

“Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure”.

Albert Bandura, 1925-present

“I am pretty sure if the TV series 'Seinfeld' was on around when Maslow was writing this hierarchy of needs theory, not missing an episode would have made it somewhere between safety and love.”

Bo Bennett, Entertainment writer, 1959-present

Notes on Personality Theory – Chapter 12

Essential Questions:

- How do psychologists define and study personality?
- What advantages and limitations exist for each theory’s description of personality?
- How do psychologists reliably measure personality and interpret personality’s role in behavior?

Unit Objectives:

- Explain how the different perspectives – psychodynamic, humanistic, trait, and social-cultural – approach the study of personality.
- Evaluate the advantages and drawbacks of each theory of personality.
- Determine how psychologists assess personality according to the various perspectives.

I Personality

- A **Personality** can be defined as an individual’s unique, relatively consistent pattern of thoughts, feelings, and behaviors
1. **Nomothetic Approach** – This approach to the study of personality stresses that uniqueness may be accounted for as the point of intersection of a number of quantitative variables. The theorist who uses the nomothetic approach usually describes personality in terms of traits that all people possess in greater or lesser degrees. Relating to the universal and to the formulation of general laws that explain a range of phenomena (specified traits, characteristics, dimensions common to everyone).
 2. **Idiographic Approach** – This approach to personality that stresses uniqueness. No two personalities are exactly the same; therefore, in this approach investigators believe that personality must be studied in terms of its own organization and not in comparison to other personalities. The idiographic approach also stresses the study of the whole personality. In psychology, investigative procedures that consider the unique characteristics of a single person, studying them in depth, as in the case study are used (identification of unique characteristics and qualities which makes people unique).

II Psychobiological Approach (the perspective that personality is determined by biological factors).

- A **Temperament** -- a person's characteristic emotional state, first apparent in early infancy and possibly inborn.
- B **Hippocrates' view** -- According to Hippocrates, temperament is determined by a person's level of 4 different body fluids, called **humors**.
- 1 Blood was associated with a cheerful or sanguine temperament.
 - 2 Phlegm associated with a calm or phlegmatic temperament.
 - 3 Black bile was associated with a depressed or melancholic temperament.
 - 4 Yellow bile was associated with an irritable or choleric temperament.
- C **Phrenology and Physiognomy**
- 1 **Phrenology** -- the study of bumps on the skull (believed in the 19th century to be associated with particular personality and intellectual characteristics).
 - 2 **Physiognomy** -- the study of the face (based on the belief that facial features revealed personality).
- D **Somatotypes** (body types) –
- 1 **Constitutional theory of personality** – William Sheldon. According to this view, there is a link between a person's body type and personality.

- 2 *Ectomorph* -- thin, frail body; believed by Sheldon to reveal a shy, restrained, and introspective temperament.
- 3 *Mesomorph* -- muscular, strong body; believed to display a bold, assertive, and energetic temperament.
- 4 *Endomorph* -- large, soft body; believed to display a relaxed, sociable and easygoing temperament

E Heredity and Personality

- 1 *Behavioral Genetics* -- the study of the relationship between heredity and behavior.
- 2 Support for this perspective is demonstrated by the differences found in infants. At that early age, personality theorists say that the baby has not had time to learn how to behave, but is behaving according to their innate personalities.
- 3 Bouchard studies of identical twins reared apart. These studies demonstrate that identical twins that grow up in different homes often exhibit many similar behaviors and characteristics

III The Psychoanalytic Approach - (rooted in the psychobiological approach) - this theory is extremely popular, and was developed by Freud.

A Freud's (1865 – 1939) Theory of Personality – Structure of the Mind

- 1 Sigmund Freud – Viennese doctor who specialized in illnesses of the nervous system
- 2 realized that some emotional force his patients weren't aware of (and couldn't control) was influencing their behavior
- 3 found that long-forgotten events usually lay at the root of these problems
- 4 buried memories were traced to a part of the mind (the unconscious) Freud claimed serves as a storehouse for powerful feelings & has the power to affect behavior
- 5 *Psychoanalysis* – system of therapy aimed at freeing patients from unconscious conflicts
- 6 as Freud's radical theories apparently challenged the stability of 19th century culture, they met with harsh & widespread criticism and were not accepted until decades after their formulation
 - a the existence of childhood sexual feelings
 - b the influence of the unconscious
 - c the enormous power of the mind
 - d the adult personality is almost totally shaped by childhood experiences

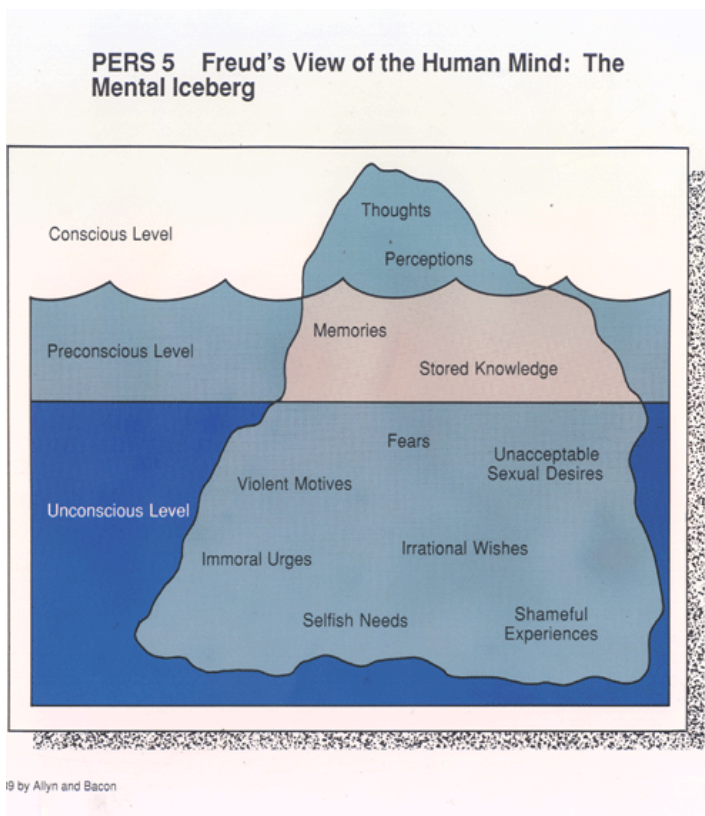
B Life & Death Forces

- 1 all behavior can be reduced to two fundamental, antagonistic, biological instincts
- 2 eros – the life drive; the satisfaction of hunger, thirst, sex, and the need for self-preservation
 - a a reservoir of energy is needed to power the life drive – the libido
 - b energizes sexual drives as well as the love of self, parents, friends, country, art, etc.
- 3 thanatos – the death drive
 - a all people carry this death wish inside them
 - b when overwhelming, suicide can result
 - c most often it leads a disturbed individual into a pattern of aggressive behavior that can result in brutal crimes against society
- 4 war & genocide are the ultimate expressions of the death drive

C

D The “Iceberg”

- 1 Freud described the human mind as an iceberg [metaphor]
- 2 great bulk of its mass remains hidden beneath the dark surface of the sea
- 3 the visible tip represents the conscious mind
 - a everyday thought processes
 - b awareness of the world
- 4 the waterline represents the *preconscious*
 - a crossover zone
 - b memories stored here are called back when you need them
- 5 the unconscious remains submerged and closed off from direct contact with the conscious mind
 - a great storehouse that contains all of your life experiences, especially the harsher, more savage emotions
 - b fierce hates, secret loves, and other uncivilized passions & instincts
 - c memories are buried as they are too powerful to be handled by the conscious mind
 - d hidden memories & emotions influence everything you think, feel, and do
 - e memories may surface through dreams, hypnosis, and “Freudian slips”



E Id, Ego, and Superego

- 1 humans are caught between their own needs and those of society
- 2 three (3) mental forces within the mind resolve this conflict
 - a id
 - b ego
 - c superego
- 3 **Id** (“I want!”)
 - a buried within the unconscious, the id is a storehouse for all your instincts & passions
 - b the source of many of your habits
 - c the source of instinctual energy [sexual & aggressive]
 - d constantly demands satisfaction of your needs [childlike & savage]
 - e the goal of the id is to maximize pleasure and to avoid pain
 - f *pleasure principle* – the desire of the id is to reduce tension & to gain immediate satisfaction without counting the cost
- 4 **Ego** (“I’ll get.”)
 - a almost always in control, the rational ego acts as the moderating force between the demands of the id and the reality of the world around you
 - b the ego’s primary task is to satisfy the id, as long as the cost is not too great
 - c *reality principle* – analyzing the consequences of future actions in order to provide pleasure with the least amount of pain
 - d helps repress desires that conflict too strongly with reality
 - e the ego does NOT know right from wrong

- 5 **Superego** (“Stop!”)
 - a absorbs social & moral values taught by parents, teachers, and society
 - b ideals & morals; striving for perfection
 - c rules were reinforced by rewards, punishments, and restrictions
 - d the superego demands that you practice perfect morality
 - e often brings it into conflict with the id’s desire for pleasure
 - f conscience – provides a fear of punishment & feelings of guilt over immoral actions
 - g *ego ideal* – rewards with approval when you act in accordance with the superego’s moral code of conduct

	Nature	Level	Principle	Purpose	Aim
Id	biological aspect	unconscious	pleasure	seek pleasure & avoid pain	immediate gratification
Ego	psychological aspect	conscious, preconscious, unconscious	reality	satisfy id, adapt to reality	safety & compromise
Superego	societal aspect	conscious, preconscious, unconscious	morality	represent right & wrong	perfection

F Defense Mechanisms

- 1 id, ego, and superego are often in conflict
- 2 unconscious conflicts between the id & superego are especially frequent, because the id’s demands for immediate gratification are often inconsistent with the moral standards of the superego (the ego devotes much of its time to resolving these conflicts)
- 3 these conflicts, and the unreasonable demands of the id & superego, create the emotional state of anxiety – a feeling of dread or fear (unconsciously, the ego often defends itself against anxiety)
- 4 these defense mechanisms are designed to protect the ego and keep unacceptable thoughts & anxious feelings out of the conscious mind
- 5 one of the most widely accepted theories developed by Freud
- 6 Defense Mechanisms
 - a Repression
 - 1 most common defense mechanism in which disturbing memories, forbidden desires, and painful thoughts & feelings are excluded from conscious awareness
 - 2 these feelings/memories remain active, however, influencing instincts & behavior
 - *psychosomatic illness* – illness with a psychological, not physical, origin
 - *psychoanalysis* was designed to overcome this defense mechanism
 - ex – phobias, victims of child abuse
 - b Denial
 - 1 refusal to acknowledge a painful or threatening reality in order to reduce the severity or importance of the unpleasant information
 - ex – patients of life-threatening diseases, heart attack victims
 - c Displacement
 - 1 the unconscious redirecting/shifting of impulses or emotions, so that you strike out at less threatening people or objects
 - 2 anger is not the only emotion that can be displaced, although it is the most common (nervousness, fear, aggression)
 - 3 once identified, displaced emotions/impulses can be channeled into useful, less harmless ways of releasing tension
 - ex – bad day at work/school results in an argument at home with family/friends

- d Projection
- 1 attributing one's own undesirable motives or emotions to someone else
 - 2 as it is easier for ego to cope with tension if it originates in the external world, this allows one the opportunity to relocate the problem outside of oneself [avoid one's inadequacies]
 - ex – Fred telling people that he detests pornography but he watches a lot of it himself
- e Regression
- 1 a return to an infantile/immature state of behavior
 - 2 a common reaction to frustration or stress
 - 3 some people fall back on these techniques because they worked when they were young
 - 4 usually means a refusal to face reality
 - 5 overuse can lock a person into a pattern of nonproductive behavior
 - ex – throwing temper tantrums, whining, bullying, seeking refuge in alcohol/drugs
- f Reaction Formation
- 1 expressing thoughts/feelings that are the opposite of one's true unconscious thoughts & feelings
 - 2 nearly always, expressed emotions are much more socially desirable than true feelings
 - 3 may excessively attack or eliminate true emotions to prove acceptability of thoughts
 - 4 exaggeration & fanaticism are hallmarks of this defense mechanism
 - ex – repeatedly declaring one's love for a family member you actually dislike greatly
- g Rationalization
- 1 inventing acceptable reasons/excuses for thoughts, feelings, and behavior that fails to measure up to one's expectations
 - 2 strategy used to “get off the hook”
 - 3 makes living easier, but can cause problems if one resorts to rationalizing everything because that is just avoiding responsibility
 - 4 process involved in self-justification in the wake of cognitive dissonance
 - ex – “Oh, I didn't want it anyway...”
- h Intellectualization
- 1 thinking about threatening information in such a way as to remove the emotion from it
 - 2 analysis in an intellectual, unemotional manner
 - ex – doctors & nurses (who face life & death situations on a daily basis) telling macabre jokes concerning death, “buying the farm”
- i Procrastination
- 1 an attempt to escape unpleasantness by postponing a task or action
 - 2 an attempt to postpone the possibility of experiencing failure, ironically, this oftentimes guarantees that failure
 - 3 procrastinators create stress for themselves by choosing this temporary solution – putting off an unpleasant task does not end one's awareness of that task, it just limits the amount of time one has to complete it
- j Sublimation
- 1 process of transforming unconscious conflict into a more socially acceptable form
 - 2 Freud believed society could not exist without this mechanism for detouring powerful, frustrated drives
 - 3 allows people to contribute to society while simultaneously achieving inner peace
 - 4 a necessary strategy for reconciling one's selfish urges to the constraints of society
 - 5 this is the only defense mechanism that does not involve the dangers of maladjustment and increased anxiety
 - ex – an aggressive youth focuses on sports rather than crime
- k Compensation
- 1 when a person accepts a substitute for an original want or need
 - 2 most adult interests and attachments are compensations for frustrated infantile and childish wishes
 - 3 this does not mean that the compensations themselves are infantile; it means that the sources of energy upon which the compensations depend for their existence are derived from the displacement of energy from early object choices

- ex – a short person who wants to be tall may compensate by “acting big,” a person who wants to be loved may drink or overeat, and an unmarried women who is frustrated may become a teacher

G Psychosexual Development (personality development)

- 1 “Freud has murdered childhood.”
- 2 Victorian Era – children represented one of life’s puzzles
- 3 likened to angels when described as “pure, innocent, and unspoiled”
- 4 1900 – Freud argues that adult personality is determined by the experiences of childhood
- 5 core aspects of personality are established early, remain stable throughout life, and are changed only with great difficulty
- 6 nearly all people pass through 5 critical stages of personality development: oral, anal, phallic, latency, and genital
- 7 people experience conflicts & issues associated with erogenous zones – areas of the body that when stimulated give rise to erotic or sexual sensations
- 8 each stage brings new emotional challenges for which old solutions no longer work
- 9 personality develops when forced to learn new methods of reducing tensions
 - a fixation – when basic energy or libido remains attached to that stage into adulthood
 - b happens when the child experiences problems or excessive gratification at one or another of the childhood stages
 - c makes the individual vulnerable [to unhealthy regression] later in life
- 10 sex, in the broad Freudian interpretation, is the single most powerful force in determining our feelings, thoughts, and actions
- 11 sexual feelings can be traced back to infancy
- 12 emotional problems result when sexual desires, memories, and tendencies are repressed [because society labels them as “abnormal”]
- 13 The Five Stages
 - a **Oral Stage** (1st 18-24 months)
 - 1 Inner pleasures and frustrations center on the mouth
 - pleasure grows out of stimulation of the mouth & lips – sucking, eating, drinking, licking
 - unpleasant sensations are rejected by literally spitting them out
 - 2 many adult character traits have their origins in this stage
 - 3 fixation(s) – excessive eating or substance abuse when stressed
 - oral receptive character – usually dependent on others; very trusting; passive; overly optimistic; gullible
 - a. usually develops if an infant is allowed too much freedom to meet their needs
 - oral aggressive character – aggressive & dominating; possessive; hostile
 - a. usually develops if parents severely frustrated an infant’s needs
 - oral fixation – need for constant oral stimulation as an adult [smoking, chewing gum, overeating]
 - b **Anal Stage** (2-3 years)
 - 1 children learn to respond to some parental & societal demands, despite the pleasure most children experience in moving their bowels
 - 2 control of bodily functions (urination & defecation) is paramount
 - 3 refusal is important way for child to exert independence
 - 4 as the child’s inner pleasures and frustrations center on the anus, this establishes the basis for conflict between the id & the ego
 - 5 desire for infantile pleasure vs. the demand for adult, controlled behavior
 - 6 most children experience pleasure
 - 7 once again, Freud believed lasting personality characteristics had their origins in this stage
 - 8 **fixation(s)** – problems that focus on orderliness (or the lack thereof)
 - anal compulsive – excessive cleanliness; orderliness; everything must be “JUST SO”
 - anal expulsive – excessive messiness; rebelliousness; stubbornness

- c **Phallic Stage** (3-7 years)
 - 1 the most important psychosexual stage
 - 2 genitals become the main source of bodily satisfaction/gratification – children often engage in sex play during this time
 - 3 stage in which become aware of their sexuality & begin gender role development
 - 4 numerous feelings are repressed so deeply that children (and later, adults) are unaware of many of their sexual feelings
 - 5 **Oedipus (Electra) Complex** – feelings of rivalry with the parent of the same gender for the love of the parent of the opposite gender
 - a children tend to identify with the same gender parent in order to secure the affection of the opposite gender parent
 - b the critical component in resolving the Oedipus complex is the development of this identification
 - c this identification is critical in the development of the superego
 - d the Oedipus complex for males refers to a boy's love for his mother, hostility toward his father, and resulting fear of castration & punishment by the father [castration complex]
 - e a boy resolves this complex by eventually accepting his father's close relationship with his mother
 - f rather than feeling excluded, the boy will choose to gratify his need for his mother's affections by identifying with & modeling himself after his father
 - g the Electra complex for female follows a slightly different course
 - h when a girl realizes that she has no penis, she develops something called penis envy
 - i girl can symbolically acquire a penis by attaching love to her father – she might even ask her father to marry (marriage is the greatest expression of love she understands)
 - j as with the boy, she will eventually attempt to ingratiate herself to her father by modeling herself after her mother
 - k **fixation(s)** – problems usually involve sexuality & may be seen in vanity, promiscuity, or excessive worry about chastity; disorder in gender identity
- d **Latency Stage** (7 to puberty)
 - a children develop physically, but sexual urges are inactive (latent)
 - b sexual urges, fears, and frustrations are repressed
 - c much of a child's energy is channeled into social or achievement-related activities in school, sports, hobby, and play
 - d children prefer the company of their own gender
 - e **fixation(s)** – possibility of gender identity disorders
- e **Genital Stage** (puberty → adult)
 - a once again, pleasure settles around the stimulation of the genitals
 - b major difference – focus is now on sexual pleasure with another person
 - c the sexuality, fears, and repressed feelings of earlier stages are once again exhibited
 - d repressed sexual feelings towards parents may resurface at puberty
 - e the adolescent eventually shakes off this dependence on his/her parents by learning to deal with members of the opposite gender in socially & sexually mature ways
 - f ideally, if people have passed through the previous stages without incident, they will develop conventional relations with members of the opposite gender
 - g **fixation(s)** – problems usually involve sexuality, including (but not limited to) promiscuity and/or nymphomania (and other sex disorders)

Freud’s Theory of Personality – Psychosexual Stages of Development

Psychosexual Stages of Development			
Stage & Age	Erogenous Zone	Conflicts / Experiences	Adult Traits (especially fixations) Associated with Problems at a Stage
Oral (0 to 2 years)	Mouth	Focus on mouth as region of pleasurable stimulation, nourishment, and contact with mother.	Optimism, gullibility, passivity, hostility.
			Fixation(s) – excessive eating or substance abuse when stressed.
Anal (2-3 years)	Anus	Focus on elimination functions as sources of personal physical control – child learns to respond to some parental demands.	Fixation(s) – excessive cleanliness & orderliness (<i>anal compulsive</i>), or excessive messiness & rebelliousness (<i>anal expulsive</i>).
Phallic (3-7 years)	Genitals	Focus on genitals & self-stimulation as pleasurable activity. Curiosity about sex differences. Attachment to opposite sex parent & rejection of same sex parent, resolved by identifying through gender role with same sex parent.	Curiosity about sex differences. Flirtatiousness, vanity, promiscuity, chastity, disorder in gender identity. <i>Oedipus/Electra complexes; castration complex; penis envy.</i>
			Fixation(s) – selfish behavior, especially in relationships & sexual intimacy.
Latency (7 to puberty)	None	Continued physical development, but sexual urges are quiet (repressed) as child focuses on development of school & peer relations.	Fixation(s) – possibility of gender identity disorders, but none specified.
Genital (puberty →)	Genitals	Adolescent shakes off old dependencies and learns to deal maturely with the opposite gender. Focus on genitals and other features as aspect of relationship with appropriate intimate partner. Necessary for mature experience of love.	Fixation(s) – problems usually involve sexuality, but none specified.

H **Carl Jung** (1875 – 1961)

- 1 A protégé of Freud, he agreed with many of Freud’s theories and techniques – however, Jungian Psychology contains a very distinct, major difference
 - a Jung refused to accept sex as a primary force in personality development
 - b Emphasis placed on spiritual & moral aspects of life, not just primitive urges
 - c *Analytic psychology* – Jung’s concept of personality
 - d *Psyche* – Jung’s name for personality
 - e *Individuation* - The process of individuating (processes whereby the undifferentiated tends to become individual) can take a lifetime. It consists of a series of metamorphoses (the death/rebirth cycle), such as birth/infancy, puberty, adulthood, and midlife. If one can individuate at midlife, the ego is no longer at the center and the individual makes some sort of peace with her/his mortality.

- 2 Metaphor of the Personality
 - a *Conscious Mind* – exactly same as Freud’s conscious
 - b *Personal Unconscious*
 - 1 Contains experiences long since forgotten, ignored, or repressed (all personal memories stored here as well as repressed memories)
 - 2 Contains the complexes – organized groups of feelings, thoughts, experiences, and perceptions that dominate personality and has the power to influence behavior
 - a Can come into the conscious mind (by overpowering the ego) resulting in behavior
 - b Powerful complexes have the power to dominate personality, stifling a more realistic, freely chosen identity
 - i Examples include “mother complex” (usually in men, may be good or bad), “money complex” (\$ is central focus of life), and “god complex” (can do no wrong)
 - c *Collective Unconscious*
 - 1 Evolution and heredity are the blueprint for the psyche (most of the general blueprint is found here)
 - 2 All stored information from a person’s past (ancestors) and primitive feelings (love, anger, etc)
 - 3 Information in the collective unconscious has never been conscious (within the lifetime of the individual)
 - 4 Divided into two sections –
 - a Familial – primitive feelings
 - b Racial – inherited information from ancestors
 - 5 Archetypes
 - a Recurring themes, images, and instincts upon which people base their understanding of the world around them (birth, death, magic, God, devil, hero, wise old man, life journey ex. 8 hero archetypes, 8 heroine, and 16 villain archetypes))
 - b “fuzzy pictures” that become clearer as each person experiences more
 - c Personality archetypes
 - i **Persona** – a “mask” formed in response to (demanded by) social pressures, traditions, and/or the need to be accepted (this may not be 100% conscious)
 - ii **Anima & Animas** – the feminine side of men and the masculine side of women which provide shading and balance that allows for each gender to take on stereotypical roles of the other
 - iii **Shadow** – the primitive side of the personality hidden deep in the unconscious behind the persona. These tend to be socially unacceptable thoughts and desires everyone possesses (similar to Freud’s Id)
 - iv **Self** – organizing principle of the personality and central archetype of the collective unconscious (the “sun” of the collective unconscious). Also the inner guiding force in life. If the self is out of balance, this is where Jung believed psychological problems came from. (neurosis comes from the incongruence between the conscious and archetypal world)
 - d *Ego*
 - 1 A gatekeeper, it restricts movement between the conscious and personal unconscious
 - a Repressed memories are held back by the ego
 - b Protection and last defense (“buffer zone”)
 - 2 A search engine
 - a Decides what is made conscious
 - 3 Things in the collective unconscious come up as they do in Freud’s unconscious (dreams and hypnosis but **no** slips)
 - a May be “multitasking”
 - b May simply decide it’s not worth it

I **Alfred Adler** (1870 – 1937)

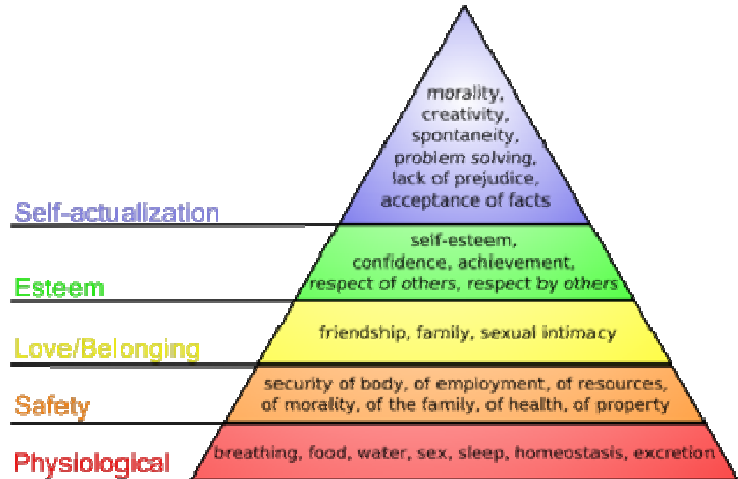
- 1 **Personality** development – feeling of inferiority or strive for superiority directly influence development.
- 2 Based on “individual psychology” – emphasizes the unique potential of each individual
 - a *creative self* – the self-aware part of the personality that organizes goal-seeking efforts
 - b *inferiority complex* – a concepts involving the influence that feelings of inadequacy or inferiority in young children have on their developing personalities and desires to compensate
 - c *Superiority complex or drive for superiority* – the motivation to compensate for feelings of inferiority, also called will-to-power. Could lead to exaggerated opinion of one’s self
 - d *Avoiding style of life* – an avoiding type person stays safe by not facing life’s problems so as to avoid possible failure
 - e *Social interest* – innate potential to cooperate with others and serve society
 - f *Organic source of inferiority* – inferiority can be innate
- 3 **Birth Order Theory** –
 - a *Only Child* – more pampered and given more attention; overprotected and spoiled; prefers adult company and language; difficulty sharing
 - b *First Child (oldest)* – battle for last position of favor and must now learn to share; expectations high from parents; given many responsibilities and expected to set an example; tend to be independent, authoritarian, strict, hold high expectations of others, more conservative (not risk takers)
 - c *Second Child* – must deal with the “pace setter” child; consistently compared (or feels such) to older child; more competitive but in different ways than older child; may rebel for attention or try to out due others
 - d *Middle Child* – feels very “sandwiched” in the family; squeezed out of position; even tempered; may become a fighter for injustice or the underdog
 - e *Youngest* – pampered and overprotected by both parents and siblings; never dethroned – they will always be the baby; incredible feelings of inferiority (driven or helpless); wants to be better than they are; frequently spoiled
 - f *Twins* – one is usually stronger or more active; parents will treat one twin as older; can have identity problems

J **Karen Horney** (Neo-Freudist) (1885 – 1952)

1. Social development key to personality development
 - a. *Basic anxiety* – a deep seated form of anxiety in children that is associated with feelings of being isolated and helplessness in a world perceived as potentially threatening and hostile.
 - b. *Basic hostility* – deep feelings of resentment children may harbor toward their parents
 - c. *Aggressive personality* – characterized as dominating and controlling others
 - d. *Compliant personality* - characterized as disposed or willing to comply; submissive
 - e. *Neurotic needs for power and exploitation* – the need to feel powerful and exploit others
 - f. *Need for a dominate partner* – neurotic need associated with the compliant personality
 - g. *Self-protective mechanism for attaining power* – if one attains power, no one can hurt them
 - h. Childhood anxiety caused by a child’s sense of helplessness triggers our need for love and low self-esteem
2. If neurotic needs not met, anxiety takes over
3. Coping strategies –
 - a. Compliance
 - b. Aggression
 - c. Withdrawal
4. Very critical of Freud – countered his assumptions that women has a weak superego and penis envy
5. She tried to balance the bias of masculine view of psychology

IV The Humanistic Approach

- A **Maslow** – (1908 – 1970) *Self-Actualization Theory* (Maslow’s (Hierarchy of Needs) – people develop their personalities by having their needs met while moving toward self-actualization.
- 1 *Deficiency of needs* – lack of needs in the hierarchy
 - 2 *Peak Experience* – a moment of complete ecstasy when self is transcended (self-actualized)
 - 3 *Jonah Complex* – our doubts about our own abilities and our fears that we are not up to the task of becoming self-actualized
 - 4 CCT (client centered therapy)



B **Carl Rogers** – (1902 – 1987)

- 1 *Self-Theory* – incongruence between the self and personal experience. Healthy people have congruence between the self and the ideal self.
 - a Assumptions of behavior:
 - 1 Behavior is goal directed
 - 2 People are innately good so that they will mostly choose adaptive, enhancing, and self-actualizing behavior
 - 3 How individuals see their world determines how they behave
 - b *Self* – very important to development of personality
 - c *Self-concept* – perception of how people see themselves
 - d *Ideal self* – the self the person wants to be happiness is measured by the distance between real self and ideal self
 - e *Incongruence* – when there is a discrepancy between one’s self and ideal self
 - f *Positive regard* – feeling of approval, acceptance, and love help develop the self. When a person does not receive much approval, acceptance, or love in life, it can lead to a life of withdrawal
 - g *Unconditional positive regard* – when feelings of approval, acceptance, and love are unconditional
 - h *Fully Functioning person* – exhibiting many characteristics of a functioning person such as living fulfilling in the moment, open to all experiences, awareness, and open to positive as well as negative experiences

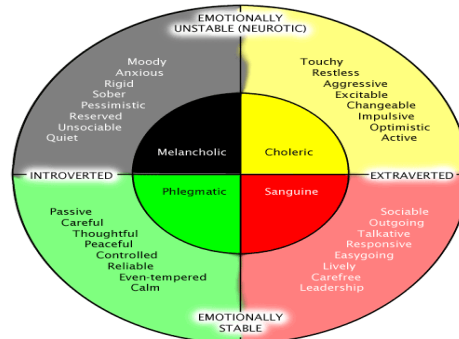
C **Humanistic Assessment**

- 1 *Personal Orientation Inventory* -- measures the degree to which a person’s values and attitudes agree with those of Maslow’s description of self-actualized people.
- 2 *Q-Sort* -- Measures the degree of congruence between a person’s self and ideal self.

V Trait/Type Approach

A **Type Theories (Eysenck)**

- 1 Eysenck uses two primary personality factors [extroversion v. introversion and stability v. instability] as axes for describing personality variation
- 2 varying combinations define other, more specific traits



Eysenck, HJ and Eysenck, M.W. *Personality and Individual Differences*. Plenum Publishing, 1958.

B **Trait Theories** -- (Allport, Cattell) -- a **trait** is a relatively enduring, cross-situational and consistent personality characteristic that is inferred from a person’s behavior.

1 **Allport** -- indicated that there is a hierarchy of 3 basic trait types:

- a **Cardinal (similar to types)** - this is the big one. Cardinal traits are dominant traits that characterize most of (or almost all) of a person's behavior. Cardinal traits completely dominate a person's sense of self. For example, Charles Manson's evilness could be identified as a cardinal trait or Mother Teresa's altruism. It is important to note that cardinal traits are not common. Most people do not have these traits...people with cardinal traits are considered rare.
- b **Central (humorous, kind)** - these traits are central, prominent traits that everyone has (unlike cardinal traits). Our personalities are built upon the central traits. They are influential, but don't dominate like the cardinal traits.
- c **Secondary (food preferences, etc.)** - these are traits that are only exhibited in some situations. For example, someone may be kind most of the time, but become very selfish in other situations.

2 **Cattell** – (1905 – 1998)

- a factor analysis; 16 traits (e.g., emotional stability, agreeableness)
- b relies on how subjects see or rate themselves (see chart)

Traits	
Participating.....	Withdrawn
Clearheaded.....	Dull
Mature.....	Childish
Dominant.....	Submissive
Enthusiastic.....	Melancholic
Poised.....	Overly sensitive
Socialized.....	Boorish
Independent.....	Dependent
Adventurous.....	Fearful
Vigorous.....	Fatigued
Excitable.....	Phlegmatic
Accepting.....	Suspecting

3 **The Big Five**

- a today’s trait researchers believe that earlier trait dimensions such as Eysenck are important but they do not tell the whole story
- b found to apply across cultures

Trait Dimensions	Endpoints of the Dimension
<i>Extroversion</i>	Calm – Anxious Secure – Insecure Self-satisfied – self-pitting
<i>Agreeableness</i>	Sociable – Retiring Fun-loving – Sober Affectionate – Reserved
<i>Conscientious</i>	Imaginative – Practical Preference for variety – Preference for routine Independent – Conforming
<i>Neuroticism</i>	Soft-hearted – Ruthless Trusting – Suspicious Helpful – Uncooperative
<i>Openness</i>	Organized – Disorganized Careful – Careless Disciplined - Impulsive

VI The Behavioral Approach

- A This approach rejects the importance of biological factors in favor of the environmental forces. Instead of traits, behavioral approach proponents believe that behavior is a function of environmental factors and learning.
- B Operant Conditioning Theory –
- 1 B.F. Skinner was a major proponent of this perspective and believed that what most people referred to as personality was simply a person's distinct behavior pattern that emerged in specific situations.
 - 2 For example, you may think that your teacher is very timid and a straight arrow because you see them only in a very specific situation (the classroom or in the school setting). However, your teacher may behave very differently in another situation that contradicts your perception of their "personality".
- C Social Cognitive Theory (Albert Bandura) –
- 1 This perspective is quite similar to the behavioral perspective, but here cognitive factors are also considered important in determining behavior (remember that cognitive factors are ignored in strict behavioral theory).
 - 2 According to the Social Cognitive Perspective, the environment/learning and cognition are the determining factors in behavior. In addition, there are two important concepts you need to be familiar with:
 - 3 *Reciprocal determinism* –
 - a Bandura's belief that personality traits, environmental factors, and overt behavior don't determine behavior in isolation.
 - b These factors affect each other to determine our behaviors. Reciprocal determinism also relies on a person's self-efficacy.
 - 4 *Self-efficacy* –
 - a A person's belief that they can perform behaviors that are necessary to produce a desired outcome.
 - b Self-efficacy influences what choices we make in different situations, the situations we enter, and the outcomes.
 - c For example, do you think a person with low self-efficacy would enter a situation in which they must perform a difficult task in front of a large crowd of people?
- D Behavioral Assessment - to measure a person's personality, there are several tools Psychologists with a behavioral perspective may use:
- 1 Behavioral observation
 - 2 Experience sampling
 - 3 Situational interview
 - 4 Behavioral checklists
 - 5 Cognitive-Behavioral Assessment (Rotter's Internal/External Locus of Control Scale)

VII The Cognitive Approach

- A George Kelly (1905 – 1966)
- 1 *Personal Construct Theory* -- Human beings are lay scientists who continually test hypotheses about social reality (these hypotheses are *personal constructs*).
 - a *Constructive alternativism* – the ability to apply different personal constructs to a given situation.
 - 2 Cognitive Assessment
 - a *Role Construct Repertory Test* (Kelly) - three persons; how are the first two similar and different from the third? How many constructs does the individual use to distinguish between people? Are they too inflexible or flexible (stereotypes vs. ability to predict behavior)
- B Julian Rotter (1916 -)
- 1 *Locus of control* – one's general expectancies about whether one's efforts can bring about desired outcomes or reinforcement. (external/internal)
 - 2 *Expectancies* – in social-cognitive theory, personal predictions about the outcomes of behavior
 - 3 *Subjective value* - in social-cognitive theory, the importance that individuals place on desired outcomes
- C Albert Bandura
- 1 *Reciprocal determinism* – model in which cognitions, behaviors, and environmental factors both influence and are influenced by each other

- a ex. – a motorist is cut off by another motorist on the road. The first motorist may think angering thoughts such as “I’m going to teach this guy a lesson.” These thoughts or cognitions increase the likelihood of aggressive behavior (e.g. cutting someone off, slamming on brakes, etc). The aggressive behavior in turn affects the social environment (the other motorist responds aggressively). The other motorist’s behavior can lead to the first motorist acting more aggressively and this vicious cycle escalates into road rage and a potentially tragic situation.
 - 2 *Outcome expectations* – term for our personal predictions about the outcomes of behavior
 - 3 *Efficiency expectations* – term for the expectations we have regarding our ability to perform behaviors we set out to accomplish
 - 4 *Attribution style theory* - dealing with different ways in which people explain events in their lives. This approach builds upon locus of control, but extends it by stating that we also need to consider whether people attribute to stable causes or variable causes, and to global causes or specific causes.
- D Walter Mischel (1930 -)**
- 1 *situation variables* – term for environmental influences on behavior, such as rewards and punishments
 - 2 *person variables* – term for internal personal factors that influence behavior, including *competencies*, *expectancies*, and *subjective values*

VIII Personality Assessment

- A Process of evaluating individual differences among humans by means of tests, interviews, observation, and recordings.
- B Objective Personality Tests or Personality Inventories
 - 1 Cattell
 - 2 Minnesota Multiple Personality Inventory 2nd ed. (MMPI-2)
 - a 657 true/false statements (“I tire easily”)
 - b 10 subscales – hypochondrias, depression, hysteria, psychopathic deviate, masculinity/femininity, paranoia, psychasthenia, schizophrenia, hypomania, social introversion
- C Projective Tests (unconscious motives)
 - 1 *Rorschach Inkblot Test*
 - a place the *individual’s* responses in the meaningful context
 - 2 *Thematic Apperception Test* (TAT)
 - a more structured than the ink blot test
 - b looks at assessing a person’s thought process (eg. need for achievement, perception)
 - c black and white photographs and ambiguous situation
 - d participants are asked what led up to the situation in the picture and
 - e what the future holds
 - 3 *Naturalistic Observation*
 - 4 *Self-monitoring*
 - 5 *Neuropsychological Assessment* – personality or maladjustment due to a brain
 - a disorder or malfunction of nervous system.

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