belief that forgiveness was morally right or deserved, more concern about the personal costs of forgiveness, and less belief that forgiveness would yield personal benefits (Exline et al., 2004). These correlations remained even when the researchers controlled for other robust predictors of forgiveness such as offense severity, apology, relationship closeness and commitment prior to the offense, and religiosity (Exline et al., 2004).

The second study involved 163 college students and examined how willingness to forgive in response to hypothetical scenarios related to narcissism. The authors found that entitlement was associated with an unforgiving stance across all of the hypothetical situations (Exline et al., 2004). More specifically, the researchers linked entitlement to

greater perceptions of offense, lower levels of proforgiveness motivations, and a greater insistence on repayment (Exline et al., 2004). Researchers also concluded that entitlement was related to a greater desire for repayment (Exline et al., 2004). These relationships were significant even after controlling for other predicting factors such as self-esteem, gender, and religiosity (Exline et al., 2004).

The third study ($N=155$) investigated the relationship between entitlement and unforgiveness as it relates to general opinions and dispositions towards forgiveness rather than specific scenarios (Exline et al., 2004). As hypothesized, researchers showed that entitlement was associated with fewer propensities to forgive and a less favorable view of unconditional forgiveness (Exline et al., 2004). These findings remained consistent even when researchers controlled for religiosity, religious emphasis on forgiveness, social desirability, and gender (Exline et al., 2004).

The fourth study ($N=241$) focused on the associations between entitlement, unforgiveness, and the Big-Five factors of personality (Exline et al., 2004). Entitlement predicted lower ratings in dispositional forgiveness, and agreeableness was a strong predictor of dispositional forgiveness (Exline et al., 2004). Overall, entitlement remained a predictor of unforgiveness when Big-Five factors were controlled (Exline et al., 2004). In addition, when researchers looked at forgiveness related motivations in a specific event, they found that entitlement was a better predictor of unforgiveness (Exline et al., 2004).

In study five, the researchers tried to extend their findings using a real-time controlled laboratory context (Exline et al., 2004). Researchers had participants ($N=120$) complete several individual difference measures, and used a variation of the Prisoner's

Dilemma game to create a real-time situation (Exline et al., 2004). During the game, participants were falsely led to believe their opponent had sent them a slightly antagonistic electronic message. Measures included responses to antagonistic messages, defections in the Prisoner's Dilemma game and money allocation. Researchers found that entitlement predicted less forgiving responses on two of the behavioral measures: more hostile responses to the negative message and less money allocated to the other player (Exline et al., 2004). These results remained significant even when researchers controlled for other predictors (Exline et al., 2004).

The sixth, and final, study ($N=69$) examined dating relationships to see if entitlement would predict changes in forgiveness over time (Exline et al., 2004). Researchers used a naturalistic study of dating relationships which lasted for six months. Participants were required to complete bi-weekly questionnaires asking them if their partner had upset them in the previous two weeks, and to indicate the degree of forgiveness if they had forgiven their partner (Exline et al., 2004). Results of this study revealed that entitlement was linked with a reduced propensity to forgive, even when possible confounds were controlled (Exline et al., 2004). Furthermore, those with a high sense of entitlement started off less forgiving and displayed smaller increases in forgiveness over time (Exline et al., 2004).

In addition, Davidson (1993) explored the relationship of narcissism to forgiveness using both real and hypothetical transgression situations. Davidson (1993) hypothesized that narcissistic individuals would exhibit higher levels of forgiveness in hypothetical versus real-life hurt situations. He also hypothesized that women would show higher levels of forgiveness than men, and that the level of ego function would be

inversely related to the degree of forgiveness in real-life hurt situations (Davidson, 1993). Participants in this study included 165 college students who completed a series of measures including the Forgiveness Scale, the Narcissistic Personality Inventory (NPI), and a revised Splitting Scale (Davidson, 1993). Results indicated that the degree of narcissism was not differentially related to forgiveness scores in hypothetical versus real-life situations, but that individuals who scored high in narcissism were more consistent in their overall level of forgiveness (Davidson, 1993). Davidson (1993) did find that narcissistic individuals (regardless of gender) had significantly lower forgiveness scores, while those who scored higher in forgiveness were less narcissistic (Davidson, 1993). These results were consistent across both hypothetical and real-life hurt scenarios (Davidson, 1993).

Present Study

The present study addressed several questions. First, I examined the relationship between narcissism and forgiveness. Consistent with previous research, I predicted that narcissism would be inversely related to forgiveness. Second, I hypothesized that narcissism would predict forgiveness beyond the five-factor model of personality and other robust predictors of forgiveness. Next, I explored which combination of variables best predicts forgiveness. I hypothesized that the individuals who were more likely to forgive would be more empathic, less narcissistic, more agreeable, and less neurotic. Finally, I explored the possible cognitive mechanisms that could make it more difficult for narcissistic individuals to forgive.

Although the previously cited research suggests a link between narcissism and forgiveness, the cognitive mechanisms behind this relationship are not well understood.

My model proposes that narcissistic individuals have more difficulty forgiving than others because 1) they make different attributions about the motivations behind the offense, 2) they make different appraisals concerning the impact of the offense, and 3) they are less likely to perceive positive benefits of forgiveness.

When making attributions for the offender's behavior, narcissistic individuals may be especially prone to the fundamental attribution error. Narcissistic individuals tend to view others as inferior and this sentiment would likely extend to people who have wronged them. Thus, in the mind of the narcissist, the offender's behavior is due to a flaw in his or her personality. The narcissist is less likely to give the offender the benefit of the doubt by focusing on situational variables that may have contributed to the offender's behavior.

Narcissistic individuals may make different appraisals concerning the impact of the offense. Individuals with narcissism are heavily invested in maintaining an image of themselves as superior to others. Being wronged or disrespected may be viewed as a serious threat to the self-image of the narcissist. In addition, narcissistic individuals have a history of being emotionally wounded and report encountering more frequent transgressions than others (McCullough, et al., 2003). Each offense might be perceived as more damaging by the narcissist because it occurs within the context of numerous other perceived wrongdoings.

Finally, narcissists may be less likely to perceive possible benefits of forgiveness. Narcissists may believe that forgiveness is a weak response because it involves relinquishing the power one has to get even with the offender. In contrast, getting revenge may be perceived as a way of warning the offender that disrespect will not be

tolerated. In addition, the narcissist might be less willing to give away something (e.g., right to feel resentment) without receiving something tangible in return (e.g., apology or restitution).

CHAPTER II

METHOD

Participants

Participants consisted of 102 undergraduate students from a medium sized Midwestern Catholic university (see Table 1). The sample consisted of an equal number of males and females. The majority of participants were Caucasian (90.2 %). Other races represented in the sample included: African American (5.9 %), Asian American/Pacific Islander (2.0 %), and one individual who identified as "other". Participants ages ranged from 18 to 26 ($M = 19.91$, $SD = 1.34$). Most participants were in their first year (38.2 %), sophomore year (18.6 %), or junior year (29.4 %) of college. Finally, the majority of participants (70.6 %) identified their religious affiliation as Catholic.

Participants were asked several questions pertaining to past experiences being wronged (see Table 1). The number of times participants reported being wronged by others during the past year ranged from 0 to 156 ($M = 10.44$, $SD = 19.06$). The number of individuals who participants perceived had wronged them during the past year ranged from 0 to 50 ($M = 5.31$, $SD = 6.24$).

Participants were asked to think about a person who had wronged them in the past (see Table 2). Participants reported that their relationship to the offender was as follows: a romantic partner (42.2 %), a friend (39.2 %), a family member/relative (11.8 %), an acquaintance (3.9 %), and a co-worker (2.0 %). The nature of the offenses reported were as follows: being lied to (72.5 %), not following through on obligations

Table 1

Demographic/Background Characteristics of Participants

Variable	<i>n</i>	(%)	<i>Mean</i>	<i>SD</i>
Age (range = 18 to 26)			19.91	1.34
Gender				
Male	51	(50.0)		
Female	51	(50.0)		
Race				
African American	6	(5.9)		
Asian American/Pacific Islander	2	(2.0)		
Caucasian	92	(90.2)		
Other	1	(1.0)		
Religious Affiliation				
Catholic	72	(70.6)		
Protestant	11	(10.8)		
Other	9	(8.8)		
None	9	(8.8)		
Year in School				
First Year	39	(38.2)		
Sophomore	19	(18.6)		
Junior	30	(29.4)		
Senior	13	(12.7)		
Other	1	(1.0)		
Number of times wronged by others in the past year (range = 0 to 156)			10.44	19.06
Number of different individuals who have wronged you this past year (range = 0 to 50)			5.31	6.24

Table 2

Contextual Variables Pertaining to Wrongdoing by Others

Variable	<i>n</i>	(%)	<i>Mean</i>	<i>SD</i>
Relationship to Person				
Romantic Partner	43	(42.2)		
Friend	40	(39.2)		
Family Member/Relative	12	(11.8)		
Acquaintance	4	(3.9)		
Co-worker	2	(2.0)		
Amount of Time Since Offense Years (Range 0 to 10.5)			1.34	1.79
Offense Severity Range = 1 (not at all) to 4 (very harmful)			2.73	.83
Nature of Offense				
Lied	74	(72.5)		
Failed Obligations	68	(66.7)		
Called Names/Unkind	50	(49.0)		
Other	34	(33.3)		
Spread Gossip	30	(29.4)		
Cheated	24	(23.5)		
Physical Harm	11	(9.8)		
Stole	10	(9.8)		

Note. Percentages add to more than 100% because participants often reported more than one type of offense.

(66.7 %), being called names or unkind words (49.0 %), gossiped about (29.4 %), being cheated on (23.5 %), being harmed physically (9.8 %), being stolen from (9.8 %), and other offenses (33.3 %). The percentages for these offenses add to more than 100 % because the participants often reported more than one type of offense.

Measures

Participants completed several self-report questionnaires including measures of demographic/background information, forgiveness (The Forgiveness Scale, Forgiveness Likelihood Scale), narcissism (Narcissistic Personality Inventory), five-factor model (International Personality Item Pool), empathy (Measure of Empathic Tendency), and questions related to the context of the offense. These measures are described below.

Demographic/Background Information. Participants completed demographic questions pertaining to age, race, gender, education level, and religious affiliation (Appendix A). This information was used to describe the sample. Additionally, participants were asked to think back on the previous year and indicate the number of times that they felt they had been wronged by others. In addition, participants were asked to indicate the number of different individuals who had wronged them this past year.

Forgiveness Measures

The Forgiveness Scale. The Forgiveness Scale was utilized to measure forgiveness towards a particular offender (Rye et al., 2001, Appendix B). This scale consists of 15 Likert –type items with response possibilities ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). Higher scores on the Forgiveness Scale indicate more forgiveness toward the offender. Factor analyses of the Forgiveness Scale revealed a two-factor solution (Rye et al., 2001). One factor contains items relating to the absence of

negative thoughts, feelings, and behaviors (e.g., I can't stop thinking about how I was wronged by this person), while the second factor describes items concerning the presence of positive thoughts, feelings, and behaviors toward the wrongdoer (e.g., I wish for good things to happen to the person who wronged me). For purposes of this study, the subscales were combined to create a single forgiveness index score.

Cronbach's alpha was .86 for the Absence of Negative factor and .85 for the Presence of Positive factor (Rye et al., 2001). Cronbach alpha for the entire scale was .87 (Rye et al., 2001). The test-retest reliability, calculated with an average of 15.2 days between administrations, was .76 for both factors, and .80 for the entire scale (Rye et al., 2001). The Forgiveness Scale was also positively correlated with the Enright Forgiveness Inventory (Rye et al., 2001). Finally, the Absence of Negative subscale and the Positive of Presence subscale were significantly correlated in the expected directions to religiousness, avoidance of hope threats, existential well-being, religious well-being, social desirability, and anger (Rye et al., 2001).

Forgiveness Likelihood Scale. The Forgiveness Likelihood Scale was utilized to measure the tendency to forgive across situations (Rye et al., 2001, Appendix C). This scale contains ten different scenarios that depict a variety of types of wrongdoing (i.e. infidelity, slander, theft). This scale uses a Likert-type format to determine the likelihood that the participant is willing to forgive the offender. Response possibilities range from 1 (*Not at all likely*) to 5 (*Extremely likely*). Sample items include "A family member humiliates you in front of others by sharing a story about you that you did not want anyone to know. What is the likelihood that you would choose to forgive the family member?" and "A stranger breaks into your house and steals a substantial sum of money

from you. What is the likelihood that you would choose to forgive the stranger?" Higher scores on the Forgiveness Likelihood Scale reflect higher levels of forgiveness.

Factor analyses for the Forgiveness Likelihood Scale revealed a one-factor solution (Rye et al., 2001). Cronbach's alpha was .85 for the Forgiveness Likelihood Scale (Rye et al., 2001). Test-retest reliability, over an average of 15.2 days, was .81 (Rye et al., 2001). The Forgiveness Likelihood Scale was also significantly correlated with the Enright Forgiveness Inventory (Rye et al., 2001). Moreover, the Forgiveness Likelihood Scale was significantly correlated in the expected direction to religiousness, trait anger, religious well-being, and social desirability (Rye et al., 2001).

In addition, for purposes of this study, an additional Likert-type item was added after each scenario asking participants to indicate how severe they would rate each offense if it had actually occurred to them. Response possibilities for these additional items range from 1 (*Not at all Severe*) to 5 (*Extremely Severe*).

Personality Measures

The Narcissistic Personality Inventory. The Narcissistic Personality Inventory (NPI) was used to measure narcissism (Raskin & Terry, 1988, Appendix D). The NPI consists of 40 paired statements, and participants are instructed to choose the statement they most identify with. Sample statements include "a) I would do almost anything on a dare; b) I tend to be a fairly cautious person" and "a) I am no better or no worse than most people; b) I think I am a special person." Higher scores on the NPI indicate a higher degree of narcissism.

A principal component analysis of the NPI revealed a seven-factor solution that accounted for 52% of the variance (Raskin & Terry, 1988). These factors make up the

seven component subscales of the NPI and include Authority, Self-Sufficiency, Superiority, Exhibitionism, Exploitativeness, Vanity, and Entitlement (Raskin & Terry, 1988). For purposes of this study, the total NPI score will be used because some of the subscales have inadequate Cronbach's alpha. Cronbach's alpha was .83 for the entire NPI scale (Raskin & Terry, 1988). The test-retest reliability for the NPI, calculated with an interval of 14 weeks was .81 for the entire scale (Rosario & White, 2005).

Raskin and Terry (1988) compared the NPI to trait rankings, The California Q-Sort (CQ), The Adjective Check List (ACL), behavioral rankings, California Psychological Inventory (CPI), and the Interpersonal Check List (ICL). Results illustrated several significant correlations. The NPI was related in the expected direction to the CQ (i.e. characteristically pushes and tries to stretch the limits, behaves in assertive fashion, arouses nurturant feelings in others), the ACL (i.e. self-confident, rude, submissive, and patient), behavioral rankings (i.e. exhibitionism, criticality, and assertiveness), the CPI (i.e. dominance, sociability, self-control, and tolerance), and the ICL (i.e. competitive and narcissistic, aggressive and sadistic, and managerial and autocratic) (Raskin & Terry, 1988).

The following NPI component scales have all shown significant positive correlations to trait rankings used for narcissism: authority, exhibitionism, self-sufficiency, exploitativeness, and superiority (Raskin & Terry, 1988). Each of the NPI components also revealed positive correlations with the ICL dimension of Narcissistic and Competitive (Raskin & Terry, 1988).

International Personality Item Pool (IPIP). A questionnaire assessing the five-factor model of personality was utilized to assess personality (Goldberg et. al, 2006,

Appendix, E). These items appear on a public domain website for the purposes of providing social scientists with measurement tools to facilitate research. This questionnaire consists of 50 items, and uses a five point Likert-type scale with response options ranging from 1 (*very inaccurate*) to 5 (*very accurate*). Each factor consists of five positively keyed and five negatively keyed items. The factors include Openness to Experience (e.g., I have a vivid imagination), Conscientiousness (e.g., I find it difficult to get down to work), Neuroticism (e.g., I have frequent mood swings), Extraversion (e.g., I feel comfortable around people), and Agreeableness (e.g., I cut others to pieces). Higher scores reflect greater adherence to those personality characteristics, except for Neuroticism where higher scores indicate less adherence. A full set of IPIP items can be obtained from the website <http://ipip.ori.org/ipip>.

Cronbach alphas for each of the domains are as follows: Neuroticism=.86, Extraversion=.86, Openness to Experience=.82, Agreeableness=.77, and Conscientiousness=.81 (IPIP website, 2007). The IPIP scales produced higher average alpha coefficients when compared to the NEO (.80 vs. .75), and the average correlation between corresponding scales was .73, with corrected correlations of .94 (Goldberg, 1999). The IPIP also had higher average alpha coefficients when compared to the 16PF (.80 vs. .74), and the average correlation between corresponding scales was .66, with corrected correlations of .86 (Goldberg, 1999).

Finally, Lim and Ployhart (2006) compared the IPIP scales to the NEO Five-Factor Inventory (NEO-FFI) by using a multi-trait, multi-method analysis. Results revealed evidence of both convergent and discriminant validity (Lim & Ployhart, 2006).

Correlations between the IPIP scales and the NEO-FFI produced an average correlation of .68 (Lim & Ployhart, 2006).

Empathy

The Questionnaire Measure of Emotional Empathy (QMEE). Mehrabian and Epstein's (1972, Appendix F) 33 item scale was used to measure empathy. Participants were instructed to rate the degree to which they agree with each statement with response options ranging from 9 (*very strong agreement*) to 1 (*very strong disagreement*). Sample items include: "It makes me sad to see a lonely stranger in a group," and "People make too much of the feelings and sensitivity of animals." Higher scores on the QMEE indicate higher levels of empathy. Split-half reliability is .84, and the QMEE has a correlation of .06 with the Crowne and Marlow (1960) social desirability scale (Mehrabian & Epstein, 1972).

Mehrabian & Epstein (1972) found that empathy correlated negatively to aggressive behavior ($r = -.23, p < .05$). Empathic tendency was also negatively correlated to Jackson's measure of aggression ($r = -.31, p < .05$) (Mehrabian & Epstein, 1972). They also found that empathy was significantly correlated with helping behavior ($r = .31, p < .05$) (Mehrabian & Epstein, 1972). In addition, Mehrabian and Epstein (1972) concluded that highly empathic individuals were more "emotionally responsive" to the needs of others. Furthermore, Chlopan and colleagues (1985) concluded that the QMEE is significantly correlated with the Eysenck Personality Questionnaire (EPQ) measure of neuroticism, Crandall's Social Interest Scale, Eysenck's MPE measures of Neuroticism and Introversion, and the external control side of Rotter's Internal-External Scale (Chlopan et al., 1985).

Cognitive mechanisms. For the purpose of this study, several items were created by the author. The first set of items assesses the perceived motivations of the offender (Offender Motivation Scale; Appendix G). Participants rated their responses on a five-point Likert scale with response possibilities ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). Sample questions include "This person did not mean to hurt me," and "The person who wronged me is likely to do it again." Higher scores on these items indicate more perceived malevolent motivations of the offender.

The second set of items was created to assess perspectives on forgiveness (Perspectives on Forgiveness Scale; Appendix H). Participants rated their responses on the same five-point Likert scale, with response possibilities ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). These items can be further broken down into subscales that include: Hedonic, Contingency, Pseudo-forgiveness, and Unworthiness. Subscales were identified by grouping together items that are thematically consistent. Hedonic items pertain to the belief that forgiveness will improve mood. Sample questions include "Forgiving someone who has wronged you leads to a sense of peace," and "Forgiveness would not ease my emotional distress." Items are scored such that higher scores indicate higher hedonic tendencies. Contingency items refer to the degree to which individuals set preconditions for forgiveness. Sample questions include "Forgiveness should only take place after the offender makes amends," and "I may choose to forgive even if the offender does not accept responsibility for his/her actions." Higher scores on these items indicate a greater tendency to place contingencies on forgiveness. Pseudo-forgiveness refers to disingenuous forgiveness. Specifically, individuals may claim to forgive the offender, but continue to have ill feelings towards the offender. Sample questions for

pseudo-forgiveness include “If I did choose to forgive, it would not change the way I treat the offender,” and “After I forgive, I have no hard feelings towards the offender.” Higher scores on these items indicate more pseudo-forgiveness. Unworthiness items identify how deserving an offender is of forgiveness. Sample questions include “People who wrong others do not deserve forgiveness,” and “All individuals are worthy of forgiveness regardless of the wrongdoings he/she has committed.” Higher scores on these items indicate more perceived unworthiness.

The next set of items assesses the appraisals concerning the offense (Offense Impact Scale; Appendix I). In other words, these items assess how the offense will impact their lives. Participants rated their responses on the same five-point Likert scale. The response possibilities ranged from 1 (*Strongly disagree*) to 5 (*Strongly agree*). Sample questions include “The wrongdoing I experienced is going to cause me significant hardship,” and “This wrongdoing was an isolated incident, and is not likely to happen again.” Higher scores on these items indicate a greater perception of a negative impact from the offense.

Procedure

Participants included undergraduate psychology students who were recruited from introductory psychology courses at a Midwestern Catholic University. Both males and females who were at least 18 years of age were included in the sample. Participants were randomly assigned to complete one of two versions of questionnaire packets. In the first version forgiveness measures appeared before the personality measures, while in the second version personality measures appeared before forgiveness measures. All participants completed an informed consent (Appendix J) that explained that participation

was voluntary and participants may withdraw at any time. Participants were told that the purpose of the study is to better understand how personality relates to forgiveness.

Participants were asked to complete the packet of questionnaires assuring that all information would remain confidential. Confidentiality was maintained by assigning each participant a code number, and asking the participants to refrain from putting their names on any questionnaires. After completion of the questionnaire packet, participants received a form (Appendix K) debriefing them about the study, and received course credit for their participation.

CHAPTER III

RESULTS

Preliminary Analyses

Means, standard deviations, and Cronbach alphas were computed for all major study measures (see Table 3). Cronbach alphas were generally acceptable (range= .64-.88). However, the pseudo-forgiveness subscale was dropped due to a poor Cronbach alpha ($\alpha = .39$). Correlations were computed between continuous demographic/background variables (i.e., age, number of times wronged by others, number of offenders, offense severity, and how long ago the offense occurred) and forgiveness variables (i.e., Forgiveness Scale, Forgiveness Likelihood, and Forgiveness Likelihood Severity) (see Table 4). Offense Severity was negatively correlated to Forgiveness ($r = -.30, p < .01$), and positively correlated to Forgiveness Likelihood Severity ($r = .23, p < .05$). Number of offenders was positively correlated to Forgiveness Likelihood ($r = .21, p < .05$). In addition, Forgiveness Likelihood was positively correlated with Forgiveness ($r = .31, p < .01$), and negatively correlated with Forgiveness Likelihood Severity ($r = -.32, p < .01$).

Correlations were computed in order to examine whether the NPI was related as expected to the other personality variables (i.e. Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, QMEE) (see Table 5). As expected, the Narcissistic Personality Inventory was positively correlated with extraversion ($r = .52, p < .01$), and negatively correlated with agreeableness ($r = -.32, p < .01$) and empathy ($r = -.23, p < .05$).

Table 3

Means, Standard Deviations, and Cronbach Alphas for all Major Study Variables

Measure	Mean	SD	Cronbach Alpha
Forgiveness Scale	53.24	10.52	.88
Forgiveness Likelihood Scale	27.74	6.31	.83
Forgiveness Likelihood Severity	35.45	4.54	.68
Cognitive Mechanisms			
Offender Motivation	32.28	8.18	.85
Hedonic	15.18	2.27	.64
Contingency	15.26	4.34	.80
Unworthiness	8.08	2.57	.72
Offense Impact	24.29	5.86	.76
Narcissistic Personality Inventory	15.87	7.11	.86
Big Five Measure			
Neuroticism	24.20	6.76	.86
Extraversion	35.36	6.08	.85
Openness to Experience	34.97	5.82	.75
Agreeableness	37.13	5.08	.76
Conscientiousness	33.83	6.05	.84
Questionnaire Measure of Emotional Empathy	196.54	23.12	.81

Table 4

Correlations Between Demographic/Background Variables and Forgiveness Measures

Variable	1	2	3	4	5	6	7	8
1. Age	--							
2. Offense Severity	.08	--						
3. Number of times wronged	-.01	-.04	--					
4. Number of Offenders	-.03	.15	.69**	--				
5. Amount of Time Since Offense	-.12	.16	-.12	-.12	--			
6. Forgiveness	.16	-.30**	.06	-.09	-.06	--		
7. Forgiveness Likelihood	-.15	-.05	.18	.21*	.02	.31**	--	
8. Forgiveness Likelihood Severity	.17	.23*	.06	.15	.07	-.04	-.32**	--

* $p < .05$ ** $p < .01$

Table 5

Correlations Between Personality Measures

Variable	1	2	3	4	5	6	7
1. Narcissistic Personality Inventory	--						
2. Neuroticism	-.13	--					
3. Extraversion	.52**	-.47**	--				
4. Openness to Experience	-.05	-.05	.03	--			
5. Agreeableness	-.32**	-.34**	.21*	.19	--		
6. Conscientiousness	.09	-.11	.11	.12	.37**	--	
7. Questionnaire Measure of Emotional Empathy	-.23*	.23*	.05	.30**	.33**	.11	--

* $p < .05$ ** $p < .01$

As noted earlier, several measures were created for this study (i.e. Offender Motivation Scale, Perspectives on Forgiveness Scale, and Offense Impact Scale).

Correlations were computed to determine whether the newly created scales related to each other in the expected direction (see Table 6). Offender motivation was positively correlated with offense impact ($r = .36, p < .01$). Hedonic perspectives were negatively correlated with contingency ($r = -.43, p < .01$) and unworthiness ($r = -.33, p < .01$).

Contingency was positively correlated with unworthiness ($r = .58, p < .01$) and offense impact ($r = .22, p < .05$). Finally, unworthiness was positively correlated with offense impact ($r = .40, p < .01$).

To help establish the validity of these measures, correlations were computed to examine how the newly created measures related to situational forgiveness, dispositional forgiveness, and forgiveness context (See Table 7). Specifically, Forgiveness was negatively correlated to offender motivation ($r = -.45, p < .01$), contingency ($r = -.22, p < .05$), unworthiness ($r = -.24, p < .05$), and offense impact ($r = -.55, p < .01$), and positively correlated to hedonic perspectives ($r = .25, p < .05$). Forgiveness Likelihood was positively correlated to hedonic perspectives ($r = .42, p < .01$), and negatively correlated with contingency ($r = -.39, p < .01$) and unworthiness ($r = -.32, p < .01$). The number of offenders was positively correlated to unworthiness ($r = .23, p < .05$), and offense impact ($r = .24, p < .05$).

In order to see how the newly created measures related to personality variables (other than the NPI), correlations were computed between the newly created measures and personality variables (i.e., Neuroticism, Extraversion, Openness, Agreeableness, Conscientiousness, QMEE) (see Table 8). Offender Motivation was positively correlated

Table 6

Correlations Between Cognitive Mechanisms

Variable	1	2	3	4	5
1. Offender Motivation	--				
2. Hedonic	.01	--			
3. Contingency	.06	-.43**	--		
4. Unworthiness	.13	-.33**	.58**	--	
5. Offense Impact	.36**	-.12	.22*	.40**	--

* $p < .05$ ** $p < .01$

Table 7

Correlations Between Forgiveness, Wrongdoing Contextual Items, and Cognitive Mechanisms

Contextual Measures	Offender Motivation	Hedonic	Contingency	Unworthiness	Offense Impact
Forgiveness	-.45**	.25*	-.22*	-.24*	-.55**
Forgiveness Likelihood	-.13	.42**	-.39**	-.32**	-.18
Forgiveness Likelihood Severity	.07	-.10	.19	.11	.08
Number of Times Wronged	.02	.12	-.10	.02	.06
Number of Offenders	.11	.12	.05	.23*	.24*

* $p < .05$ ** $p < .01$

Table 8

Correlations Between Forgiveness and Personality Measures

Variable	NPI	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness	QME
Forgiveness Measures							
Forgiveness	-.16	-.44**	.15	.05	.33**	.12	.03
Forgiveness Likelihood	-.12	-.14	-.03	.15	.23*	.04	.07
Forgiveness Attribute Measures							
Forgiveness Likelihood Severity	.15	.14	.03	-.21*	-.13	.03	-.10
Offender Motivation	.13	.23*	-.13	.01	-.25*	-.16	.06
Hedonic	-.10	-.16	-.04	.15	.29**	.13	.14
Contingency	.38**	.10	.07	-.06	-.41**	-.10	-.24*
Unworthiness	.28**	.15	-.12	-.09	-.50**	.02	-.33**
Offense Impact	.09	.56**	-.27**	-.02	-.35**	.11	.08
Number of Times Wronged	-.14	.12	-.13	.14	.02	.01	.04
Number of Offenders	.01	.17	-.09	.11	-.11	.02	-.13

* $p < .05$ ** $p < .01$

with Neuroticism ($r = .23, p < .05$), and negatively correlated with Agreeableness ($r = -.25, p < .05$). Hedonic perspectives were positively correlated with Agreeableness ($r = .29, p < .01$). Contingency was negatively correlated with Agreeableness ($r = -.41, p < .01$) and empathy ($r = -.24, p < .05$). Unworthiness was negatively correlated with Agreeableness ($r = -.50, p < .01$) and empathy ($r = -.33, p < .01$). Offense impact was positively correlated with Neuroticism ($r = .56, p < .01$), and negatively correlated with Extraversion ($r = -.27, p < .01$) and Agreeableness ($r = -.35, p < .01$).

Analyses of Major Study Questions

Correlations were computed to determine the relationship between narcissism and forgiveness (see Table 8). Contrary to hypotheses, no significant relationships were found between narcissism and situational forgiveness ($r = -.16, p > .05$) or dispositional forgiveness ($r = -.12, p > .05$). Given that narcissism was unrelated to forgiveness, the study hypothesis of whether narcissism predicted forgiveness beyond the five-factor model was not relevant.

Although narcissism did not relate to forgiveness, it did relate to the newly created forgiveness perspective measure (see Table 7). As expected, the NPI was positively correlated with contingency ($r = .38, p < .01$) and unworthiness ($r = .28, p < .01$). However, the NPI was not significantly related to hedonic perspectives. The NPI was unrelated to the offense impact and offender motivations scales.

In order to identify the best predictors of situational and dispositional forgiveness, two stepwise multiple regressions were computed (see Table 9). All demographic and predictor variables were included in the equation. The following variables were found to best predict situational forgiveness: offense impact ($\beta = -.42, p < .001$), offender

motivation ($\beta = -.30, p < .001$), and hedonic perspectives ($\beta = .20, p = .01$). Finally, hedonic perspectives ($\beta = .27, p = .01$), contingency ($\beta = -.29, p < .01$), and number of offenders ($\beta = .19, p < .05$) contributed most to the prediction of dispositional forgiveness.

Table 9

Stepwise Multiple Regression Analyses Predicting Forgiveness

Variable	β	t	Sig.
Forgiveness Scale			
Variables Included			
Offense Impact	-.42	-4.97	.00
Offender Motivation	-.30	-3.66	.00
Hedonic	.20	2.56	.01
Variables Excluded			
Offense Severity	-.07	-.76	.45
Contingency	-.03	-.30	.76
Unworthiness	.04	.49	.62
Neuroticism	-.16	-1.69	.09
Agreeableness	.06	.66	.51
Forgiveness Likelihood Scale			
Variables Included			
Hedonic	.27	2.75	.01
Contingency	-.29	-2.96	.00
Number of Offenders	.19	2.16	.03
Variables Excluded			
Unworthiness	-.18	-1.66	.10
Agreeableness	.07	.74	.46

CHAPTER IV

DISCUSSION

Major Study Questions

Relationship between narcissism and forgiveness. Contrary to expectation, narcissism did not relate to either situational or dispositional forgiveness measures. In contrast, previous research (e.g., Brown, 2004; Davidson, 1993) has indicated that individuals high in narcissism tend to be less forgiving of others. Similarly, Exline (2004) concluded that narcissistic entitlement acts as a barrier to forgiveness. Although it is unclear why this study did not find a relationship between narcissism and forgiveness, several factors were examined.

To begin, this study used a different measure to assess forgiveness than previous studies. For example, Davidson (1993) used the Forgiveness Scale (Wade, 1989 as cited in Davidson, 1993) with subscales such as revenge, victimization, and holding a grudge. One of the forgiveness measures utilized by Exline, the revised Transgression Relevant Interpersonal Motivations Inventory (TRIM-18-R; McCullough & Hoyt, 2002) contains subscales such as benevolence and vengefulness. In contrast, this study assessed situational forgiveness using the Forgiveness Scale (Rye et al., 2001), which included items on both the presence of positive and absence of negative thoughts, feelings, and

behaviors. Additional research is needed to determine whether certain aspects of forgiveness are more likely to relate to narcissism.

It is also possible that the failure to find a relationship between forgiveness and narcissism was in part due to the characteristics of the sample. Specifically, this study exclusively utilized participants from a non-clinical population (i.e., college students), rather than participants from a clinical population that might be more likely to exhibit narcissistic traits. However, the mean score for narcissism in this study as measured by the NPI was 15.87 (7.11) out of a possible range of 0 to 40, suggesting there was adequate variability on this measure. Also, participants may have been less likely to admit that they do not forgive because this is not a socially desirable trait. Furthermore, social desirability is a characteristic that narcissistic individuals value (APA, 2000). Given the mixed findings across studies, the relationship between forgiveness and narcissism should be tested using participants from a variety of populations.

Although narcissism did not relate to forgiveness as expected, it did relate to other variables as expected. For instance, narcissism was positively correlated to extraversion. Previous research using the NPI has similarly shown positive correlations between extraversion and narcissism (Emmons, 1984; Raskin & Hall, 1981). Raskin and Hall (1981) hypothesize that some of the primary characteristics of extraverts (e.g., impulsive, aggressive, outgoing, uninhibited, and not always reliable) are also present in narcissists. Previous research has also found negative correlations between agreeableness and narcissism (Widiger et. al., 2002) and empathy (Watson, Grisham, Trotter, & Biderman, 1984). Given that the narcissism measure related to other personality variables as expected, it seems unlikely that the failure to find a relationship between forgiveness and

narcissism in this study is related to problems with the measure. Perhaps, narcissism is unrelated to forgiveness under certain conditions. Further research is needed to explore this possibility.

An interesting pattern of correlations was also found between the NPI and the newly created cognitive mechanism measures. The NPI was positively correlated with the contingency and unworthiness variables. Specifically, narcissistic individuals were more likely to find the offender unworthy of forgiveness and place more contingencies on the offender before forgiveness can take place. Emmons (2000) reports that interpersonal difficulties are common for narcissistic individuals because of their “negative, disdainful views of others and chronic inability to get along” with others (p. 162). Furthermore, Locke (2009) found that narcissistic individuals ascribed more humanizing traits to self than to others. Additionally, research has indicated that individuals high in entitlement (a facet of narcissism) have a greater demand for repayment before being willing to forgive others (Exline et al., 2004).

Validity of the cognitive mechanisms. Preliminary data collected on the newly created cognitive mechanism measures suggest that they are reliable and valid. First, the subscales for these measures showed adequate Cronbach alphas, with the exception of the pseudo-forgiveness subscale, which was dropped from further analyses.

Second, the cognitive mechanism scales generally related to each other as expected. For example, offender motivation was positively correlated with offense impact. Thus, individuals who perceived more malevolent motivations were more likely to believe that the offense would impact their lives negatively. Hedonic perspectives were negatively correlated with contingency and unworthiness. Thus, individuals who believed

that forgiveness would improve their mood were less likely to set preconditions for forgiveness or perceive the offender as less deserving of forgiveness. Contingency was positively correlated with unworthiness and offense impact. In other words, individuals who were more likely to set preconditions for forgiveness were also more likely to perceive the offender as less deserving of forgiveness, and believe that the offense impacted their lives more negatively. Unworthiness was also positively correlated with offense impact. This indicates that individuals who believe the offender is not deserving of forgiveness also believe that the offense impacted their life more negatively.

Third, the cognitive mechanism scales generally related to forgiveness as would be expected. Offender motivation correlated negatively with the forgiveness scale. In other words, individuals who perceived more malevolent motivations on behalf of the offender were less likely to forgive other individuals. This is consistent with the hypothesis that attributions can be a barrier to forgiveness (Al-Mabuk, Dedrick, & Vanderah, 1998; McCullough, Fincham, & Tsang, 2003; Struthers, Eaton, Santelli, Uchiyama, & Shirvani, 2008).

Similarly, unworthiness negatively correlated with the Forgiveness Scale and the Forgiveness Likelihood Scale. Individuals who felt that the offender was unworthy of forgiveness were less likely to forgive. This finding is consistent with research indicating that empathy towards the transgressor facilitates forgiveness (Konstam, Chernoff, & Deveny, 2001; Macaskill, Maltby, & Day, 2002; McCullough, Worthington, & Rachal, 1997).

Hedonic perspective was positively correlated to both the Forgiveness Scale and the Forgiveness Likelihood Scale. Thus, individuals who believed that forgiving would

have a variety of positive benefits were more likely to forgive individuals across multiple situations. The expectation of receiving positive reinforcement may be a strong motivator for forgiveness. This belief is supported by research showing that individuals who forgive subsequently experience increased confidence, well-being, and relief (Exline & Baumeister, 2000).

Contingency negatively correlated with both the Forgiveness Scale and the Forgiveness Likelihood Scale. In other words, individuals who believe forgiveness should be contingent on a defined set of conditions were less likely to forgive. Individuals who score high on contingency believe that the offender must make amends before the individual will consider forgiveness. This is consistent with research indicating that individuals are more likely to forgive if the offender apologizes for the offense (Girard, Mullet, & Callahan, 2002; McCullough, Worthington, & Rachal, 1997; McCullough et al., 1998). Similarly, Eaton and Struthers (2006) found that forgiveness is more likely to take place if the offender repents by apologizing, admitting responsibility for the offense, or offering to make amends.

Offense impact negatively correlated with the forgiveness scale. Individuals who believed that the situation would negatively impact their lives were less likely to forgive others. This is not surprising because numerous studies have found that offense severity is a robust predictor of forgiveness (Boon & Sulsky, 1997; Exline et al., 2004; Zechmeister & Romero, 2002). Offense severity and impact are subjective judgments made by the victim that appear to be important factors in the forgiveness process.

Not surprisingly, the unworthiness and contingency variables were negatively correlated with empathy. Research has confirmed a link between forgiveness and

empathy whereas individuals with low empathy find it more difficult to forgive (Konstam, Chernoff, & Deveny, 2001; Macaskill, Maltby, & Day, 2002; McCullough, Worthington, & Rachal, 1997).

The newly created measures were also related to the big five personality traits as expected. Agreeable individuals were more likely to get pleasure from forgiveness (as measured by the hedonic scale). On the other hand, less agreeable individuals were more likely to appraise the impact of the offense more negatively, believe the offender was malevolently motivated, find the offender unworthy of forgiveness (measured by the unworthiness scale), and place more contingencies on the offender (measured by the contingencies scale). Neurotic individuals were more likely to appraise the impact of the offense more negatively, and believe the offender was malevolently motivated. These findings may help explain why neuroticism and agreeableness are consistently found to be related to forgiveness (Brose et al., 2005; Ross et al., 2004; Walker & Gorsuch, 2002).

Finally, the newly created measures were found to be among the best predictors of situational and dispositional forgiveness. Specifically, offense impact, perceived offender motivation, and hedonic perspectives were among the best predictors of situational forgiveness. Hedonic perspectives, contingency, and number of offenders, were among the best predictors of dispositional forgiveness. Thus, not only are the newly created measures on perspectives on the offender and forgiveness predictors of forgiveness, but they are among the strongest predictors when a variety of contextual and personality variables are considered.

Study Limitations

Several limitations should be considered when interpreting the results of this study. First, caution should be taken in generalizing the results to the general population because of the demographic characteristics of this population. All participants in this study were college students from a medium sized, Midwestern Catholic university. Thus, the majority of participants were Catholic (70.6 %), relatively young (18 to 26 years old), and Caucasian (90.2 %). Further research is needed to examine the relationship between narcissism and forgiveness among individuals with varying demographic characteristics.

Another limitation to this study is that a cross-sectional design was employed. Thus, the results provide a “snapshot” of how variables relate, but cannot inform how the relationship between narcissism and forgiveness changes over time. Additionally, this study was limited by the exclusive use of self-report questionnaires for data collection. Self-report data has been frequently used when studying narcissism and forgiveness, but it has been pointed out by other researchers that observer report and behavioral measures should be considered to enhance our understanding of the forgiveness process (McCullough, Hoyt, & Rachal, 2000).

Although the preliminary psychometric properties of the newly created cognitive mechanism scales are promising, additional psychometric testing is needed. Studies using larger samples should examine the factor structures of these scales using both exploratory and confirmatory techniques.

Clinical and Research Implications

The newly created measures utilized in this study may be useful for clinicians and researchers. The scales may provide clues to ways of thinking that impede forgiveness,

which may be useful for clinicians working with individuals who feel they have been wronged by others. Specifically, clinicians may wish to examine an individual's thoughts relating to the impact of an offense, their perceived motivations of the offender, and their perspectives on the forgiveness process. A client who is having trouble forgiving may have a pattern of distorted thinking or beliefs related to these factors. Clinicians may use this information to challenge the individual's beliefs, which may be beneficial for the forgiveness process. This is particularly important since research has shown that forgiveness may lead to better well-being and improved health (Exline & Baumeister, 2000; Worthington, Witvliet, Pietrini, & Miller, 2007).

Furthermore, this study found three cognitive mechanisms that relate to forgiveness. These include the way individuals think about forgiveness, the offender, and the event. These scales can assess whether individuals can think about the offender in a broader context. The scales also assess the motivations attributed to the offender and the perceived impact of the wrongdoing. Although more extensive psychometric testing is needed, these newly created scales may be utilized by researchers in the future who wish to better understand the cognitive mechanisms associated with forgiveness.

APPENDIX B

Think of a time in which you were wronged or mistreated by someone else. (If more than one person comes to mind, select one person whose actions had a negative effect on you.)

1) What is/was your relationship to the person who wronged you (check one)?

- (1) romantic partner _____
- (2) friend _____
- (3) family member or relative _____
- (4) acquaintance _____
- (5) stranger _____
- (6) co-worker _____

Indicate the nature of the other person's hurtful actions by answering yes or no for each of the questions below.

- | Yes
(0) | No
(1) | |
|------------|-----------|---|
| _____ | _____ | 1) This person lied to me. |
| _____ | _____ | 2) This person spread gossip about me. |
| _____ | _____ | 3) This person cheated on me. |
| _____ | _____ | 4) This person failed to follow through on his/her obligation(s) to me. |
| _____ | _____ | 5) This person called me names or used unkind words. |
| _____ | _____ | 6) This person physically harmed me. |
| _____ | _____ | 7) This person stole from me. |
| _____ | _____ | 8) Other (not listed above). |

2) Write in how long ago the actions described above occurred. Write a response for each blank. For example, if it happened 3 months ago, write "0" in the years space, and "3" in the months space.

_____ number of years AND _____ number of months

3) In your opinion, how harmful was the mistreatment or wrongdoing that this person committed against you?

- | | | | |
|--------------------|------------------|--------------------|--------------|
| Not at all harmful | Somewhat harmful | Moderately harmful | Very harmful |
| 1 | 2 | 3 | 4 |

THE FORGIVENESS SCALE

Think of how you have responded to the person who has wronged or mistreated you. Indicate the degree to which you agree or disagree with the following statements.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
1. I can't stop thinking about how I was wronged by this person.	5	4	3	2	1
2. I wish for good things to happen to the person who wronged me.	5	4	3	2	1
3. I spend time thinking about ways to get back at the person who wronged me.	5	4	3	2	1
4. I feel resentful toward the person who wronged me.	5	4	3	2	1
5. I avoid certain people and/or places because they remind me of the person who wronged me.	5	4	3	2	1
6. I pray for the person who wronged me.	5	4	3	2	1
7. If I encountered the person who wronged me I would feel at peace.	5	4	3	2	1
8. This person's wrongful actions have kept me from enjoying life.	5	4	3	2	1
9. I have been able to let go of my anger toward the person who wronged me.	5	4	3	2	1
10. I become depressed when I think of how I was mistreated by this person.	5	4	3	2	1
11. I think that many of the emotional wounds related to this person's wrongful actions have been healed.	5	4	3	2	1
12. I feel hatred whenever I think about the person who wronged me.	5	4	3	2	1
13. I have compassion for the person who wronged me.	5	4	3	2	1
14. I think my life is ruined because of this person's wrongful actions.	5	4	3	2	1
15. I hope the person who wronged me is treated fairly by others in the future.	5	4	3	2	1

The Forgiveness Scale –Subscales

Reverse Code: 1, 3, 4, 5, 8, 10, 12, 14

Absence of Negative Thoughts: 1, 3, 4, 5, 8, 9, 10, 11, 12, 14

Presence of Positive Thoughts: 2,6,7,13,15

APPENDIX C

FORGIVENESS LIKELIHOOD SCALE

Imagine the scenarios below happened to you. Based on the information provided, rate the likelihood that you would choose to forgive the person. In addition, rate how severe you would consider the wrongdoing to be if it actually had happened to you.

1. You share something embarrassing about yourself to a friend who promises to keep the information confidential. However, the friend breaks his/her promise and proceeds to tell several people. What is the likelihood that you would choose to forgive your friend?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

- 1a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

2. One of your friends starts a nasty rumor about you that is not true. As a result, people begin treating you worse than they have in the past. What is the likelihood that you would choose to forgive your friend?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

- 2a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

3. Your significant other has just broken up with you, leaving you hurt and confused. You learn that the reason for the break up is that your significant other started dating a good friend of yours. What is the likelihood that you choose to forgive your significant other?

Extremely Likely 5	Fairly Likely 4	Somewhat Likely 3	Slightly Likely 2	Not at all Likely 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

- 3a) How severe would you rate this offense if it happened to you?

Extremely Severe 5	Fairly Severe 4	Somewhat Severe 3	Slightly Severe 2	Not at all Severe 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

4. A family member humiliates you in front of others by sharing a story about you that you did not want anyone to know. What is the likelihood that you would choose to forgive the family member?

Extremely Likely 5	Fairly Likely 4	Somewhat Likely 3	Slightly Likely 2	Not at all Likely 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

- 4a) How severe would you rate this offense if it happened to you?

Extremely Severe 5	Fairly Severe 4	Somewhat Severe 3	Slightly Severe 2	Not at all Severe 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

5. Your significant other has a "one night stand" and becomes sexually involved with someone else. What is the likelihood that you would choose to forgive your significant other?

Extremely Likely 5	Fairly Likely 4	Somewhat Likely 3	Slightly Likely 2	Not at all Likely 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

- 5a) How severe would you rate this offense if it happened to you?

Extremely Severe 5	Fairly Severe 4	Somewhat Severe 3	Slightly Severe 2	Not at all Severe 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

6. Your friend has been talking about you behind your back. When you confront this person he/she denies it, even though you know that he/she is lying. What is the likelihood that you would choose to forgive your friend?

Extremely Likely 5	Fairly Likely 4	Somewhat Likely 3	Slightly Likely 2	Not at all Likely 1
--------------------------	-----------------------	-------------------------	-------------------------	---------------------------

6a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

7. A friend borrows your most valued possession, and then loses it. The friend refuses to replace it. What is the likelihood that you would choose to forgive your friend?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

7a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

8. You tell an acquaintance about a job that you hope to be hired for. Without telling you, the acquaintance applies and gets the job for him/herself. What is the likelihood that you would choose to forgive your acquaintance?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

8a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

9. A stranger breaks into your house and steals a substantial sum of money from you. What is the likelihood that you would choose to forgive the stranger?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

9a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

10. You accept someone's offer to attend a formal dance. However, this person breaks their commitment to take you and goes to the event with someone who they find more attractive. What is the likelihood that you would choose to forgive this person?

Extremely Likely	Fairly Likely	Somewhat Likely	Slightly Likely	Not at all Likely
5	4	3	2	1

- 10a) How severe would you rate this offense if it happened to you?

Extremely Severe	Fairly Severe	Somewhat Severe	Slightly Severe	Not at all Severe
5	4	3	2	1

APPENDIX D

Narcissistic Personality Inventory

Please read each pair of statements and then choose the one that is closer to your own feelings and beliefs. Indicate your answer by circling the letter "A" or "B" to the left of each item. Please do not skip any items.

1. A I have a natural talent for influencing people.
 B I am not good at influencing people.
2. A Modesty doesn't become me.
 B I am essentially a modest person.
3. A I would do almost anything on a dare.
 B I tend to be a fairly cautious person.
4. A When people compliment me I sometimes get embarrassed.
 B I know that I am good because everybody keeps telling me so.
5. A The thought of ruling the world frightens the hell out of me.
 B If I ruled the world it would be a much better place.
6. A I can usually talk my way out of anything.
 B I try to accept the consequences of my behavior.
7. A I prefer to blend in with the crowd.
 B I like to be the center of attention.
8. A I will be a success.
 B I am not too concerned about success.
9. A I am no better or no worse than most people.
 B I think I am a special person.
10. A I am not sure if I would make a good leader.
 B I see myself as a good leader.
11. A I am assertive.
 B I wish I were more assertive.
12. A I like having authority over people.
 B I don't mind following orders.
13. A I find it easy to manipulate people.
 B I don't like it when I find myself manipulating people.
14. A I insist upon getting the respect that is due me.
 B I usually get the respect that I deserve.

15. A I don't particularly like to show off my body.
B I like to display my body.
16. A I can read people like a book.
B People are sometimes hard to understand.
17. A If I feel competent I am willing to take responsibility for making decisions.
B I like to take responsibility for making decisions.
18. A I just want to be reasonably happy.
B I want to amount to something in the eyes of the world.
19. A My body is nothing special.
B I like to look at my body.
20. A I try not to be a show off.
B I am apt to show off if I get the chance.
21. A I always know what I am doing.
B Sometimes I am not sure of what I am doing.
22. A I sometimes depend on people to get things done.
B I rarely depend on anyone else to get things done.
23. A Sometimes I tell good stories.
B Everybody likes to hear my stories.
24. A I expect a great deal from other people.
B I like to do things for other people.
25. A I will never be satisfied until I get all that I deserve.
B I take my satisfactions as they come.
26. A Compliments embarrass me.
B I like to be complimented.
27. A I have a strong will to power.
B Power for its own sake doesn't interest me.
28. A I don't very much care about new fads and fashions.
B I like to start new fads and fashions.
29. A I like to look at myself in the mirror.
B I am not particularly interested in looking at myself in the mirror.
30. A I really like to be the center of attention.
B It makes me uncomfortable to be the center of attention.
31. A I can live my life in any way I want to.
B People can't always live their lives in terms of what they want.
32. A Being an authority doesn't mean that much to me.
B People always seem to recognize my authority.

33. A I would prefer to be a leader.
B It makes little difference to me whether I am a leader or not.
34. A I am going to be a great person.
B I hope I am going to be successful.
35. A People sometimes believe what I tell them.
B I can make anybody believe anything I want them to.
36. A I am a born leader.
B Leadership is a quality that takes a long time to develop.
37. A I wish somebody would someday write my biography.
B I don't like people to pry into my life for any reason.
38. A I get upset when people don't notice how I look when I go out in public.
B I don't mind blending into the crowd when I go out in public.
39. A I am more capable than other people.
B There is a lot that I can learn from other people.
40. A I am much like everybody else.
B I am an extraordinary person.

NPI SUBSCALES:

Authority: 1 + 8 + 10 + 11 + 12 + 32 + 33 + 36

Exhibitionism: 2 + 3 + 7 + 20 + 28 + 30 + 38

Superiority: 4 + 9 + 26 + 37 + 40

Entitlement: 5 + 14 + 18 + 24 + 25 + 27

Exploitativeness: 6 + 13 + 16 + 23 + 35

Self-sufficiency: 17 + 21 + 22 + 31 + 34 + 39

Vanity: 15 + 19 + 29

APPENDIX E

Big Five Measure

On the following pages, there are phrases describing people's behaviors. Please use the rating scale below to describe how accurately each statement describes *you*. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Please read each statement carefully and circle the response that corresponds to you.

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
	1	2	3	4	5
1. I often feel blue.	1	2	3	4	5
2. I have little to say.	1	2	3	4	5
3. I believe in the importance of art.	1	2	3	4	5
4. I have a sharp tongue.	1	2	3	4	5
5. I am always prepared.	1	2	3	4	5
6. I seldom feel blue.	1	2	3	4	5
7. I feel comfortable around people.	1	2	3	4	5
8. I am not interested in abstract ideas.	1	2	3	4	5
9. I have a good word for everyone.	1	2	3	4	5
10. I waste my time.	1	2	3	4	5
11. I dislike myself.	1	2	3	4	5
12. I keep in the background.	1	2	3	4	5
13. I have a vivid imagination.	1	2	3	4	5
14. I cut others to pieces.	1	2	3	4	5
15. I pay attention to details.	1	2	3	4	5
16. I feel comfortable with myself.	1	2	3	4	5
17. I make friends easily.	1	2	3	4	5
18. I do not like art.	1	2	3	4	5

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
	1	2	3	4	5
19. I believe that others have good intentions.	1	2	3	4	5
20. I find it difficult to get down to work.	1	2	3	4	5
21. I am often down in the dumps.	1	2	3	4	5
22. I would describe my experiences as somewhat dull.	1	2	3	4	5
23. I tend to vote for liberal political candidates.	1	2	3	4	5
24. I suspect hidden motives in others.	1	2	3	4	5
25. I get chores done right away.	1	2	3	4	5
26. I rarely get irritated.	1	2	3	4	5
27. I am skilled in handling social situations.	1	2	3	4	5
28. I avoid philosophical discussions.	1	2	3	4	5
29. I respect others.	1	2	3	4	5
30. I do just enough work to get by.	1	2	3	4	5
31. I have frequent mood swings.	1	2	3	4	5
32. I don't like to draw attention to myself.	1	2	3	4	5
33. I carry the conversation to a higher level.	1	2	3	4	5
34. I get back at others.	1	2	3	4	5
35. I carry out my plans.	1	2	3	4	5
36. I am not easily bothered by things.	1	2	3	4	5

	Very Inaccurate	Moderately Inaccurate	Neither Inaccurate nor Accurate	Moderately Accurate	Very Accurate
	1	2	3	4	5
37. I am the life of the party.	1	2	3	4	5
38. I do not enjoy going to art museums.	1	2	3	4	5
39. I accept people as they are.	1	2	3	4	5
40. I don't see things through.	1	2	3	4	5
41. I panic easily.	1	2	3	4	5
42. I don't talk a lot.	1	2	3	4	5
43. I enjoy hearing new ideas.	1	2	3	4	5
44. I insult people.	1	2	3	4	5
45. I make plans and stick to them.	1	2	3	4	5
46. I am very pleased with myself.	1	2	3	4	5
47. I know how to captivate people.	1	2	3	4	5
48. I tend to vote for conservative political candidates.	1	2	3	4	5
49. I make people feel at ease.	1	2	3	4	5
50. I shirk my duties.	1	2	3	4	5

Subscale Key:

Neuroticism: 1, (6), 11, (16), 21, (26), 31, (36), 41, (46)

Extraversion: (2), 7, (12), 17, (22), 27, (32), 37, (42), 47

Openness to Experience: 3, (8), 13, (18), 23, (28), 33, (38), 43, (48)

Agreeableness: (4), 9, (14), 19, (24), 29, (34), 39, (44), 49

Conscientiousness: 5, (10), 15, (20), 25, (30), 35, (40), 45, (50)

() = Reverse scored item

	Strongly Agree (9)				→	Strongly Disagree (1)			
17. Some songs make me happy.	9	8	7	6	5	4	3	2	1
18. I really get involved with the feelings of the characters in a novel.	9	8	7	6	5	4	3	2	1
19. I get very angry when I see someone being ill-treated.	9	8	7	6	5	4	3	2	1
20. I am able to remain calm even though those around me worry.	9	8	7	6	5	4	3	2	1
21. When a friend starts to talk about his problems, I try to steer the conversation to something else.	9	8	7	6	5	4	3	2	1
22. Another’s laughter is not catching for me.	9	8	7	6	5	4	3	2	1
23. Sometimes at the movies I am amused by the amount of crying and sniffing around me.	9	8	7	6	5	4	3	2	1
24. I am able to make decisions without being influenced by people’s feelings.	9	8	7	6	5	4	3	2	1
25. I cannot continue to feel OK if people around me are depressed.	9	8	7	6	5	4	3	2	1
26. It is hard for me to see how some things upset people so much.	9	8	7	6	5	4	3	2	1
27. I am very upset when I see an animal in pain.	9	8	7	6	5	4	3	2	1
28. Becoming involved in books or movies is a little silly.	9	8	7	6	5	4	3	2	1
29. It upsets me to see to see helpless old people.	9	8	7	6	5	4	3	2	1
30. I become more irritated than sympathetic when I see someone’s tears.	9	8	7	6	5	4	3	2	1
31. I become very involved when I watch a movie.	9	8	7	6	5	4	3	2	1
32. I often find that I can remain cool in spite of the excitement around me.	9	8	7	6	5	4	3	2	1
33. Little children sometimes cry for no apparent reason.	9	8	7	6	5	4	3	2	1

Reverse Code: 2, 3, 4, 6, 11, 13, 15, 20, 21, 22, 23, 24, 26, 28, 30, 32, 33

APPENDIX G

Offender Motivation Scale

Indicate the degree to which you agree with the following statements. When doing so, think of the person whom you cited earlier as hurting you.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
<hr/>					
1. This person took pleasure in hurting me.	5	4	3	2	1
2. This person wronged me because they are a fundamentally bad person.	5	4	3	2	1
3. This person did not mean to hurt me.	5	4	3	2	1
4. This person was going through a difficult time when the offense took place which may help explain his/her wrongful actions.	5	4	3	2	1
5. This person hurt me intentionally.	5	4	3	2	1
6. This person might have been experiencing a "bad day" at the time of the offense.	5	4	3	2	1
7. The person who wronged me is likely to do it again.	5	4	3	2	1
8. This person hurt me in order to gain something for him or herself.	5	4	3	2	1
9. This person would never have hurt me if they had not been going through a difficult time when the offense took place.	5	4	3	2	1
10. The person who hurt me targeted me specifically.	5	4	3	2	1
11. This person hurt me accidentally.	5	4	3	2	1

Reversed Scored Items: 3, 4, 6, 9, 11

APPENDIX H

Perspectives on Forgiveness Scale

Indicate the degree to which you agree with the following statements.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
<hr/>					
1. Forgiving someone who has wronged you leads to a sense of peace.	5	4	3	2	1
2. If I did choose to forgive, it would not change how I treat the offender.	5	4	3	2	1
3. Forgiveness should only take place after the offender makes amends.	5	4	3	2	1
4. People who wrong others do not deserve forgiveness.	5	4	3	2	1
5. I would consider forgiveness only if the offender apologized.	5	4	3	2	1
6. Before I choose to forgive, the offender must feel the same pain that I felt.	5	4	3	2	1
7. Forgiving someone makes me feel better about myself.	5	4	3	2	1
8. Even if I choose to forgive someone, they are still a bad person.	5	4	3	2	1
9. I may choose to forgive even if the offender does not accept responsibility for his/her actions.	5	4	3	2	1
10. Forgiveness would not ease my emotional distress.	5	4	3	2	1
11. I will only forgive if the offender admits he/she is at fault.	5	4	3	2	1
12. I will not forgive until I get even.	5	4	3	2	1
13. People who have wronged others still deserve forgiveness.	5	4	3	2	1

14. After I forgive, I have no hard feelings towards the offender.	5	4	3	2	1
15. I feel better after I forgive.	5	4	3	2	1
16. Individuals who have wronged me are not worthy of forgiveness.	5	4	3	2	1
17. If I did forgive the offender, I can still choose to dislike him/her.	5	4	3	2	1
18. All individuals are worthy of forgiveness regardless of the wrongdoings he/she has committed.	5	4	3	2	1

Perspectives on Forgiveness Subscale Key:

Hedonic = 1, 7, (10), 15

Contingency = 3, 5, 6, (9), 11, 12

Pseudo-forgiveness = 2, 8, (14), 17

Unworthiness = 4, (13), 16, (18)

() = Reverse Coded Item

APPENDIX I

Offense Impact Appraisals Scale

Indicate the degree to which you agree with the following statements.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
<hr/>					
1. The wrongdoing I experienced is going to cause me significant hardship.	5	4	3	2	1
2. Although the wrongdoing was an inconvenience, I will be able to recover and carry on with my life.	5	4	3	2	1
3. This wrongdoing reminds me of the many times that I have been wronged by others in the past.	5	4	3	2	1
4. This person's actions made me look bad in front of others, and will affect the way others think of me.	5	4	3	2	1
5. The wrongdoing I experienced made me feel disregarded as a person.	5	4	3	2	1
6. This wrongdoing was an isolated incident, and is not likely to happen again.	5	4	3	2	1
7. The wrongdoing I experienced was not purposefully disrespectful.	5	4	3	2	1
8. Because of this wrongdoing, other people will think I am pathetic.	5	4	3	2	1
9. This wrongdoing does not affect how others may perceive me.	5	4	3	2	1

Reversed Scored items: 2, 6, 7, 9

APPENDIX J

[Informed Consent for The Relationship between Narcissism and Forgiveness]

Project Title:	The Relationship between Personality and Forgiveness
Investigator(s):	Nicole Matros and Mark S. Rye, Ph.D
Description of Study:	Participants will complete several questionnaires relating to forgiveness, personality, empathy, self-esteem, and social desirability.
Adverse Effects and Risks:	Minimal adverse effects are anticipated. However, you will be asked to recount an incident in which you were wronged by someone else. These questions could possibly elicit negative emotions. Students who are experiencing distress are encouraged to schedule a free and confidential appointment at the university counseling center at 937.229.3141.
Duration of Study:	You will spend approximately 1 hour completing the questionnaires
Confidentiality of Data:	Your name will be kept separate from the data. Both your name and the data will be kept in a locked filing cabinet. Only the investigators names above will have access to the locked filing cabinet. Your name will not be revealed in any document resulting from this study. Your responses will remain confidential.
Contact Person:	If you have questions or concerns regarding the study, you can contact Nicole Matros at (937.371.3173) matros.2@wright.edu or Mark Rye, Ph.D. at (937.229.2160) mark.rye@notes.udayton.edu . If you have questions or concerns about your rights as a research participant, you can contact the chair of the Psychology Department Research Review and Ethics Committee, Greg Elvers, Ph.D. at (937.229.2171) greg.elvers@notes.udayton.edu
Consent to Participate:	I have voluntarily decided to participate in this study. The investigator named above has adequately answered any and all questions I have about this study, the procedures involved, and my participation. I understand that the investigator named above will be available to answer any questions about research procedures throughout this study. I also understand that I may voluntarily terminate my participation in this study at any time and still receive full credit. I also understand that the investigator named above may terminate my participation in this study if s/he feels this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older.

Signature of Student	Student's Name (printed)	Date
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Signature of Witness	Date
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APPENDIX K

Debriefing Form

Information about the study

The purpose of this study was to investigate the relationship between narcissism and forgiveness. Narcissistic individuals can be characterized as pretentious, depict a lack of empathy, and desire extreme admiration. Studies have found that people who have greater narcissistic tendencies are less likely to forgive (Brown, 2004; Exline et al., 2004). In addition, narcissistic individuals tend to score high on neurotic personality factors (i.e. depict chronic emotional maladjustment and instability), and experience less empathy than other individuals. We seek to replicate these findings and also to investigate the connection between narcissists and their propensity to be less forgiving.

The research that you participated in was specifically designed to determine the relationship between narcissism and forgiveness. The researchers hypothesized that narcissistic individuals have difficulty forgiving because 1) they make different attributions about the motivations behind the offense; 2) they believe that the impact of the offense is more severe, and 3) they are less likely to perceive the benefits of forgiveness. For further information about this area of research, see the following references.

Brown, R.P. (2004). Vengeance is mine: Narcissism, vengeance, and the tendency to forgive. *Journal of Research in Personality*, 38, 576-584.

Exline, J.J., Bushman, B.J., Baumeister, R.F., Campbell, W.K., & Finkel, E.J. (2004). Too proud to let go: Narcissistic entitlement as a barrier to forgiveness. *Journal of Personality and Social Psychology*, 87(6), 894-912.

Assurance of privacy

We are seeking general principles of behavior and are not evaluating you personally in any way. Your responses will be confidential and your responses will only be identified by a participant number in the data set along with other participants' numbers. However, confidentiality may be broken if you express threats to harm yourself or others.

Contact information

If you have questions or concerns regarding the study, you can contact Nicole Matros at (937.371.3173) matros.2@wright.edu or Mark Rye, Ph.D. at (937.229.2160) mark.rye@notes.udayton.edu. If you have questions or concerns about your rights as a research participant, you can contact the chair of the Psychology Department Research Review and Ethics Committee, Greg Elvers, Ph.D. at (937.229.2171) greg.elvers@notes.udayton.edu.

Mental health resource

If you are currently experiencing negative feelings, or are having difficulty coping with your actions or the actions of others, we encourage you to contact the UD counseling center (937.229.3141). The counseling center provides free and confidential service to students and can be reached 24 hours a day.

Thank you very much for your participation in this study!

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APPENDIX G

Offender Motivation Scale

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<hr/>					
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3. This person did not mean to hurt me.	5	4	3	2	1
4. This person was going through a difficult time when the offense took place which may help explain his/her wrongful actions.	5	4	3	2	1
5. This person hurt me intentionally.	5	4	3	2	1
6. This person might have been experiencing a "bad day" at the time of the offense.	5	4	3	2	1
7. The person who wronged me is likely to do it again.	5	4	3	2	1
8. This person hurt me in order to gain something for him or herself.	5	4	3	2	1
9. This person would never have hurt me if they had not been going through a difficult time when the offense took place.	5	4	3	2	1
10. The person who hurt me targeted me specifically.	5	4	3	2	1
11. This person hurt me accidentally.	5	4	3	2	1

Reversed Scored Items: 3, 4, 6, 9, 11

APPENDIX H

Perspectives on Forgiveness Scale

Indicate the degree to which you agree with the following statements.

	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1
<hr/>					
1. Forgiving someone who has wronged you leads to a sense of peace.	5	4	3	2	1
2. If I did choose to forgive, it would not change how I treat the offender.	5	4	3	2	1
3. Forgiveness should only take place after the offender makes amends.	5	4	3	2	1
4. People who wrong others do not deserve forgiveness.	5	4	3	2	1
5. I would consider forgiveness only if the offender apologized.	5	4	3	2	1
6. Before I choose to forgive, the offender must feel the same pain that I felt.	5	4	3	2	1
7. Forgiving someone makes me feel better about myself.	5	4	3	2	1
8. Even if I choose to forgive someone, they are still a bad person.	5	4	3	2	1
9. I may choose to forgive even if the offender does not accept responsibility for his/her actions.	5	4	3	2	1
10. Forgiveness would not ease my emotional distress.	5	4	3	2	1
11. I will only forgive if the offender admits he/she is at fault.	5	4	3	2	1
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13. People who have wronged others still deserve forgiveness.	5	4	3	2	1

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Perspectives on Forgiveness Subscale Key:

Hedonic = 1, 7, (10), 15

Contingency = 3, 5, 6, (9), 11, 12

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Unworthiness = 4, (13), 16, (18)

() = Reverse Coded Item

APPENDIX I

Offense Impact Appraisals Scale

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<hr/>					
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2. Although the wrongdoing was an inconvenience, I will be able to recover and carry on with my life.	5	4	3	2	1
3. This wrongdoing reminds me of the many times that I have been wronged by others in the past.	5	4	3	2	1
4. This person's actions made me look bad in front of others, and will affect the way others think of me.	5	4	3	2	1
5. The wrongdoing I experienced made me feel disregarded as a person.	5	4	3	2	1
6. This wrongdoing was an isolated incident, and is not likely to happen again.	5	4	3	2	1
7. The wrongdoing I experienced was not purposefully disrespectful.	5	4	3	2	1
8. Because of this wrongdoing, other people will think I am pathetic.	5	4	3	2	1
9. This wrongdoing does not affect how others may perceive me.	5	4	3	2	1

Reversed Scored items: 2, 6, 7, 9

APPENDIX J

[Informed Consent for The Relationship between Narcissism and Forgiveness]

Project Title: The Relationship between Personality and Forgiveness

Investigator(s): Nicole Matros and Mark S. Rye, Ph.D

Description of Study: Participants will complete several questionnaires relating to forgiveness, personality, empathy, self-esteem, and social desirability.

Adverse Effects and Risks: Minimal adverse effects are anticipated. However, you will be asked to recount an incident in which you were wronged by someone else. These questions could possibly elicit negative emotions. Students who are experiencing distress are encouraged to schedule a free and confidential appointment at the university counseling center at 937.229.3141.

Duration of Study: You will spend approximately 1 hour completing the questionnaires

Confidentiality of Data: Your name will be kept separate from the data. Both your name and the data will be kept in a locked filing cabinet. Only the investigators names above will have access to the locked filing cabinet. Your name will not be revealed in any document resulting from this study. Your responses will remain confidential.

Contact Person: If you have questions or concerns regarding the study, you can contact Nicole Matros at (937.371.3173) matros.2@wright.edu or Mark Rye, Ph.D. at (937.229.2160) mark.rye@notes.udayton.edu. If you have questions or concerns about your rights as a research participant, you can contact the chair of the Psychology Department Research Review and Ethics Committee, Greg Elvers, Ph.D. at (937.229.2171) greg.elvers@notes.udayton.edu

Consent to Participate: I have voluntarily decided to participate in this study. The investigator named above has adequately answered any and all questions I have about this study, the procedures involved, and my participation. I understand that the investigator named above will be available to answer any questions about research procedures throughout this study. I also understand that I may voluntarily terminate my participation in this study at any time and still receive full credit. I also understand that the investigator named above may terminate my participation in this study if s/he feels this to be in my best interest. In addition, I certify that I am 18 (eighteen) years of age or older.

Signature of Student Student's Name (printed) Date

Signature of Witness Date

APPENDIX K

Debriefing Form

Information about the study

The purpose of this study was to investigate the relationship between narcissism and forgiveness. Narcissistic individuals can be characterized as pretentious, depict a lack of empathy, and desire extreme admiration. Studies have found that people who have greater narcissistic tendencies are less likely to forgive (Brown, 2004; Exline et al., 2004). In addition, narcissistic individuals tend to score high on neurotic personality factors (i.e. depict chronic emotional maladjustment and instability), and experience less empathy than other individuals. We seek to replicate these findings and also to investigate the connection between narcissists and their propensity to be less forgiving.

The research that you participated in was specifically designed to determine the relationship between narcissism and forgiveness. The researchers hypothesized that narcissistic individuals have difficulty forgiving because 1) they make different attributions about the motivations behind the offense; 2) they believe that the impact of the offense is more severe, and 3) they are less likely to perceive the benefits of forgiveness. For further information about this area of research, see the following references.

Brown, R.P. (2004). Vengeance is mine: Narcissism, vengeance, and the tendency to forgive. *Journal of Research in Personality*, 38, 576-584.

Exline, J.J., Bushman, B.J., Baumeister, R.F., Campbell, W.K., & Finkel, E.J. (2004). Too proud to let go: Narcissistic entitlement as a barrier to forgiveness. *Journal of Personality and Social Psychology*, 87(6), 894-912.

Assurance of privacy

We are seeking general principles of behavior and are not evaluating you personally in any way. Your responses will be confidential and your responses will only be identified by a participant number in the data set along with other participants' numbers. However, confidentiality may be broken if you express threats to harm yourself or others.

Contact information

If you have questions or concerns regarding the study, you can contact Nicole Matros at (937.371.3173) matros.2@wright.edu or Mark Rye, Ph.D. at (937.229.2160) mark.rye@notes.udayton.edu. If you have questions or concerns about your rights as a research participant, you can contact the chair of the Psychology Department Research Review and Ethics Committee, Greg Elvers, Ph.D. at (937.229.2171) greg.elvers@notes.udayton.edu.

Mental health resource

If you are currently experiencing negative feelings, or are having difficulty coping with your actions or the actions of others, we encourage you to contact the UD counseling center (937.229.3141). The counseling center provides free and confidential service to students and can be reached 24 hours a day.

Thank you very much for your participation in this study!

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