Enduring Issues

How does the very concept of personality imply that our behavior in part reflects our personality as opposed to the situations in which we find ourselves?

Enduring Issues

To what extent is personality a result of inheritance, rather than a reflection of life experiences?

Enduring Issues

To what extent does personality change as we grow older?

Enduring Issues

How does the very concept of personality imply that our behavior differs in significant ways from that of other people?
Studying Personality

**LEARNING OBJECTIVE:** Define personality. Explain the difference between describing personality (in particular trait theory) and understanding the causes of personality (psychodynamic, humanistic, and cognitive-social learning theories).

Psychologists vary in their approach to the study of personality.

- Some set out to identify the most important characteristics of personality.
- Others seek to understand why there are differences in personality.

Four Main Perspectives

Psychodynamic | Humanistic | Trait | Cognitive-Social

**PERSONALITY**

**Psychodynamic Theories**

**LEARNING OBJECTIVE:** Describe the five propositions that are central to all psychodynamic personality theories.

1. Much of mental life is unconscious; as a result, people may behave in ways that they themselves do not understand.
2. Mental processes (such as emotions, motivations, and thoughts) operate in parallel and thus may lead to conflicting feelings.
3. Personality development involves learning to regulate sexual and aggressive feelings as well as becoming socially interdependent rather than dependent.
4. Our mental representations of ourselves, others, and our relationships tend to guide our interactions with other people.
5. Not only do people's personalities begin to form in childhood, but early experiences also strongly affect personality development.
Sigmund Freud

Learning Objective: Describe Freud’s theory of personality, including the components of sexual instinct, drive, ego, superego, and pleasure-principle versus reality-principle. Summarize Freud’s stages of development and the consequences of fixation at a particular stage.

Stressed the unconscious
- Instincts/drives
- Sexual instinct: Most critical factor in personality development

Developed psychoanalysis
- Theory of personality
- Form of psychotherapy

How Personality is Structured

- Ego
  - Conscious: Contact with outside world
  - Preconscious: Material just beneath the surface of awareness
  - Unconscious: Difficult to retrieve material; well below the surface of awareness

- Superego
  - Internalized moral and societal standards

- Id
  - Primitive, impulsive part

The Pleasure and Reality Principles

How the Pleasure Principle Works
- Increasing discomfort in the id
- Release of discomfort by external gratification
- Pleasure in the id

How the Reality Principle Works
- Material discomfort of ego
- Release of discomfort by external gratification
- Pleasure in the id

How Personality Develops

Fixation: A partial or complete halt at some point in the individual's psychosexual development
- Lack of pleasure or too much gratification from the body part that dominates a certain stage

Freud's Psychosexual Stages

- Oral: Age range: Birth to 18 months old
  - Erotic feelings center on mouth, lips, and tongue

- Anal: Age range: 18 months to 3 years old
  - Erotic feelings center on anus, elimination

- Phallic: Age range: 3 to 5 or 6 years old
  - Erotic feelings center on genitals

- Latency: Age range: 5 or 6 to 12 or 13 years old
  - No interest in sexual behavior
  - Boys play with boys
  - Girls play with girls

- Genital: Age range: 12 or 13 years old to adulthood
  - Personal and collective unconscious
  - Archetypes

Carl Jung

Learning Objective: Compare and contrast Freud's theory with Jung's theory.

- Viewed the unconscious as the ego's source of strength and vitality
  - Personal and collective unconscious
  - Archetypes
- Divided people into attitude types
  - Extraverts and introverts
  - Rational and irrational individuals
**Alfred Adler**

- Disagreed with Freud’s concept of id/superego conflict
- Believed people have innate positive motives, strive toward personal/social perfection
  - Compensation
  - Inferiority complex

**Karen Horney**

- Disagreed with Freud’s analysis of women, emphasis on sexual instincts
- Viewed environmental/social factors as most important influences on personality
  - Childhood relationships
- Considered anxiety a powerful motivating force

**Erik Erikson**

- Like Horney, emphasized social influences on personality
  - Quality of parent-child relationships
- Developed life-span theory
  - Different developmental challenges at different stages

---

**Evaluating Psychodynamics Theories**

**CONTRIBUTIONS**

- Freud’s emphasis on unconscious influences has fundamentally changed the way people view themselves and others.

**CRITICISMS**

- Freud’s view of women is sexist.
- These theories lack a scientific basis.
- It is difficult to translate these theories into hypotheses that can be tested scientifically, although several studies do offer support for aspects of Freud’s theory.

---

**Erikson’s Eight Stages of Personality Development**

Each stage involves its own developmental crisis, whose resolution is crucial to adjustment in successive stages. The first five of the eight stages correspond to Freud’s stages of personality development.
Humanistic Personality Theories

**Learning Objective:** Explain how humanistic personality theories differ from psychodynamic theories. Distinguish Rogers' concept of actualizing tendency and self-actualizing tendency, conditional versus unconditional positive regard, and what it means to be a fully functioning person.

**Humanistic personality theory:** Any personality theory that asserts the fundamental goodness of people and their striving toward higher levels of functioning

**Theorists**
- Alfred Adler (see above)
- Abraham Maslow (see Chapter 8)
- Carl Rogers (see next slide)

**Carl Rogers**
- Believed that men and women develop their personalities in the service of positive goals
- Believed we all possess an innate drive toward fulfillment

**Actualizing tendency:**
- The drive of every organism to fulfill its biological potential and become what it is inherently capable of becoming

**Self-actualizing tendency:**
- The drive of human beings to fulfill their self-concepts, or the images they have of themselves

**Fully functioning person:**
- An individual whose self-concept closely resembles his or her inborn capacities or potentials

**Conditional positive regard:**
- Acceptance and love that are dependent on another's behaving in certain ways and on fulfilling certain conditions

**Unconditional positive regard:**
- The full acceptance and love of another person regardless of his or her behavior

**CRITICISMS**
- The actualizing tendency is difficult to verify scientifically.
- These theories present an overly optimistic view of human beings.
- They foster self-centeredness and narcissism.
- They reflect Western values rather than universal human potential.

**Rogers discovered that people whose real and ideal selves differed were more likely to be unhappy.**
LEARNING OBJECTIVE: Compare and contrast the trait theories of Cattell and Eysenck, and the current five-factor model of personality. Briefly summarize the research evidence on the usefulness and universality of the five-factor model, the stability of personality traits over time and across situations, and the biological basis of personality traits.

**Trait Theories**

Personality traits: Dimensions or characteristics on which people differ in distinctive ways

**Factor analysis:** A statistical technique that identifies groups of related objects; used by Cattell to identify clusters of traits

- Cattell: 16 traits comprised human personality
- Eysenck: Personality could be reduced to three dimensions:
  - Emotional stability
  - Introversion-extroversion
  - Psychoticism

**The Big Five**

Five traits or basic dimensions currently considered to be of central importance in describing personality:

- Extraversion
- Openness to Experience
- Agreeableness
- Conscientiousness
- Emotional Stability

The Big Five: Emotional stability, Agreeableness, Conscientiousness, Extraversion, Openness to Experience.

**The “Big Five” Dimensions of Personality**

<table>
<thead>
<tr>
<th>Traits</th>
<th>Factors of Each Big Five Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraversion</td>
<td>Warmth, gregariousness, assertiveness, activity, excitement seeking, positive emotions</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Trust, straightforwardness, altruism, compliance, modesty, tendermindedness</td>
</tr>
<tr>
<td>Conscientiousness/Dependency</td>
<td>Competence, order, dutifulness, achievement striving, self-discipline, deliberation</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>Anxiety, hostility, depression, self-consciousness, impulsiveness, vulnerability, fantasy, aesthetics, feelings, actions, ideas, values</td>
</tr>
<tr>
<td>Openness to Experience/Culture/Imagination</td>
<td></td>
</tr>
</tbody>
</table>


**Are the Big Five Personality Traits Universal?**

Cross-cultural research indicates that the same five factors appear in other Western and non-Western cultures.

The Big Five personality traits, with the addition of dominance and activity, have also been observed in many animal species.

**Do the Big Five Have a Genetic Basis?**

Twin studies have concluded that substantial genetic influences are present for 26 of the 30 facets of the Big Five factors.

Genetic factors have also been found to play a significant role in the development of abnormal and dysfunctional personality traits.

**Evaluating Trait Theories**

LEARNING OBJECTIVE: Summarize the contributions and limitations of the trait perspective.

<table>
<thead>
<tr>
<th>CONTRIBUTIONS/ADVANTAGES</th>
<th>CRITICISMS</th>
</tr>
</thead>
</table>
| They are relatively easy to test experimentally; research confirms the value of Big Five in pinpointing personality. | - They describe basic dimensions of personality, but generally do not try to explain causes.  
- They reduce human complexity to just a few traits, which could be dangerous.  
- A five-factor model may not be the best way to describe the basic traits of personality. |
Cognitive-Social Learning Theories

LEARNING OBJECTIVE: Explain how cognitive-social learning theories of personality differ from other theories. Be sure to include expectancies, performance standards, self-efficacy, and locus of control in your explanation.

Theories that view behavior as the product of the interaction of:
- Cognitions
- Learning and past experiences
- The immediate environment

Theorists:
- Bandura
- Rotter

What a person anticipates in a situation or as a result of behaving in certain ways

Expectancies, Self-Efficacy, and Locus of Control

The expectancy that one’s efforts will be successful

Internal: The belief that one controls one’s own fate; hard work, skill, and training determine one’s destiny
External: The belief that one does not control one’s own fate; chance, luck, and the behavior of others determine one’s destiny

Locus of control
- Internal: The belief that one controls one’s own fate; hard work, skill, and training determine one’s destiny
- External: The belief that one does not control one’s own fate; chance, luck, and the behavior of others determine one’s destiny

Self-efficacy
- Standards that people develop to rate the adequacy of their own behavior in a variety of situations

Performance standards
How Consistent Are We?

Cognitive-social learning theorists:

- Our actions are influenced by the people around us and by the way we think we are supposed to behave in a given situation.
- While underlying personality is relatively stable, behavior is likely to be more inconsistent than consistent from one situation to another.

...
Direct Observation

Observers watch behavior firsthand over a period of time.

**Advantages:**
- They can assess how the situation and the environment influence behavior.
- They can look at aspects of personality as they are expressed in real life.

**Disadvantages:**
- It is possible to misinterpret the meaning of a given behavior.
- It is expensive and time-consuming.

Objective Tests

**LEARNING OBJECTIVE:** Describe the three major objective tests of personality and the two major projective tests. Include a summary of their reliability and validity.

**Personality tests that are administered and scored in a standard way**

- **Sixteen Personality Factor Questionnaire (16PF):** Test created by Cattell that provides scores on the 16 traits he identified
- **NEO-PI-R:** Test designed to assess the Big Five personality traits
- **Minnesota Multiphasic Personality Inventory (MMPI-2):** Most widely used and thoroughly researched objective personality test; originally intended for psychiatric diagnosis

**The 10 Clinical Scales of the MMPI-2**

<table>
<thead>
<tr>
<th>Clinical Scale</th>
<th>Sigmatic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypocrisy</td>
<td>0</td>
<td>Dissatisfaction with physical health and bodily functions, discomfort, uneasiness, lack of confidence</td>
</tr>
<tr>
<td>Hypochondrospy</td>
<td>0</td>
<td>Hypochondrospy, fear of illness, lack of confidence, emotional instability</td>
</tr>
<tr>
<td>Hypertension</td>
<td>0</td>
<td>Hypertension, fear of illness, lack of confidence, emotional instability</td>
</tr>
<tr>
<td>Psychopathic</td>
<td>0</td>
<td>Psychopathic traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Masochism</td>
<td>0</td>
<td>Masochistic traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Paranoia</td>
<td>0</td>
<td>Paranoid traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Psychopathy</td>
<td>0</td>
<td>Psychopathic traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Hyperactivity</td>
<td>0</td>
<td>Hyperactive traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Hypomania</td>
<td>0</td>
<td>Hypomanic traits, rule-breaking, antisocial behavior</td>
</tr>
<tr>
<td>Social Loneliness</td>
<td>0</td>
<td>Socially introverted traits, rule-breaking, antisocial behavior</td>
</tr>
</tbody>
</table>

Applying Psychology

**Evaluating Your Personality**

1. You can assess your own personality on the Big Five personality traits by rating how well different descriptive adjectives apply to you.  
2. As an example, on a scale of 1 to 5 (with 1 meaning “very true of me” and 5 meaning “almost never true of me”), how would you rate yourself on the word “curious”? What about “forgiving”?

**Projective Tests**

**Projective tests:** Personality tests consisting of ambiguous or unstructured material

- **Rorschach test:** Composed of ambiguous inkblots; the way people interpret the blots is thought to reveal aspects of their personality
- **Thematic Apperception Test (TAT):** Composed of ambiguous pictures about which a person is asked to write a complete story

Theories of Personality

**SUMMARY TABLE**

<table>
<thead>
<tr>
<th>Theory</th>
<th>Method of Assessing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychoanalytic</td>
<td>Unconscious thoughts, feelings, motives, conflicts, represented actions from early childhood</td>
</tr>
<tr>
<td>Humanistic</td>
<td>A view toward personal growth and higher levels of functioning</td>
</tr>
<tr>
<td>Social</td>
<td>Behavior modification, operant conditioning, aversive conditioning</td>
</tr>
</tbody>
</table>

**Learning Objectives:**
1. You can assess your own personality on the Big Five personality traits by rating how well different descriptive adjectives apply to you.  
2. As an example, on a scale of 1 to 5 (with 1 meaning “very true of me” and 5 meaning “almost never true of me”), how would you rate yourself on the word “curious”? What about “forgiving”?