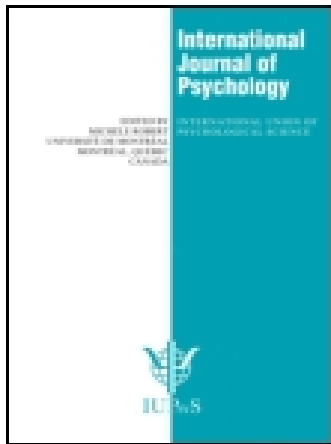


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Su Lu<sup>a</sup>, Wing-Tung Au<sup>a</sup>, Feng Jiang<sup>b</sup>, Xiaofei Xie<sup>c</sup> & Paton Yam<sup>a</sup>

<sup>a</sup> Department of Psychology, The Chinese University of Hong Kong, Hong Kong, China

<sup>b</sup> Department of Human Resource Management, Central University of Finance and Economics, Beijing, China

<sup>c</sup> Department of Psychology, Peking University, Beijing, China

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# Cooperativeness and competitiveness as two distinct constructs: Validating the Cooperative and Competitive Personality Scale in a social dilemma context

Su Lu<sup>1</sup>, Wing-Tung Au<sup>1</sup>, Feng Jiang<sup>2</sup>, Xiaofei Xie<sup>3</sup>, and Paton Yam<sup>1</sup>

<sup>1</sup>Department of Psychology, The Chinese University of Hong Kong, Hong Kong, China

<sup>2</sup>Department of Human Resource Management, Central University of Finance and Economics, Beijing, China

<sup>3</sup>Department of Psychology, Peking University, Beijing, China

The present study examined the validity of the Cooperative and Competitive Personality Scale (CCPS) in a social dilemma context. The study was conducted in two phases. In the first phase, the CCPS was validated in a sample of Chinese university students. The results showed that the CCPS had good internal consistency and discriminant validity. The CCPS was found to be a two-dimensional scale, with the Cooperative Personality Scale (CPS) and the Competitive Personality Scale (CPS) as its two subscales. The CPS and the CPS were found to be distinct constructs, with the CPS being associated with prosocial behavior and the CPS being associated with antisocial behavior. In the second phase, the CCPS was validated in a sample of Chinese university students in a social dilemma context. The results showed that the CCPS had good internal consistency and discriminant validity. The CCPS was found to be a two-dimensional scale, with the CPS and the CPS as its two subscales. The CPS and the CPS were found to be distinct constructs, with the CPS being associated with prosocial behavior and the CPS being associated with antisocial behavior.

**Keywords:** Cooperativeness; Competitiveness; CCPS; Validation; Social dilemma.

The present study examined the validity of the Cooperative and Competitive Personality Scale (CCPS) in a social dilemma context. The study was conducted in two phases. In the first phase, the CCPS was validated in a sample of Chinese university students. The results showed that the CCPS had good internal consistency and discriminant validity. The CCPS was found to be a two-dimensional scale, with the Cooperative Personality Scale (CPS) and the Competitive Personality Scale (CPS) as its two subscales. The CPS and the CPS were found to be distinct constructs, with the CPS being associated with prosocial behavior and the CPS being associated with antisocial behavior. In the second phase, the CCPS was validated in a sample of Chinese university students in a social dilemma context. The results showed that the CCPS had good internal consistency and discriminant validity. The CCPS was found to be a two-dimensional scale, with the CPS and the CPS as its two subscales. The CPS and the CPS were found to be distinct constructs, with the CPS being associated with prosocial behavior and the CPS being associated with antisocial behavior.

cae) ed e e c e e c e a f. S e c f e e , da 'e de 2, ' c e  
' e a e a e cae, e CCPS ed fca e e e c e e c e a f da  
d e e de a c a d e b e (e d d a a a e e e d e c e a c b e da a a e  
a a c a d e b e). Da 'e de 3, ' c e ' e a e a e cae, e CCPS  
ed fca e e e c e e c e a f da e d e e c (e d d a a  
a e e e d e c e a d e a d e d e e c e d a e b a c d e e c e). La



a c ce. Te ee e f a  
 c be edae ca, d da-  
 c, ad c e e a (Va La e,  
 O e, De B , e a, l ).  
 P ca d da, e eca c ea ,  
 ed a e c e ad e  
 e a be ee e ef ad e e ae  
 ( e e e e' a ff);  
 d da , e e ad, ed a e  
 e c e, eade f e e'  
 c e( e e e e e'  
 a ff). C e ed a e eea e  
 ad a ae e e e' c e ( e  
 ea e e e e' a ff; Me c  
 McC c, l ). C e ead d da -  
 c e ea e fe e ed ef" beca e e  
 ed e b a be a a ae a  
 a (e. De C e e Va La e, 2 l).  
 ea e f ca a e e a  
 a e a e cea ed de ad f  
 a a e, ee a e ea e e  
 a e ffe ed f a c c (B ae  
 e a., 2 ; M , c e a , Ha d aaf,  
 2 11). F a ce, a cae a  
 a d f ced-c ce f ca f d da a  
 e e ca ef ee eea ce  
 f e a ece e ce f ca ad  
 ef a e a e d da  
 (M e a., 2 11). dd a , e ea e  
 a bee c c ed f be e a ca  
 de a a e e f e e c e; a  
 c de abe f e a a ce e a ed  
 b SVO c d be acc ed f b ee a ed  
 c e (B ae e a., 2 ).  
 La , a a d da d ffe e ce a ,  
 e de a ca a e e a ca e e  
 a a ad ed c f c ea e be a a  
 ca de ac e . H ee, e  
 ab e e e d da d ffe e ce, c a  
 c e, affec e ad be a a e e f  
 e' c ea e ad c e e e a  
 a , a a e ed c e' be a  
 a ca de a. e e ae  
 e e c e e ea c .

**BRIEF INTRODUCTION TO THE CCPS**

C ea e e ad c e e e a e bee  
 e a ed a e a a . I a de a e  
 f e ad f def e a e  
 f e be a (f a e e , ee Pe , l ),  
 ee, e ad e c ea e (2 ) d ed  
 c ea e e ad c e e e f a a  
 e ec e, c e a a e e  
 b ad def ed a ca d ab a a e

f c , affec a d be a " ( e , ,  
 Se a , K e , D ca , l , . 232). F  
 e ec e, e d ea e e  
 be a b a e a ec e e e f  
 a a c a a , c a affec e ad c e  
 e e , c a c b e e ed c e  
 e f e e a a be a a  
 c e ac e ad a (Ke c  
 F de , l ).

I de e e CCPS, e ad e c ea e  
 ad ed Mead' (2 2, . ) c ce a a ,  
 def c ea a e ac f  
 e e ee d" a d c e a e ac  
 f ee e dea a a a e  
 e dea a a e a e e." I e  
 d , d da ae c ea ea e  
 e e c ab ae e , c de  
 e' e ec e, a de  
 e . Pe e ae c e e, e  
 e ad, ed ef e , a e  
 e a, a d ea e fa e.

Te CCPS a de e ed ba ed -de  
 e e ad e ada ed f e  
 e ab ed c ea ee ad c e ee  
 cae, c a e C ea ee Scae (L  
 e, l 1), e C ea e C e e  
 S ae Scae (S , e e, T ce,  
 K , l ) a d e H ec e e de  
 Scae (R c a , Ha e, Kac , d,  
 l ). E a fac a a e ed a  
 c ea e e ad c e ee ee ad ed  
 d c d e ad ee d  
 e c ea ed. add a c f a  
 fac a a c f ed e -d e a  
 c e.

T e f a e f e CCPS c de 23 e  
 (ee e ed ). T e c ea e e cae  
 c e 13 e , c a ef e e ee ed  
 b ee bd e . T e a d da '  
 be ef (f e , f ea e *Initiation and  
 completion of any work is inseparable from the help  
 and cooperation of team members*), fee (f  
 e , f ea e *I enjoy working with other team  
 members to achieve common success*), a d be a  
 a e de ce e f c ea (f e  
 e , f ea e *At work, I can usually stand in  
 other team members' shoes to consider their  
 interests*). T e c e ee cae c de l  
 e , c a ee d ea , I a  
 ef e , " c c d f e be  
 d ded ee bd e , c d d -  
 d a ' be ef ( ee e , f ea e *I like  
 competition because it allows me to play my best*),  
 fee (f e , f ea e *I cannot stand  
 being beaten in an argument by other team  
 members*), a d be a a e de ce e f

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c e ( ee e , f e a e *Even in a group working towards a common goal, I still want to outperform others*). T e e a e a e d a e e - ca e a f l ( d a ee a a ") ( a a ee").<sup>1</sup> T e ca e' e ab , a e ed ee a de , a e f . . f c e a ee a d f . 1 . f c e ee (C e , e C a , 2 11; e e a ., 2 ).

T e c e e a d d c a a d e f e CCPS a e bee e ed a a e B F e Pe a Ta (Sa ce , 1 ). T e e e ed a c e a ee a d c e ee c e e e d e f e e , ea a e e e a ca ed b

S c a e a de f a e, E S, a  
 ed e a e d e d.  
 F e e-fac de, 23 e e e ed  
 a e a e fac .T e e e ed a  
 e de f e da a ,  $w^2(23)=1.2$  ,  
 FI=.3 , CFI=. , SRMR=1. a d  
 RMSE =.1 ; c f de ce e a =.1 .1 ).  
 F e -d e a de e  
 de d e (.e., c e a e e a d c -  
 e e e ) a d b-d e (c e,  
 affec e, a d be a a a ec f c e a e-  
 e a d c e e e , e ec e ), e e  
 dca ed a e -d e a c c  
 ac e ed a be e f ,  $w^2(22)=.2$  , FI=  
 . , CFI=. , SRMR=.1 a d RMSE =. ;  
 c f de ce e a =. 2 . . T e -fac  
 de a be e a e e-fac de ; a  
 C - a e d ffe e ce e ed a  
 $w^2( )= .33$  . (p 5 . ) . a e , e acce ed  
 e -fac de e e e-fac de .  
 F e LM e ' e , ef f e  
 -fac de c d be ed b add  
 f e e c a a ce e c e a e e  
 d e a d e e c a a ce e  
 c e e e d e . T e ed -  
 fac de ac e ed a a fac f ,  $w^2(22) =$   
 $.32$  . , FI=. , CFI=. 1, SRMR=. a d  
 RMSE =. 2 ; c f de ce e a =. 3 . .  
 T e c e a e e a d c e e e fac  
 ed be fca c e a ed  
 ( $r=.11$ ,  $p 4 .$  ).  
 I , e -fac c e f e CCPS  
 a c f ed e H K a e . O  
 f d ded add a e de ce f e  
 a c e a e e a d c e e e  
 c d be c de ed de e de c c  
 (C e e a ., 2 11; e e a ., 2 ) .

**STUDY 2: A PUBLIC GOODS DILEMMA**

**Methods**

**Participants**

T d ed a d e e H K  
 e de e e ec ed a a  
 a e ce f a e e e a c e -  
 a ed e HKD .T e a e a ,  
 de c d a acce a e e e  
 e a e c ded ee c a a ce a a e a d ea ad e f e e e  
 e ed b e LM e . , add ee c a a ce dd c a e ee a f e e a a e e c ,  
 c e a e ed de e f e da a e ; fca dfca f e e eeded. P ac ce  
 f e f de a e e a e a f e .  
 acc d H a d Be e (1 ) de f a d f f e SRMR d be a e a . , a  
 ec e da b Sc e e e -E e , M b e a d M e (2 3) e a a a ef e SRMR a e a  
 a e a .1 a acce abef .

e a ead ee . e c e e  
 ead ee , de ee ced c e  
 e efe ed e f e e e e a d  
 a c ee e CCPS. a fl de  
 ( a e a d fe a e ) ed f e  
 e e e ac e e a e .

**Procedure and materials**

U e a a a e ab a , a c-  
 a ee ced c ee e ca a e  
 e a ea e e e a e b e ;  
 f , e a c a ed a b c d  
 a e. fe e a e, e a c a c eed  
 e e f e e a e b e , c  
 c ed f Sc a ' e a a e ea e  
 a d e a e de a c f a .

*Social value orientation.* S c a a e e a  
 a ea ed b e T e D a ce Mea e  
 f S c a Va e (Va La e e a ., 1 ) . I eac  
 f e e dec ed a e , e d d a  
 c e f a ee d ffe e a  
 d ffe ed e c e a ca be ee e  
 a d a a a a e . T e ee c e  
 a ca a e dca e f e d d a c,  
 c e e, a d c e a e e a .  
 F ac ac ce ca de a  
 de , e ca e ed e c e a d  
 d d a a ef." Of e l a c a ,  
 e e ca fed a ca a d a ef  
 ( 2 d d a a d c e ) .

*Personal values.* Pe a a e ee ea ed  
 b e S Sc a ' Va e S e (Sc a  
 R be , 2 ) . e e a ed f e a e a a e  
 ea ed c e a e e a d c e e e  
 ac e e e (f e e , C bac ' a=. ) ,  
 ed ( ee e , C bac ' a=. 2),  
 e ( ee e , C bac ' a=. ) , be e -  
 e ce (f e e , C bac ' a=. ) a d -  
 e a ( e , C bac ' a=. 1). T e e  
 e e a e ed a - ca e.  
 Pe a a e a e e a c e a  
 ca ea f e ce e e' c e a e a d  
 c e e be a . T e ac c e a-  
 e be a ca de a a e e de a  
 be f e ca de . Sa , S ed , a d  
 Sc a (2 11) e a ed e a a e

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f e ced c e a e a d c e e be a  
 a c a d e a a e, e e ac e a e  
 f a e ac e e f a e. T e f d a  
 e ef- a ce de a e (ca f e'  
 e be ), c a e a a d be e e ce,  
 e e a caed eae c b ,  
 eea e ef- e a ce e a e (ca  
 f ef- ee ), c a e, ac e e e a d  
 ed , e e a caed fe e c b -  
 a c e a e a e. dd a ,  
 e a a d D e ( 2 ) f d a ef  
 d d a a e e e ed e ef- a ce -  
 de a e a e c a c e a .  
 Ba ed e e f d , e e ed c -  
 a a d e f e CCPS b ec e  
 c e a be ee c e a e e a d ef-  
 a ce de a e, a e a be ee c e -  
 e e a d ef- e a ce e a e .

*Criterion measure.* Pa c a ' c e a e  
 be a a b c d a e e ed a e  
 c e e a e. Pa c a a ed e a e  
 e e a - a ee- e . D e  
 a e, eac a c a a d a f e d a f e  
 a e a a b e e e e a " a  
 be. T e a c a e d e c d e d a  
 a c b e a 12- e c a e e -  
 e (a ac f c e a ) ee f  
 e e e (a ac f defec ). Eac a e  
 f e' e e a ed HKD . Eac a  
 c b ed e c a e e e e a ed  
 HKD1 , c d e be a ed e a  
 a e 12- e . C e a e be a  
 (.e., c e a a e) a d ca ed b e  
 be f a c b ed e b c d  
 b a d d a e a e a be f a  
 a e ade. T e a e a e c e a a e  
 a , a a d a d de a f 2 . T  
 a e a c a a e e e dec ,  
 e ee d be f e e e e e a a  
 a d e e c ed a c a d e c e e a  
 e a b a a c e a e  
 e ef a ce e b c d a e. T e  
 e a b e a ed f HKD12 HKD3 .  
 T e a e a e b e c e ed a HKD2 .

RESULTS

ef c d ced c f a fac a a e f  
 e a e e a e e -fac c e  
 f e CCPS. B c e a e e a d  
 e a a e e e a fac a a be d e c e f d ; add e e a a e ed  
 a a e f e ; e a e c d e d f f e a a e .  
 f e c a a c e ec e a e e d e added, f e ec e d a f e LM e .  
 Fac e a c e f e c e a e e a d c e e e d e e e ed e e a d be e a a e .

c e e e e e e ab e a ed  
 (C bac ' a = . a d . , e e c e ). T e  
 e d ca ed a e -d e a de  
 ac e ed a a fac f (w<sup>2</sup>(222)= 2.1 ,  
 FI=. , CFI=. 2, SRMR=.1 a d  
 RMSE =. ; c f de ce e a =. ).  
 T e c e a e e a d c e e e fac  
 e e de a e e c e a ed (r=.3 ,  
 p 5 . 1). T e -fac de a , a a ,  
 be e a e e -fac de ; a C - a e  
 d ffe e ce e ed a w<sup>2</sup>( ) = 2.  
 (p 5 . ).  
 e a e ed e e e e f d ffe e ca  
 a e e a d ffe ed e c e a e e  
 a d c e e e c e a e a ed b e  
 CCPS. T e e e e a ed a e c a a d  
 ef d d a d d fca d ffe  
 e c e a e e c e e e e c e .  
 I e e , e e e ef a c -  
 a d d a a d c e , e  
 f d a e e a a e d ; c a ed e  
 d d a , e c a c ed e  
 c e a e e , a d ffe e ce a  
 a a fca (p = . ).

Discriminant validity of CCPS

e e ed e a c a a c e a e e ,  
 c e e e a d Sc a ' e a a e .  
 T a b e 1, c e a e e a -  
 e c e a ed be e e ce (r = . 1) a d  
 e a (r = . 1). C e e e e a -  
 e c e a ed ac e e e (r = . 3) a d  
 e (r = . ). T e e e ed c -  
 a c e e e a c a ed  
 Sc a ' ef- e a ce e a e , e e a  
 c e a e e a c a ed ef- a ce -  
 de a e . S e c fca , d d a e e  
 c e e e a ed ac e e e a d  
 e e , e e a d d a e e  
 c e a e e a ed be e e ce a d e -  
 a e . C a e e c a , c e -  
 e e d d c e a e ed (r = -. ,  
 ns), a d c e a e e a e a e  
 c e a ed ac e e e (r = .22). O e be  
 e a f e e e a e affec e,  
 c e , a d be a a a ec f c e e -  
 e , de c bed b e e e CCPS, d  
 c e d e ed c e e e ce de c bed  
 b e e Sc a ' ed c a e b cae.  
 M e e , c e a e e , de e c e

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**TABLE 1**  
Correlations of CCPS competitiveness and cooperativeness with Schwartz's personal values (N = 153)

	<i>Achievement</i>	<i>Benevolence</i>	<i>Hedonism</i>	<i>Power</i>	<i>Universalism</i>
C e e e	.32	.2	.2	.3	.13
C e a e e	.223	.12	.12	.	.

*p*5. ; *p*5.1; *p*5. 1.

c ce a a , ee f e a be  
 cce f c a e de e de c e .  
 Re ca a a a be e a e e e e  
 c e a , a e a defec , a ca  
 d e a. c , be c e a e ca be ee  
 a a a e a e e' be ef a ca  
 d e a. Ba ed e c da , e  
 a be a , a ea c e , c ea e-  
 e c ea ed e ac e e e a e.

**TABLE 2**

Hierarchical regression analysis of social value orientation (SVO) and cooperativeness and competitiveness (CCPS) as predictors of contribution to public goods (N = 154)

<i>Model</i>		$\beta$	<i>DR</i> <sup>2</sup>
1	SVO	.1	.3
2	SVO	.1	.3
	C e a e e	.2	
	C e e e	.1	

*p*5. ; *p*5.1; *p*5. 1.

**Criterion validity of the CCPS**

He ac ca e e a ed ea e e  
 c e ad f e CCPS b ea  
 a ca a ca 'c b e  
 c f e effec f SVO. SVO a  
 e eed e f b c , a d e CCPS a  
 e eed e ec d b c . If c ea e e a d  
 c e e e e ec ce a d f e e f  
 ca a e e a , e e CCPS d  
 a e ac ed a a add a ed c f c ea-  
 e be a ; a e e e ed b a fca  
 be a e e e a . Tabe 2,  
 SVO ef b c fca e a ed 3.  
 f e a a ce c ea e be a ,  $F(1,$   
 $12) = .$  ,  $p = .1$  . T e c ea e e a d  
 c e e e d e f e CCPS ( e  
 ec d b c ) fca e a ed a add a  
 3. f e a a ce c ea e be a ,  
 $F(2,1) = 3.123$  ,  $p = .$  ,  $f^2 = .1$  . S ec fca ,  
 e e a f e e c ed f e effec f SVO,  
 e be ed a d da e e  
 c ea e e c b ed e e b c  
 d ( $b = .2$  ,  $p = .1$  ). O f d , e ef e,  
 de f e e c e a d f  
 e CCPS, c e ca be d e effec  
 f ca a e e a a d ed c c ea e  
 be a a ca d e a. e be a-  
 e a e ed c e e f e  
 CCPS e f c b e be a c e  
 f c ea e e ca e, b f e

c e e e ca e. T e e f d , ce a a ,  
 e e a c ea e e a d c e-  
 e e a e de e de c c .

**STUDY 3: A COMMONS DILEMMA**

**Methods**

**Participants**

O e d ed a d e H K e  
 de ( e a d 112 e ) e e ec ed  
 e a a e ce f a e e e  
 a ed c e a f HKD . S a  
 S d 2, de e e ed f e e e e  
 b f a e e e e a ead ee  
 a a ed e a e a .

**Procedure and materials**

T e de a c a ed e e e e  
 ac e e a e a ace a  
 c e . Pa c a e e a ed c -  
 e e a f e a a a a c e e .  
 f e f e SVO a d CCPS ea e , e  
 e e d a e d be ed f e  
 a e a c a e a e  
 (a e a a ac a b ) .

e a e ed e e ca a d ef d ffe e c e f ef- a ce de a e a d ef- e a ce e  
 a e , a d ef d a e ef c ed fca e ac e e e a e a e ca . , e e  
 effec f SVO a c ed f , c ea e e a e c ea ed ac e e e , be e e ce, a d  
 e a , a d c e e e a e c ea ed ac e e e a d e .

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The average of the scores on the  
five items is the mean score.  
The standard deviation is the  
square root of the variance.  
The variance is the average of the  
squares of the deviations from the  
mean.

*Social value orientation.* The  
scale consists of 10 items. The  
items are: (1) "I am interested  
in the welfare of others," (2) "I  
am interested in my own welfare,"  
(3) "I am interested in the welfare  
of others and myself," (4) "I  
am interested in the welfare of  
others and myself and the welfare  
of the community," (5) "I am  
interested in the welfare of others  
and myself and the welfare of the  
community and the welfare of the  
world." The items are scored on a  
5-point scale from 1 (strongly  
disagree) to 5 (strongly agree).

*Criterion measure.* Participants  
were asked to rate their agreement  
with the following statements:  
(1) "I am interested in the welfare  
of others," (2) "I am interested  
in my own welfare," (3) "I am  
interested in the welfare of others  
and myself," (4) "I am interested  
in the welfare of others and myself  
and the welfare of the community,"  
(5) "I am interested in the welfare  
of others and myself and the welfare  
of the community and the welfare  
of the world." The items are scored  
on a 5-point scale from 1 (strongly  
disagree) to 5 (strongly agree).  
The mean score on the five items  
is the criterion measure.

**TABLE 3**

Hierarchical regression analysis of social value orientation (SVO) and cooperativeness and competitiveness (CCPS) as predictors of request from common resource pools (N = 190)

Model		$\beta$	DR <sup>2</sup>
1	SVO	.1	.2
2	SVO	.1	.
	C e a e e	.232	
	C e e e	.3	

*p*5. . ; *p*5. 1; *p*5. 1.

ea e ca ae ea , e  
 edc fc ea e be a b a  
 bc d de a ad ac de a.  
 O f d e a e CCPS a ad  
 ea e ad b d c f ad c e-  
 e a SVO.

**Dimensionality of cooperativeness and competitiveness**

ea e ea c ce a e c ea e-  
 e ad c e ee a a e-d e a  
 c c, eee c de abe d b a  
 e e a de e de -d e a c -  
 c f e e ca da a be e (H e,  
 P e, I , l ). F a ce, a e  
 a e a a e e a d e a a e be a  
 a e a a e effec ” (Va de V e , l , .  
 231), c e a e e a d c e ee c d  
 a e ad ca c -  
 f c e ea .  
 cc d , e e c - e ” a  
 bee ed de c be c ea e c e  
 (B a de b e a eb ff, l ). K e (l )  
 a f d a c ea ad c e ee  
 a -d e a c c e a -  
 da a ca e a ea ed d da ’ efe-  
 e ce f c ea e ad c e ee ea  
 e e . La , e de a ed a e  
 c e e ce f c ea ee a d c e -  
 ee c d ca be f d a ae  
 e ad e ee e ce  
 a d e ed ca a ee ( ee a., 2 ).  
 C e e f e a d c ea e  
 (2 ), e e f e ee ee a c f e  
 a da ed e -d e a e f c ea-  
 ee a d c e ee , c a (1) e -  
 fac de, a e a e e-fac de,  
 c e ac e ed a a fac f e da a  
 (S de 1, 2, a d 3) a d (2) c e a ee a d  
 c e ee ee de e de c c ,  
 a a e de ba ed e c ea , c

a ed f fca c e a ed  
 (S de 1 a d 3) de a e e  
 c e a ed (S d 2).

**Comparison with the social value orientation**

P ca a a d c ea e e a  
 a ae ee fea e, ce ae  
 c ec e a ae a d da a . T  
 a e de f e fca d ffe e ce be ee  
 ef ( d da ) a d ca d -  
 d a ec ea ee cae. Re e  
 e f S de 2 a d 3 f e a fed  
 c ee a d . f ee e c ea ee  
 ee e de, e ed c e e f  
 SVO dec ea ed, d ca a SVO a a a  
 ed a ed b c ea ee . ea e a e  
 fa ed be e a d ffe e ce a e  
 c e ee d e . T be d e  
 e ca ace c f ef a e, c  
 c ed f d da e a  
 c ce e ef e c e, a e a  
 e ea e ad a ae e e . ae ,  
 a e d da ad -  
 ca a c a dd d ffe e de ee f  
 c e ee .  
 e ed, ee, a e e e ca bac -  
 b e f e CCPS d ffe e f SVO a ea  
 fca a . F , e CCPS b  
 e a e ec e f e a , a d, e ce, e  
 ca ca e a f ec ec e fa e  
 e a a (c , affec , a d be a )  
 f b c ea ee a d c e ee . O  
 e e a d, SVO f M a ’ a-  
 a e ec e (1 3 ), a d, , e ca e  
 ca e e d a e a  
 d da b de a (Ba e a,  
 l ). T e e f da e a a d e e ca d ffe-  
 e ce a e e f c e a d  
 be a . T e a e ec e (.e., e CCPS)  
 f c e e c e c a d ec e ce f  
 be a ac a , ee a e a-  
 a e ec e f c e e a ab f  
 be a a a c a a ( ee e a.,  
 l ). Sec d, e CCPS ea e d da ’  
 be ef a d be a (.e., c d a )  
 a d e e de e de e , c a e  
 e be , e SVO e ec d da ’  
 e e f a da de ad e ; ,  
 de e f a ab c d -  
 a ce e . O f d c f ed e  
 e e ce f e ab e e ed c ce a d ffe-  
 e ce be ee e CCPS a d SVO. I S de 2  
 a d 3, e ed a e c ea ee a d

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c e e e ea ed b e CCPS e  
 a d fca c b ed e edc f  
 c ea e be a a ca de a, e  
 be d a SVO c d ffe. dd a, e  
 CCPS a d SVO e e f d a ed c e  
 a ca e a a e, c a e e  
 c ca a abe e a ed d d a '  
 c ea e a d c e e be a . I a -  
 c a, e e c ea a e e a ed e  
 a e, e e a f e c f SVO (S d 2).

**Association with personal values**

cc d Sc a ' e a a e e  
 (Sc a B , 1 ), a e de  
 c ce f ac a d de abe e d a e ;  
 e e a e e e e d d a c ec e  
 e e . Re ca a ca a d ef d -  
 d a , a c ce a ed b ca a e e a -  
 , d e b d ffe e e a a e  
 e ( a , 1 ; e a D e ,  
 2 ). U e e-d a ce ea e f  
 SVO, e e, e fa ed f d a ce abe  
 d ffe e ce be ee e ca a d ef  
 a c a f e Sc a ' a e (e ce f  
 ac e e e a e). O e e a d, e  
 c ea a e f e CCPS Sc a '  
 a e a c e ea f .  
 C e e e a de a e c ea ed  
 e ef-e a ce e a e f ac e e e a d  
 e, e c ea e e a de a e  
 c ea ed e ef- a ce de a e f  
 be e e ce a d e a a d d c e-  
 a ed ac e e e . T e e a c  
 a da ed, e a d, e de e de e f  
 c ea e e a d c e e e ; e e  
 a d, e c f ed c c a d f e  
 CCPS, a c ea e e a d c e e e  
 a e d ffe e a a ca ed e e a  
 a e a d ed ffe e c ea e a d c e-  
 e be a e ec e .

**LIMITATIONS AND FUTURE DIRECTIONS**

Se ea a f e e e d , a e a  
 f ed ec , d be ed. F , d  
 e a ed e a d e f e CCPS a  
 H K a e f e de ad a e .  
 T e e e f a e ed ce e  
 e e a ab f f d . F e a da  
 de e e a d ffe e e  
 d be c d c ed a e CCPS 1 a -2.3

d e a . . . b e e a a d e -  
c f c (B e E e , 1 ). T  
e e c a . . . a c c a d a , a e e a a d  
e . . . c f c a e b . . . a a -  
a e (C e L , 2 ). C de

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**APPENDIX: ITEMS AND STRUCTURE OF THE COOPERATIVE AND COMPETITIVE PERSONALITY SCALE**

**Cooperativeness**

*Beliefs about cooperation (cognition)*

- . I de cceed a , a e c e a e e a e .
- . I be e e e f a ce c d be be ef ed e f c e a a c e .
- . I be e e a a d a e a e abe e a e .
- . e e e e f e ea e be de ac e e d e .
- . I a a d c e f a e a abef e e a d c e a f ea e be .

*Behavioral tendencies of cooperation (behavior)*

- . I d a c de e e e f b a e .
- . I ca a c de e e e I a d e a .
- . , I ca a a d e ea e be ' e c de e e e .
- . e e e ea e be , I a e e ' f e , e e
- . I a ee e .
- . e e e ac a a , I a abe e a e e e f e .

*Feelings for cooperation (affect)*

- . ea e be a e e a .
- . , I ec ab a ea e be .
- . I e e ea e be ac e e c cce .

**Competitiveness**

*Behavioral tendencies of competition (behavior)*

- . E e a a d a c a , I a e f e .
- . M ef- c d be a da ed f I ef e e .
- . S e e I c de a a a a e a I a a e a e .

*Beliefs about competition (cognition)*

- . I ec e beca e a e e a c a ce d c e e a .
- . I ec a e e a a eb b c e e ea e be .
- . I ec e beca e a a e a be .

*Feelings for competition (affect)*

- . Be e f ed b e e be e a e .
- . I d be e ad f I e c e .
- . I be ea e e ea e be e e a ded f e ac e e e .
- . I ca a d be bea e a a e b e ea e be .

S ce e e a . (2 ).<sup>11</sup>

<sup>11</sup>I e f e ca e l e d fea .