

15 : Personality

CHAPTER OVERVIEW

Personality refers to each individual's characteristic pattern of thinking, feeling, and acting. Chapter 15 examines four perspectives on personality. Psychoanalytic theory emphasizes the unconscious and irrational aspects of personality. Trait theory led to advances in techniques for evaluating and describing personality. Humanistic theory draws attention to the concept of self and to the human potential for healthy growth. The social-cognitive perspective emphasizes the effects of our interactions with the environment. The text first describes and then evaluates the contributions, shortcomings, and historical significance of the psychoanalytic and trait perspectives. Next, the text turns to contemporary research on personality, focusing on how the trait and social-cognitive perspectives explore and assess traits, and the focus of many of today's researchers on the concept of self. A final section explores the status of the concept of the unconscious mind in psychology today.

NOTE: Answer guidelines for all Chapter 15 questions begin on page 399.

CHAPTER REVIEW

First, skim each section, noting headings and boldface items. After you have read the section, review each objective by answering the fill-in and essay-type questions that follow it. As you proceed, evaluate your performance by consulting the answers beginning on page 399. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

Introducing Personality (pp. 595–596)

Objective 1: Define *personality*.

1. Personality is defined as an individual's characteristic pattern of _____, _____, and _____.
2. The psychoanalytic perspective on personality was proposed by _____. A second, historically significant perspective was the _____ approach, which focused on people's capacities for _____ and _____.
3. Today's theories are more _____ and down-to-earth than these grand theories.

The Psychoanalytic Perspective (pp. 596–609)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 407–408 for an explanation: *ran up a bookstore debt*; *mind running*; *glimpse*; *virtuous . . . wantonly*; *utter biting sarcasm*; *twig of personality is bent*; *icebreaker*; *linguistic flip-flops*; *seared*; *scientific shortcomings*; *bumbling*.

Objective 2: Explain how Freud's experiences in private practice led to theory of psychoanalysis.

1. Sigmund Freud was a medical doctor who specialized in _____ disorders.

2. Freud developed his theory in response to his observation that many patients had disorders that did not make _____ sense.

Objective 3: Discuss Freud's view of the mind as an iceberg, and explain how he used this image to represent conscious and unconscious regions of the mind.

3. At first, Freud thought _____ would unlock the door to the unconscious.
4. The technique later used by Freud, in which the patient relaxes and says whatever comes to mind, is called _____.
5. Freud called his theory and associated techniques, whereby painful unconscious memories are exposed, _____.
6. According to this theory, the mind is like an iceberg in that many of a person's thoughts, wishes, and feelings are hidden in a large _____ region. Some of the thoughts in this region can be retrieved at will into consciousness; these thoughts are said to be _____. Many of the memories of this region, however, are blocked, or _____, from consciousness.
7. Freud believed that a person's _____ wishes are often reflected in his or her beliefs, habits, symptoms, and _____ of the tongue or pen. Freud called the remembered content of dreams the _____, which he believed to be a censored version of the dream's true _____.

Objective 4: Describe Freud's view of personality structure, and discuss the interactions of the id, ego, and superego.

8. Freud believed that all facets of personality arise from conflict between our _____ impulses and the _____ restraints against them.
9. According to Freud, personality consists of three interacting structures: the _____, the _____, and the _____.

10. The id is a reservoir of energy that is primarily _____ (conscious/unconscious) and operates according to the _____ principle.
11. The ego develops _____ (before/after) the id and consists of perceptions, thoughts, and memories that are mostly _____ (conscious/unconscious). The ego operates according to the _____ principle.

Explain why the ego is considered the "executive" of personality.

12. The personality structure that reflects moral values is the _____, which Freud believed began emerging at about age _____.
13. A person with a _____ (strong/weak) superego may be self-indulgent; one with an unusually _____ (strong/weak) superego may be continually guilt-ridden.

Objective 5: Identify Freud's psychosexual stages of development, and describe the effects of fixation on behavior.

14. According to Freud, personality is formed as the child passes through a series of _____ stages, each of which is focused on a distinct body area called an _____.
15. The first stage is the _____ stage, which takes place during the first 18 months of life. During this stage, the id's energies are focused on behaviors such as _____.
16. The second stage is the _____ stage, which lasts from about age _____ months to _____ months.

17. The third stage is the _____ stage, which lasts roughly from ages _____ to _____. During this stage the id's energies are focused on the _____. Freud also believed that during this stage children develop sexual desires for the _____ (same/opposite)-sex parent. Freud referred to these feelings as the _____ in boys. Some psychoanalysts in Freud's era believed that girls experience a parallel _____.
18. Freud believed that _____ with the same-sex parent is the basis for _____.

Explain how this complex of feelings is resolved through the process of identification.

19. During the next stage, sexual feelings are repressed: this phase is called the _____ stage and lasts until adolescence.
20. The final stage of development is called the _____ stage.
21. According to Freud, it is possible for a person's development to become blocked in any of the

stages; in such an instance, the person is said to be _____. People who are messy and disorganized, or highly controlled and compulsively neat, were said to be anal _____ and anal _____, respectively.

Objective 6: Describe the function of defense mechanisms, and identify six of them.

22. The ego attempts to protect itself against anxiety through the use of _____. The process underlying each of these mechanisms is _____.
23. Dealing with anxiety by returning to an earlier stage of development is called _____.
24. When a person reacts in a manner opposite that of his or her true feelings, _____ is said to have occurred.
25. When a person attributes his or her own feelings to another person, _____ has occurred.
26. When a person offers a false, self-justifying explanation for his or her actions, _____ has occurred.
27. When impulses are directed toward an object other than the one that caused arousal, _____ has occurred.

Matching Items

Match each defense mechanism in the following list with the proper example of its manifestation.

Defense Mechanisms

- _____ 1. displacement
- _____ 2. projection
- _____ 3. reaction formation
- _____ 4. rationalization
- _____ 5. regression

Manifestations

- a. nail biting or thumb sucking in an anxiety-producing situation
- b. overzealous crusaders against "immoral behaviors," who don't want to acknowledge their own sexual desires
- c. saying you drink "just to be sociable" when in reality you have a drinking problem
- d. thinking someone hates you when in reality you hate that person
- e. a child who is angry at his parents and vents this anger on the family pet, a less threatening target

28. Defense mechanisms are _____ (conscious/unconscious) processes.

Objective 7: Contrast the views of the neo-Freudians and psychodynamic theorists with Freud's original theory.

29. The theorists who established their own, modified versions of psychoanalytic theory are called _____.

These theorists typically place _____ (more/less) emphasis on the conscious mind than Freud did and _____ (more/less) emphasis on sex and aggression.

Briefly summarize how each of the following theorists departed from Freud.

- a. Adler _____
- b. Horney _____
- c. Jung _____

30. Today's psychologists _____ (accept/reject) the idea that people inherit a common reservoir of experiences, which _____ (which theorist?) called a _____.

31. More recently, some of Freud's ideas have been incorporated into _____ theory. Unlike Freud, the theorists advocating this perspective do not believe that _____ is the basis of personality. They do agree, however, that much of mental life is _____, that _____ shapes personality, and that we often struggle with _____.

Objective 8: Describe two projective tests used to assess personality, and discuss some criticisms of them.

- 32. Tests that provide subjects with ambiguous stimuli for interpretation are called _____ tests.
- 33. Henry Murray introduced the personality assessment technique called the _____ Test.
- 34. The most widely used projective test is the _____, in which subjects are shown a series of _____. Generally, these tests appear to have _____ (little/significant) validity and reliability. This is because there

_____ (is/is not) a universal system for scoring these tests, and they _____ (are/are not) successful at predicting behaviors.

Objective 9: Summarize psychology's current assessment of Freud's theory of psychoanalysis.

35. Contrary to Freud's theory, research indicates that human development is _____ (fixed in childhood/life-long), children gain their gender identity at a(n) _____ (earlier/later) age, and the presence of a same-sex parent _____ (is/is not) necessary for the child to become strongly masculine or feminine.
36. Recent research also disputes Freud's belief that dreams disguise _____ and that defense mechanisms disguise _____ and _____ impulses. Another Freudian idea that is no longer widely accepted is that psychological disorders are caused by _____.
37. Psychoanalytic theory rests on the assumption that the human mind often _____ painful experiences. Many of today's researchers think that this process is much _____ (more common/rarer) than Freud believed. They also believe that when it does occur, it is a reaction to terrible _____.
38. Today's psychologists agree with Freud that much of the mind's information processing is _____. Research studies demonstrate that our capacity for _____ learning, sometimes called _____, is quite sophisticated.
39. Another Freudian idea that has received support is that people defend themselves against _____. According to _____.

theory, when people are faced with a threatening world, they act to enhance their _____, and may adhere more strongly to the _____ that create meaning in their lives.

40. An example of the defense mechanism that Freud called _____ is what researchers today call the _____ effect. This refers to our tendency to _____ the extent to which others share our beliefs and behaviors.
41. Criticism of psychoanalysis as a scientific theory centers on the fact that it provides _____ explanations and does not offer _____.

State several of Freud's ideas that have endured.

The Humanistic Perspective (pp. 609–612)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to page 408 for an explanation: *crippled spirits; thwarted . . . acorn, primed for growth; rugged individual; playing possum.*

Objective 10: Summarize Abraham Maslow's concept of self-actualization, and explain how his ideas illustrate the humanistic perspective.

1. Two influential theories of humanistic psychology were proposed by _____ and _____.
2. According to Maslow, humans are motivated by needs that are organized into a _____. Maslow refers to the process of fulfilling one's potential as _____.

_____. As a pioneer in the movement for a more humanistic psychology, Maslow emphasized the ways that healthy people strive for _____ and self-realization.

List some of the characteristics Maslow associated with those who fulfilled their potential.

Objective 11: Discuss Carl Rogers' person-centered perspective, and explain the importance of unconditional positive regard.

3. According to Rogers, a person nurtures growth in a relationship by being _____, _____, and _____.
4. People who are accepting of others offer them _____. By so doing, they enable others to be _____ without fearing the loss of their esteem.
5. For both Maslow and Rogers, an important feature of personality is how an individual perceives himself or herself; this is the person's _____.

Objective 12: Explain how humanistic psychologists assessed personality.

6. Humanistic psychologists sometimes use _____ to assess personality, that is, to evaluate the _____.
7. Carl Rogers developed a questionnaire that asked people to describe themselves both as they would _____ like to be and as they _____ are.
8. Some humanistic psychologists feel that questionnaires are _____ and prefer to use _____ to assess personality.

Objective 13: State the major criticisms of the humanistic perspective on personality.

9. Humanistic psychologists have influenced such diverse areas as _____, _____, and _____. They have also had a major impact on today's _____ psychology, perhaps because the emphasis on the individual self strongly reflects _____ cultural values.
10. Research has shown that most people tend to have _____ (low/high) self-esteem.

State three criticisms of humanistic psychology.

The Trait Perspective (pp. 613–623)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 408–409 for an explanation: *Flabbergasted*; *scoff*; *suckering methods*; *"stock spiel"*; *spoofing*; *dubbed the Big Five*; *labeling and pigeonholing*.

Objective 14: Cite the main difference between the trait and psychoanalytic perspectives on personality.

1. Gordon Allport developed trait theory, which defines personality in terms of people's characteristic _____ and conscious _____. Unlike Freud, he was generally less interested in _____ individual traits than in _____ them.
2. The ancient Greeks classified people according to four types: _____, or depressed; _____, or cheerful;

_____, or unemotional; and _____, or irritable.

3. The _____ - _____

 classifies people according to Carl Jung's personality types. Although recently criticized for its lack of predictive value, this test has been widely used in _____ and _____ counseling.

Objective 15: Describe some of the ways psychologists have attempted to compile a list of basic personality traits.

4. To reduce the number of traits to a few basic ones, psychologists use the statistical procedure of _____ . The Eysencks think that two or three genetically influenced personality dimensions are sufficient; these include _____ - _____ and emotional _____ - _____ .
5. Some researchers believe that extraverts seek stimulation because their level of _____ is relatively low. PET scans reveal an area of the brain's _____ lobe that is less active in _____ (extraverts/introverts) than in _____ (extraverts/introverts).
6. Research increasingly reveals that our _____ play an important role in defining our _____ and _____ style.
7. Jerome Kagan attributes differences in children's _____ and _____ to autonomic nervous system reactivity.
8. Personality differences among dogs, birds, and other animals _____ (are/are not) stable.

Objective 16: Explain how psychologists use personality inventories to assess traits, and discuss the most widely used inventory.

9. Questionnaires that categorize personality traits are called _____ .

10. The most widely used of all such personality tests is the _____ ; its questions are grouped into _____ (how many?) clinical scales.
11. This test was developed by testing a large pool of items and selecting those that differentiated particular individuals; in other words, the test was _____ derived.

(Thinking Critically) Explain several techniques used by astrologers to persuade people to accept their advice.

Objective 17: Identify the Big Five personality factors, and discuss some of the strengths of this approach to studying personality.

12. Researchers have arrived at a cluster of five factors that seem to describe the major features of personality. List and briefly describe the Big Five.
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
13. While some traits wane a bit after college, others increase. For example, as young adults mature and learn to manage their commitments, _____ increases. From the thirties through the sixties, _____ increases.
14. In adulthood, the Big Five are quite _____ (stable/variable), with heritability estimated at _____ percent or more for each dimension. Moreover, these traits _____ (describe/do not describe) personality in other cultures and _____ (predict/do not predict) other personal attributes.

Objective 18: Summarize the person-situation controversy, and explain its importance as a commentary on the trait perspective.

15. Human behavior is influenced both by our inner _____ and by the external _____. The issue of which of these is the more important influence on personality is called the _____ controversy.
16. To be considered a personality trait, a characteristic must persist over _____ and across _____. Research studies reveal that personality trait scores _____ (correlate/do not correlate) with scores obtained seven years later. The consistency of specific behaviors from one situation to the next is _____ (predictably consistent/not predictably consistent).
17. An individual's score on a personality test _____ (is/is not) very predictive of his or her behavior in any given situation.

Objective 19: Explain why psychologists are interested in the consistency of the trait of expressiveness.

18. People's expressive styles, which include their _____, manner of _____, and _____, are quite _____ (consistent/inconsistent), which _____ (does/does not) reveal distinct personality traits.

Defend trait theory against the criticism that people seem not to have clear, consistent personalities.

The Social-Cognitive Perspective (pp. 623–631)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to page 409 for an explanation: *cold shoulder*; *leaping a hurdle*; *put an optimistic spin on their setbacks*; *bombing the upcoming exam*; *dumbfounded*.

Objective 20: Describe the social-cognitive perspective, and explain how reciprocal determinism illustrates that perspective.

1. Social-cognitive theory, which focuses on how the individual and the _____ interact, was proposed by _____.
2. Social-cognitive theorists propose that personality is shaped by the mutual influence of our _____, _____ factors, and _____ factors. This is the principle of _____.

Describe three different ways in which the environment and personality interact.

Objective 21: Discuss the effects of a perception of internal or external control, and describe the concept of learned helplessness.

3. In studying how we interact with our environment, social-cognitive theorists point to the importance of our sense of _____. Individuals who believe that they control their own destinies are said to perceive an _____. Individuals who believe that their fate is determined by outside forces are said to perceive an _____. Self-control, which is the ability to control _____ and _____ gratification, predicts good _____, better _____, and _____ success.
4. Seligman found that exposure to inescapable punishment produced a passive resignation in behavior, which he called _____.

5. People become happier when they are given _____ (more/less) control over what happens to them.

Objective 22: Discuss the link between performance and optimistic or pessimistic attributional style, and contrast positive psychology with humanistic psychology.

6. One measure of a person's feelings of effectiveness is his or her degree of _____. Our characteristic manner of explaining negative and positive events is called our _____.
7. Our natural positive-thinking bias can sometimes promote an _____ about future life events that can be unhealthy.
8. (Close-Up) During its first century, psychology focused primarily on understanding and alleviating _____. Today, however, thriving Western cultures have an opportunity to create a more _____ psychology, focused on three pillars:
- _____
 - _____
 - _____
9. Our natural positive thinking tends to vanish when we are about to face _____. People tend to be most overconfident of their abilities in areas where they are, in fact, most _____ (competent/incompetent).

Objective 23: Explain why social-cognitive researchers assess behavior in realistic situations.

10. It follows from the social-cognitive perspective that the best means of predicting people's future behavior is their _____.

Objective 24: State the major criticism of the social-cognitive perspective.

11. The major criticism of the social-cognitive perspective is that it fails to appreciate a person's _____.

Exploring the Self (pp. 631–636)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 409–410 for an explanation: *even after a blunder*; *negative about themselves*; *prowess*; *Lake Wobegon*; *flies in the face of pop psychology*; *pride does often go before a fall*; *swelled head*; *from fantasy to hogwash*; *put-downs*.

Objective 25: Explain why psychology has generated so much research on the self, and give three examples of current research on the self.

- One of Western psychology's most vigorously researched topics today is the _____.
- Hazel Markus and colleagues introduced the concept of an individual's _____ to emphasize how our aspirations motivate us through specific goals.
- Our tendency to overestimate the extent to which others are noticing and evaluating us is called the _____.
- A third example of research on the self involves our ability to better recall information if we relate it to our own person or life, which is called the _____ effect.

Objective 26: Give two alternative explanations for the positive correlation between low self-esteem and personal problems.

- According to self theorists, personality development hinges on our feelings of self-worth, or _____. People who feel good about themselves are relatively _____ (dependent on/independent of) outside pressures, while people who fall short of their ideals are more prone to _____ and _____.
- People who are vulnerable to depression often feel they are falling short of their _____. Those vulnerable to anxiety often feel they are falling short of what they _____.

7. In a series of experiments, researchers found that people who were made to feel insecure were _____ (more/less) critical of other persons or tended to express heightened _____.

Objective 27: Discuss some ways that people maintain their self-esteem under conditions of discrimination or low status.

8. Research studies demonstrate that ethnic minorities, people with disabilities, and women generally _____ (have/do not have) lower self-esteem.
9. Members of stigmatized groups maintain self-esteem in three ways:
- _____
 - _____
 - _____

Objective 28: Discuss some evidence for self-serving bias, and contrast defensive and secure self-esteem.

10. Research has shown that most people tend to have _____ (low/high) self-esteem.
11. The tendency of people to judge themselves favorably is called the _____ bias.
12. Responsibility for success is generally accepted _____ (more/less) readily than responsibility for failure.
13. Most people perceive their own behavior and traits as being _____ (above/below) average.
14. Bushman and Baumeister found that students with unrealistically _____ (low/high) self-esteem were most likely to become exceptionally aggressive after criticism.
15. Some researchers distinguish _____ self-esteem, which is fragile and sensitive to _____, from _____ self-esteem, which is less focused on _____ evaluations.
16. A number of psychologists have suggested that humans function best with modest self-enhancing _____.

PROGRESS TEST 1

Multiple-Choice Questions

Circle your answers to the following questions and check them with the answers beginning on page 401. If your answer is incorrect, read the explanation for why it is incorrect and then consult the appropriate pages of the text (in parentheses following the correct answer).

- The text defines *personality* as:
 - the set of personal attitudes that characterizes a person.
 - an individual's characteristic pattern of thinking, feeling, and acting.
 - a predictable set of responses to environmental stimuli.
 - an unpredictable set of responses to environmental stimuli.
- Which of the following places the greatest emphasis on the unconscious mind?
 - the humanistic perspective
 - the social-cognitive perspective
 - the trait perspective
 - the psychoanalytic perspective
- Which of the following is the correct order of psychosexual stages proposed by Freud?
 - oral; anal; phallic; latency; genital
 - anal; oral; phallic; latency; genital
 - oral; anal; genital; latency; phallic
 - anal; oral; genital; latency; phallic
- According to Freud, defense mechanisms are methods of reducing:

a. anger.	c. anxiety.
b. fear.	d. lust.
- Neo-Freudians such as Adler and Horney believed that:
 - Freud placed too great an emphasis on the conscious mind.
 - Freud placed too great an emphasis on sexual and aggressive instincts.
 - the years of childhood were more important in the formation of personality than Freud had indicated.
 - Freud's ideas about the id, ego, and superego as personality structures were incorrect.

6. Research on locus of control indicates that internals are _____ than externals.
- more dependent
 - more intelligent
 - better able to cope with stress
 - more sociable
7. Which two dimensions of personality have the Eysencks emphasized?
- extraversion–introversion and emotional stability–instability
 - internal–external locus of control and extraversion–introversion
 - internal–external locus of control and emotional stability–instability
 - melancholic–phlegmatic and choleric–sanguine
8. With regard to personality, it appears that:
- there is little consistency of behavior from one situation to the next and little consistency of traits over the life span.
 - there is little consistency of behavior from one situation to the next but significant consistency of traits over the life span.
 - there is significant consistency of behavior from one situation to the next but little consistency of traits over the life span.
 - there is significant consistency of behavior from one situation to the next and significant consistency of traits over the life span.
9. The humanistic perspective on personality:
- emphasizes the driving force of unconscious motivations in personality.
 - emphasizes the growth potential of “healthy” individuals.
 - emphasizes the importance of interaction with the environment in shaping personality.
 - describes personality in terms of scores on various personality scales.
10. According to Rogers, three conditions are necessary to promote growth in personality. These are:
- honesty, sincerity, and empathy.
 - high self-esteem, honesty, and empathy.
 - high self-esteem, genuineness, and acceptance.
 - genuineness, acceptance, and empathy.
11. Regarding the self-serving bias, psychologists who study the self have found that self-affirming thinking:
- is generally maladaptive to the individual because it distorts reality by overinflating self-esteem.
 - is generally adaptive to the individual because it maintains self-confidence and minimizes depression.
 - tends to prevent the individual from viewing others with compassion and understanding.
 - tends *not* to characterize people who have experienced unconditional positive regard.
12. Which of Freud’s ideas would *not* be accepted by most contemporary psychologists?
- Development is essentially fixed in childhood.
 - Sexuality is a potent drive in humans.
 - The mind is an iceberg with consciousness being only the tip.
 - Repression can be the cause of forgetting.
13. Projective tests such as the Rorschach inkblot test have been criticized because:
- their scoring system is too rigid and leads to unfair labeling.
 - they were standardized with unrepresentative samples.
 - they have low reliability and low validity.
 - it is easy for people to fake answers in order to appear healthy.
14. A major criticism of trait theory is that it:
- places too great an emphasis on early childhood experiences.
 - overestimates the consistency of behavior in different situations.
 - underestimates the importance of heredity in personality development.
 - places too great an emphasis on positive traits.
15. For humanistic psychologists, many of our behaviors and perceptions are ultimately shaped by whether our _____ is _____ or _____.
- ego; strong; weak
 - locus of control; internal; external
 - personality structure; introverted; extraverted
 - self-concept; positive; negative
16. In studying personality, a trait theorist would *most likely*:
- use a projective test.
 - observe a person in a variety of situations.
 - use a personality inventory.
 - use the method of free association.
17. Id is to ego as _____ is to _____.
- reality principle; pleasure principle
 - pleasure principle; reality principle
 - conscious forces; unconscious forces
 - conscience; “personality executive”

18. Which of the following is the major criticism of the social-cognitive perspective?
- It focuses too much on early childhood experiences.
 - It focuses too little on the inner traits of a person.
 - It provides descriptions but not explanations.
 - It lacks appropriate assessment techniques.
19. Recent research has provided more support for defense mechanisms such as _____ than for defense mechanisms such as _____.
- displacement; reaction formation
 - reaction formation; displacement
 - displacement; regression
 - displacement; projection
20. Today's personality researchers focus their work on:
- basic dimensions of personality.
 - the interaction of persons and environments.
 - grand theories of behavior.
 - a. and b.

Matching Items

Match each definition or description with the appropriate term.

Definitions or Descriptions

- _____ 1. redirecting impulses to a less threatening object
- _____ 2. test consisting of a series of inkblots
- _____ 3. the conscious executive of personality
- _____ 4. personality inventory
- _____ 5. disguising an impulse by imputing it to another person
- _____ 6. switching an unacceptable impulse into its opposite
- _____ 7. the unconscious repository of instinctual drives
- _____ 8. a statistical technique that identifies clusters of personality traits
- _____ 9. personality structure that corresponds to a person's conscience
- _____ 10. providing self-justifying explanations for an action
- _____ 11. a projective test consisting of a set of ambiguous pictures

Terms

- id
- ego
- superego
- reaction formation
- rationalization
- displacement
- factor analysis
- projection
- TAT
- Rorschach
- MMPI

PROGRESS TEST 2

Progress Test 2 should be completed during a final chapter review. Answer the following questions after you thoroughly understand the correct answers for the section reviews and Progress Test 1.

Multiple-Choice Questions

1. Which perspective on personality emphasizes the interaction between the individual and the environment in shaping personality?
 - a. psychoanalytic
 - b. trait
 - c. humanistic
 - d. social-cognitive
2. According to Freud's theory, personality arises in response to conflicts between:
 - a. our unacceptable urges and our tendency to become self-actualized.
 - b. the process of identification and the ego's defense mechanisms.
 - c. the collective unconscious and our individual desires.
 - d. our biological impulses and the social restraints against them.
3. The _____ classifies people according to Carl Jung's personality types.
 - a. Myers-Briggs Type Indicator
 - b. MMPI
 - c. Locus of Control Scale
 - d. Kagan Temperament Scale
4. Seligman has found that humans and animals who are exposed to aversive events they cannot escape may develop:
 - a. an internal locus of control.
 - b. a reaction formation.
 - c. learned helplessness.
 - d. neurotic anxiety.
5. Research has shown that individuals who are made to feel insecure are subsequently:
 - a. more critical of others.
 - b. less critical of others.
 - c. more likely to display a self-serving bias.
 - d. less likely to display a self-serving bias.
6. An example of the self-serving bias described in the text is the tendency of people to:
 - a. see themselves as better than average on nearly any desirable dimension.
 - b. accept more responsibility for successes than failures.
 - c. be overly critical of other people.
 - d. do both a. and b.
7. The Minnesota Multiphasic Personality Inventory (MMPI) is a(n):
 - a. projective personality test.
 - b. empirically derived and objective personality test.
 - c. personality test developed mainly to assess job applicants.
 - d. personality test used primarily to assess locus of control.
8. Trait theory attempts to:
 - a. show how development of personality is a lifelong process.
 - b. describe and classify people in terms of their predispositions to behave in certain ways.
 - c. determine which traits are most conducive to individual self-actualization.
 - d. explain how behavior is shaped by the interaction between traits, behavior, and the environment.
9. With which of the following statements would a social-cognitive psychologist agree?
 - a. People with an internal locus of control achieve more in school.
 - b. "Externals" are better able to cope with stress than "internals."
 - c. "Internals" are less independent than "externals."
 - d. All of the above are true.
10. Which of the following statements about self-esteem is *not* correct?
 - a. People with low self-esteem tend to be negative about others.
 - b. People with high self-esteem are less prone to drug addiction.
 - c. People with low self-esteem tend to be non-conformists.
 - d. People with high self-esteem suffer less from insomnia.
11. The Oedipus and Electra complexes have their roots in the:
 - a. anal stage.
 - b. oral stage.
 - c. latency stage.
 - d. phallic stage.

12. Which of the following is a common criticism of the humanistic perspective?
- Its concepts are vague and subjective.
 - The emphasis on the self encourages selfishness in individuals.
 - Humanism fails to appreciate the reality of evil in human behavior.
 - All of the above are common criticisms.
13. In studying personality, a social-cognitive theorist would *most likely* make use of:
- personality inventories.
 - projective tests.
 - observing behavior in different situations.
 - factor analyses.
14. A major difference between the psychoanalytic and trait perspectives is that:
- trait theory defines personality in terms of behavior; psychoanalytic theory, in terms of its underlying dynamics.
 - trait theory describes behavior but does not attempt to explain it.
 - psychoanalytic theory emphasizes the origins of personality in childhood sexuality.
 - all of the above are differences.
15. The Big Five personality factors are:
- emotional stability, openness, introversion, sociability, locus of control.
 - neuroticism, extraversion, openness, emotional stability, sensitivity.
 - neuroticism, gregariousness, extraversion, impulsiveness, conscientiousness.
 - emotional stability, extraversion, openness, agreeableness, conscientiousness.
16. Which of the following was *not* mentioned in the text as a criticism of Freud's theory?
- The theory is sexist.
 - It offers few testable hypotheses.
 - There is no evidence of anything like an "unconscious."
 - The theory ignores the fact that human development is lifelong.
17. According to Freud, _____ is the process by which children incorporate their parents' values into their _____.
- reaction formation; superegos
 - reaction formation; egos
 - identification; superegos
 - identification; egos
18. Which of the following groups tend to suffer from relatively low self-esteem?
- women
 - ethnic minorities
 - disabled persons
 - none of the above
19. In promoting personality growth, the person-centered perspective emphasizes all but:
- empathy.
 - acceptance.
 - genuineness.
 - altruism.
20. Recent research on the Big Five personality factors provides evidence that:
- some tendencies decrease during adulthood, while others increase.
 - these traits only describe personality in Western, individualist cultures.
 - the heritability of individual differences in these traits generally runs about 25 percent or less.
 - all of the above are true.

Matching Items

Match each term with the appropriate definition or description.

Terms

- _____ 1. projective test
- _____ 2. identification
- _____ 3. collective unconscious
- _____ 4. reality principle
- _____ 5. psychosexual stages
- _____ 6. pleasure principle
- _____ 7. empirically derived test
- _____ 8. reciprocal determinism
- _____ 9. personality inventory
- _____ 10. Oedipus complex
- _____ 11. preconscious

Definitions or Descriptions

- a. the id's demand for immediate gratification
- b. a boy's sexual desires toward the opposite-sex parent
- c. information that is retrievable but currently not in conscious awareness
- d. stages of development proposed by Freud
- e. questionnaire used to assess personality traits
- f. the two-way interactions of behavior with personal and environmental factors
- g. personality test that provides ambiguous stimuli
- h. the repository of universal memories proposed by Jung
- i. the process by which children incorporate their parents' values into their developing superegos
- j. the process by which the ego seeks to gratify impulses of the id in nondestructive ways
- k. developed by testing a pool of items and then selecting those that discriminate the group of interest

PSYCHOLOGY APPLIED

Answer these questions the day before an exam as a final check on your understanding of the chapter's terms and concepts.

Multiple-Choice Questions

1. Professor Minton believes that people strive to find meaning in life because they are terrified of their own mortality. Evidently, Professor Minton is a proponent of:
 - a. terror-management theory.
 - b. psychodynamic theory.
 - c. the humanistic perspective.
 - d. the social-cognitive perspective.
2. A psychoanalyst would characterize a person who is impulsive and self-indulgent as possessing a strong _____ and a weak _____.
 - a. id and ego; superego
 - b. id; ego and superego
 - c. ego; superego
 - d. id; superego
3. Because Ramona identifies with her politically conservative parents, she chose to enroll in a conservative college. After four years in this environment Ramona's politics have become even more conservative. Which perspective best accounts for the mutual influences of Ramona's upbringing, choice of school, and political viewpoint?
 - a. psychoanalytic
 - b. trait
 - c. humanistic
 - d. social-cognitive
4. Jill has a biting, sarcastic manner. According to Freud, she is:
 - a. projecting her anxiety onto others.
 - b. fixated in the oral stage of development.
 - c. fixated in the anal stage of development.
 - d. displacing her anxiety onto others.

5. James attributes his failing grade in chemistry to an unfair final exam. His attitude exemplifies:
- internal locus of control.
 - unconditional positive regard.
 - the self-serving bias.
 - reciprocal determinism.
6. The behavior of many people has been described in terms of a *spotlight effect*. This means that they
- tend to see themselves as being above average in ability.
 - perceive that their fate is determined by forces not under their personal control.
 - overestimate the extent to which other people are noticing them.
 - do all of the above.
7. Because you have a relatively low level of brain arousal, a trait theorist would suggest that you are a(n) _____ who would naturally seek _____.
- introvert; stimulation
 - introvert; isolation
 - extravert; stimulation
 - extravert; isolation
8. A psychologist at the campus mental health center administered an empirically derived personality test to diagnose an emotionally troubled student. Which test did the psychologist *most likely* administer?
- the MMPI
 - the TAT
 - the Rorschach
 - the Locus of Control Scale
9. The personality test Teresa is taking involves her describing random patterns of dots. What type of test is she taking?
- an empirically derived test
 - the MMPI
 - a personality inventory
 - a projective test
10. Dr. Gonzalez believes that most students can be classified as "Type A" or "Type B" according to the intensities of their personalities and competitiveness. Evidently, Dr. Gonzalez is working within the _____ perspective.
- psychoanalytic
 - humanistic
 - trait
 - social-cognitive
11. According to the psychoanalytic perspective, a child who frequently "slips" and calls her teacher "mom" *probably*:
- has some unresolved conflicts concerning her mother.
 - is fixated in the oral stage of development.
 - did not receive unconditional positive regard from her mother.
 - can be classified as having a weak sense of personal control.
12. Isaiah is sober and reserved; Rashid is fun-loving and affectionate. The Eysencks would say that Isaiah _____ and Rashid _____.
- has an internal locus of control; has an external locus of control
 - has an external locus of control; has an internal locus of control
 - is an extravert; is an introvert
 - is an introvert; is an extravert
13. In high school, Britta and Debbie were best friends. They thought they were a lot alike, as did everyone else who knew them. After high school, they went on to very different colleges, careers, and life courses. Now, at their twenty-fifth reunion, they are shocked at how little they have in common. Bandura would suggest that their differences reflect the interactive effects of environment, personality, and behavior, which he refers to as:
- reciprocal determinism.
 - personal control.
 - identification.
 - the self-serving bias.
14. For his class presentation, Bruce plans to discuss the Big Five personality factors used by people throughout the world to describe others or themselves. Which of the following is *not* a factor that Bruce will discuss?
- extraversion
 - independence
 - openness
 - conscientiousness
15. Dayna is not very consistent in showing up for class and turning in assignments when they are due. Research studies would suggest that Dayna's inconsistent behavior:
- indicates that she is emotionally troubled and may need professional counseling.
 - is a sign of learned helplessness.
 - is not necessarily unusual.
 - probably reflects a temporary problem in another area of her life.

16. Andrew's grandfather, who has lived a rich and productive life, is a spontaneous, loving, and self-accepting person. Maslow might say that he:
- has an internal locus of control.
 - is an extravert.
 - has resolved all the conflicts of the psychosexual stages.
 - is a self-actualizing person.
17. The school psychologist believes that having a positive self-concept is necessary before students can achieve their potential. Evidently, the school psychologist is working within the _____ perspective.
- psychoanalytic
 - trait
 - humanistic
 - social-cognitive
18. Wanda wishes to instill in her children an accepting attitude toward other people. Maslow and Rogers would probably recommend that she:
- teach her children first to accept themselves.
 - use discipline sparingly.
 - be affectionate with her children only when they behave as she wishes.
 - do all of the above.
19. Suzy bought a used, high-mileage automobile because it was all she could afford. Attempting to justify her purchase, she raves to her friends about the car's attractiveness, good acceleration, and stereo. According to Freud, Suzy is using the defense mechanism of:
- displacement.
 - reaction formation.
 - rationalization.
 - projection.
20. Nadine has a relatively high level of brain arousal. Trait theorists would probably predict that she is:
- an extravert.
 - an introvert.
 - an unstable person.
 - both a. and c.
21. (Close-Up) During a class discussion, Trevor argues that "positive psychology" is sure to wane in popularity, since it suffers from the same criticisms as humanistic psychology. You counter his argument by pointing out that, unlike humanistic psychology, positive psychology:
- focuses on advancing human fulfillment.
 - is rooted in science.
 - is not based on the study of individual characteristics.
 - has all of the above characteristics.

Essay Question

You are an honest, open, and responsible person. Discuss how these characteristics would be explained according to the major perspectives on personality. (Use the space below to list points you want to make, and organize them. Then write the essay on a separate piece of paper.)

KEY TERMS

Writing Definitions

Using your own words, on a separate piece of paper write a brief definition or explanation of each of the following terms.

- personality
- free association
- psychoanalysis
- unconscious
- id
- ego
- superego
- psychosexual stages
- Oedipus complex
- identification
- fixation
- defense mechanisms
- repression
- regression
- reaction formation
- projection
- rationalization

18. displacement
19. collective unconscious
20. projective tests
21. Thematic Apperception Test (TAT)
22. Rorschach inkblot test
23. terror-management theory
24. self-actualization
25. unconditional positive regard
26. self-concept
27. traits
28. personality inventory
29. Minnesota Multiphasic Personality Inventory (MMPI)

30. empirically derived test
31. social-cognitive perspective
32. reciprocal determinism
33. personal control
34. external locus of control
35. internal locus of control
36. learned helplessness
37. positive psychology
38. spotlight effect
39. self-esteem
40. self-serving bias

Cross-Check

As you learned in the Prologue, reviewing and overlearning of material are important to the learning process. After you have written the definitions of the key terms in this chapter, you should complete the crossword puzzle to ensure that you can reverse the process—recognize the term, given the definition.

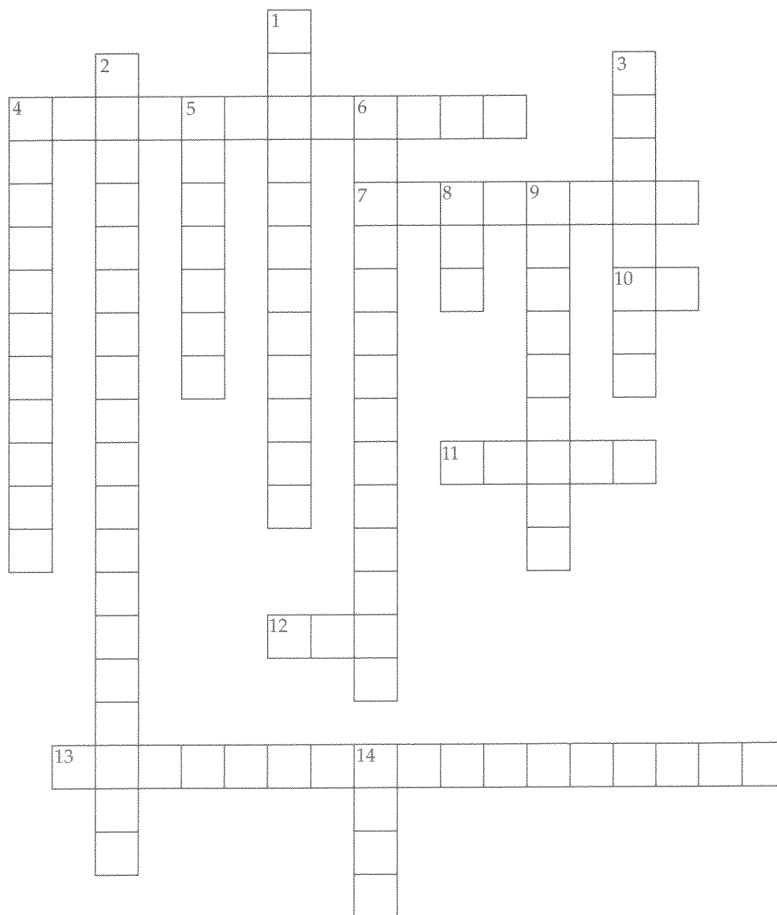
ACROSS

4. In Freud’s theory, the area of the unconscious containing material that is retrievable into conscious awareness.
7. Locus of control that reflects the belief that one’s fate is determined by forces not under personal control.
10. In Freud’s theory, the personality system consisting of basic sexual and aggressive drives.
11. A person’s characteristic pattern of behavior.
12. In Freud’s theory, the conscious division of personality.
13. The ego’s methods of unconsciously protecting itself against anxiety.

DOWN

1. Defense mechanism in which an impulse is shifted to an object other than the one that originally aroused the impulse.

2. The passive resignation a person or animal develops from repeated exposure to inescapable aversive events.



3. According to Freud, _____ occurs when development becomes arrested in an immature psychosexual stage.
4. An individual's characteristic pattern of thinking, feeling, and acting.
5. In Freud's theory, the complex developed by boys in which they are sexually attracted to their mother and resent their father.
6. In Freud's theory, the process by which the child's superego develops and incorporates the parents' values.
8. Projective test consisting of ambiguous pictures about which people are asked to make up stories.
9. A widely used test in which people are asked to interpret 10 inkblots.
14. The most widely used personality inventory.

ANSWERS

Chapter Review

Introducing Personality

1. thinking; feeling; acting
2. Sigmund Freud; humanistic; growth; self-fulfillment
3. focused

The Psychoanalytic Perspective

1. nervous
 2. neurological
 3. hypnosis
 4. free association
 5. psychoanalysis
 6. unconscious; preconscious; repressed
 7. unconscious; slips; manifest content; latent content
 8. biological; social
 9. id; ego; superego
 10. unconscious; pleasure
 11. after; conscious; reality
- The ego is considered the executive of personality because it directs our actions as it intervenes among the impulsive demands of the id, the reality of the external world, and the ideals of the superego.
12. superego; 4 or 5
 13. weak; strong
 14. psychosexual; erogenous zones
 15. oral; sucking (also biting, chewing)

16. anal; 18; 36
 17. phallic; 3; 6; genitals; opposite; Oedipus complex; Electra complex
 18. identification; gender identity
- Children eventually cope with their feelings for the opposite-sex parent by repressing them and by identifying with the rival (same-sex) parent. Through this process children incorporate many of their parents' values, thereby strengthening the superego.
19. latency
 20. genital
 21. fixated; expulsive; retentive
 22. defense mechanisms; repression
 23. regression
 24. reaction formation
 25. projection
 26. rationalization
 27. displacement

Matching Items

1. e
 2. d
 3. b
 4. c
 5. a
28. unconscious
 29. neo-Freudians; more; less
 - a. Adler emphasized the social, rather than the sexual, tensions of childhood and said that much of behavior is driven by the need to overcome feelings of inferiority.
 - b. Horney questioned the male bias in Freud's theory, such as the assumptions that women have weak egos and suffer "penis envy." Like Adler, she emphasized social tensions.
 - c. Jung emphasized an inherited collective unconscious.
 30. reject; Jung; collective unconscious
 31. psychodynamic; sex; unconscious; childhood; inner conflicts
 32. projective
 33. Thematic Apperception
 34. Rorschach; inkblots; little; is not; are not
 35. lifelong; earlier; is not
 36. wishes; sexual; aggressive; sexual suppression
 37. represses; rarer; trauma

38. unconscious; nonconscious; implicit learning
39. anxiety; terror-management; self-esteem; world-views
40. projection; false consensus; overestimate
41. after-the-fact; testable predictions

Freud drew attention to the unconscious and the irrational, to human defenses against anxiety, to the importance of human sexuality, to the tension between our biological impulses and our social well-being, and to our potential for evil.

The Humanistic Perspective

1. Maslow; Rogers
 2. hierarchy; self-actualization; self-determination
- For Maslow, such people were self-aware, self-accepting, open, spontaneous, loving, caring, not paralyzed by others' opinions, secure, and problem-centered rather than self-centered.
3. genuine; accepting; empathic
 4. unconditional positive regard; spontaneous
 5. self-concept
 6. questionnaires; self-concept
 7. ideally; actually
 8. dehumanizing; interviews
 9. counseling; education; child-rearing; management; popular; Western
 10. high

Three criticisms of humanistic psychology are that its concepts are vague and subjective; the individualism it encourages can lead to self-indulgence, selfishness, and an erosion of moral restraints; and it fails to appreciate the human capacity for evil.

The Trait Perspective

1. behaviors; motives; explaining; describing
2. melancholic; sanguine; phlegmatic; choleric
3. Myers-Briggs Type Indicator; business; career
4. factor analysis; extraversion-introversion; stability-instability
5. brain arousal; frontal; extraverts; introverts
6. genes; temperament; behavioral
7. shyness; inhibition
8. are
9. personality inventories
10. Minnesota Multiphasic Personality Inventory; 10
11. empirically

Astrologers use a "stock spiel" that includes information that is generally true of almost everyone. The willingness of people to accept this type of phony information is called the "Barnum effect." A second technique used by astrologers is to "read" a person's clothing, features, reactions, etc. and build their advice from these observations.

12. a. Emotional stability: on a continuum from calm to anxious; secure to insecure
- b. Extraversion: from sociable to retiring
- c. Openness: from preference for variety to routine
- d. Agreeableness: from soft-hearted to ruthless
- e. Conscientiousness: from disciplined to impulsive
13. conscientiousness; agreeableness
14. stable; 50; describe; predict
15. traits (or dispositions); situation (or environment); person-situation
16. time; situations; correlate; not predictably consistent
17. is not
18. animation; speaking; gestures; consistent; does

At any given moment a person's behavior is powerfully influenced by the immediate situation, so that it may appear that the person does not have a consistent personality. But averaged over many situations a person's outgoingness, happiness, and carelessness, for instance, are more predictable.

The Social-Cognitive Perspective

1. environment; Bandura
2. behaviors; personal/cognitive; environmental; reciprocal determinism

Different people choose different environments partly on the basis of their dispositions. Our personality shapes how we interpret and react to events. It also helps create the situations to which we react.

3. personal control; internal locus of control; external locus of control; impulses; delay; adjustment; grades; social
4. learned helplessness
5. more
6. optimism; attributional style
7. unrealistic (illusory) optimism
8. negative states; positive
 - a. positive emotions
 - b. positive character
 - c. positive groups, communities, and cultures

9. feedback; incompetent
10. past behavior in similar situations
11. inner traits

Exploring the Self

1. self
2. possible selves
3. spotlight effect
4. self-reference
5. self-esteem; independent of; anxiety; depression
6. hopes; think they ought to be
7. more; racial prejudice
8. do not have
9. a. They value the things at which they excel.
b. They attribute problems to prejudice.
c. They compare themselves to those in their own group.
10. high
11. self-serving
12. more
13. above
14. high
15. defensive; criticism; secure; external
16. illusions

Progress Test 1

Multiple-Choice Questions

1. b. is the answer. Personality is defined as patterns of response—of thinking, feeling, and acting—that are relatively consistent across a variety of situations. (p. 595)
2. d. is the answer. (p. 597)
a. & b. Conscious processes are the focus of these perspectives.
c. The trait perspective focuses on the description of behaviors.
3. a. is the answer. (p. 599)
4. c. is the answer. According to Freud, defense mechanisms reduce anxiety unconsciously, by disguising one's threatening impulses. (pp. 599–600)
a., b., & d. Unlike these specific emotions, anxiety need not be focused. Defense mechanisms help us cope when we are unsettled but are not sure why.
5. b. is the answer. (p. 601)
a. According to most neo-Freudians, Freud placed too great an emphasis on the *unconscious* mind.
c. Freud placed great emphasis on early childhood, and the neo-Freudians basically agreed with him.
d. The neo-Freudians accepted Freud's ideas about the basic personality structures.
6. c. is the answer. (p. 625)
a. & d. In fact, just the opposite is true.
b. Locus of control is not related to intelligence.
7. a. is the answer. (p. 614)
b. & c. Locus of control is emphasized by the social-cognitive perspective.
d. This is how the ancient Greeks described personality.
8. b. is the answer. Studies have shown that people do not act with predictable consistency from one situation to the next. But, over a number of situations, consistent patterns emerge, and this basic consistency of traits persists over the life span. (p. 620)
9. b. is the answer. (p. 609)
a. This is true of the psychoanalytic perspective.
c. This is true of the social-cognitive perspective.
d. This is true of the trait perspective.
10. e. is the answer. (p. 610)
11. b. is the answer. Psychologists who study the self emphasize that for the individual, self-affirming thinking is generally adaptive (therefore, not a.); such thinking maintains self-confidence, minimizes depression, and enables us to view others with compassion and understanding (therefore, not c.); unconditional positive regard tends to promote self-esteem and thus self-affirming thinking (therefore, not d.). (p. 634)
12. a. is the answer. Developmental research indicates that development is lifelong. (p. 604)
b., c., & d. To varying degrees, research has partially supported these Freudian ideas.
13. c. is the answer. As scoring is largely subjective and the tests have not been very successful in predicting behavior, their reliability and validity have been called into question. (p. 603)
a. This is untrue.
b. Unlike empirically derived personality tests, projective tests are not standardized.
d. Although this may be true, it was not mentioned as a criticism of projective tests.
14. b. is the answer. In doing so, it underestimates the influence of the environment. (pp. 619–620)
a. The trait perspective does not emphasize early childhood experiences.

- c. This criticism is unlikely since trait theory does not seek to explain personality development.
 d. Trait theory does not look on traits as being "positive" or "negative."
15. d. is the answer. (p. 610)
 a. & c. Personality structure is a concern of the psychoanalytic perspective.
 b. Locus of control is a major focus of the social-cognitive perspective.
16. c. is the answer. (p. 615)
 a. & d. A psychoanalytic theorist would be most likely to use a projective test or free association.
 b. This would most likely be the approach taken by a social-cognitive theorist.
17. b. is the answer. In Freud's theory, the id operates according to the pleasure principle; the ego operates according to the reality principle. (p. 598)
 c. The id is presumed to be unconscious.
 d. The superego is, according to Freud, the equivalent of a conscience; the ego is the "personality executive."
18. b. is the answer. The social-cognitive theory has been accused of putting so much emphasis on the situation that inner traits are neglected. (p. 630)
 a. Such a criticism has been made of the psychoanalytic perspective but is not relevant to the social-cognitive perspective.
 c. Such a criticism might be more relevant to the trait perspective; the social-cognitive perspective offers an explanation in the form of reciprocal determinism.
 d. There are assessment techniques appropriate to the theory, namely, questionnaires and observations of behavior in situations.
19. b. is the answer. (p. 606)
 a., c., & d. The evidence supports defenses that defend self-esteem, rather than those that are tied to instinctual energy.
20. d. is the answer. (p. 623)
- b. This perspective is more concerned with *describing* than *explaining* personality.
 c. This perspective emphasizes the healthy, self-actualizing tendencies of personality.
2. d. is the answer. (p. 598)
 a. Self-actualization is a concept of the humanistic perspective.
 b. Through identification, children *reduce* conflicting feelings as they incorporate their parents' values.
 c. Jung, rather than Freud, proposed the concept of the collective unconscious.
3. a. is the answer. (p. 613)
4. c. is the answer. In such situations, passive resignation, called learned helplessness, develops. (p. 602)
 a. This refers to the belief that one controls one's fate; the circumstances described lead to precisely the opposite belief.
 b. Reaction formation is a defense mechanism in which unacceptable impulses are channeled into their opposites.
 d. Seligman did not specify that neurotic anxiety occurs.
5. a. is the answer. Feelings of insecurity reduce self-esteem, and those who feel negative about themselves tend to feel negative about others as well. (p. 625)
6. d. is the answer. (p. 633)
7. b. is the answer. The MMPI was developed by selecting from many items those that differentiated between the groups of interest; hence, it was empirically derived. That it is an objective test is shown by the fact that it can be scored by computer. (pp. 616, 617)
 a. Projective tests present ambiguous stimuli for people to interpret; the MMPI is a questionnaire.
 c. Although sometimes used to assess job applicants, the MMPI was developed to assess emotionally troubled people.
 d. The MMPI does not focus on control but, rather, measures various aspects of personality.
8. b. is the answer. Trait theory attempts to describe behavior and not to develop explanations or applications. The emphasis is more on consistency than on change. (p. 613)
9. a. is the answer. "Internals," or those who have a sense of personal control, have been shown to achieve more in school. Relative to externals, they also cope better with stress and are more independent. (p. 625)

Matching Items

- | | | |
|---------------|---------------|----------------|
| 1. f (p. 600) | 5. h (p. 600) | 9. c (p. 598) |
| 2. j (p. 602) | 6. d (p. 600) | 10. e (p. 600) |
| 3. b (p. 598) | 7. a (p. 598) | 11. i (p. 602) |
| 4. k (p. 616) | 8. g (p. 614) | |

Progress Test 2

Multiple-Choice Questions

1. d. is the answer. (p. 623)
 a. This perspective emphasizes unconscious dynamics in personality.

10. **c.** is the answer. In actuality, people with *high* self-esteem are generally more independent of pressures to conform. (p. 632)
11. **d.** is the answer. (p. 599)
12. **d.** is the answer. (pp. 611–612)
13. **c.** is the answer. In keeping with their emphasis on interactions between people and situations, social-cognitive theorists would most likely make use of observations of behavior in relevant situations. (p. 629)
 - a. & d.** Personality inventories and factor analyses would more likely be used by a trait theorist.
 - b.** Projective tests would more likely be used by a psychologist working within the psychoanalytic perspective.
14. **d.** is the answer. Trait theory defines personality in terms of behavior and is therefore interested in describing behavior; psychoanalytic theory defines personality as dynamics underlying behavior and therefore is interested in explaining behavior in terms of these dynamics. (pp. 598, 613)
15. **d.** is the answer. (p. 618)
16. **c.** is the answer. Although many researchers think of the unconscious as information processing without awareness rather than as a reservoir of repressed information, they agree with Freud that we do indeed have limited access to all that goes on in our minds. (p. 605)
17. **c.** is the answer. (p. 599)
 - a. & b.** Reaction formation is the defense mechanism by which people transform unacceptable impulses into their opposites.
 - d.** It is the superego, rather than the ego, that represents parental values.
18. **d.** is the answer. (p. 633)
19. **d.** is the answer. (p. 610)
20. **a.** is the answer. Neuroticism, extraversion, and openness tend to decrease, while agreeableness and conscientiousness tend to increase. (p. 619)
 - b.** The Big Five dimensions describe personality in various cultures reasonably well.
 - c.** Heritability generally runs 50 percent or more for each dimension.

Matching Items

- | | | |
|---------------|---------------|----------------|
| 1. g (p. 602) | 5. d (p. 598) | 9. e (p. 615) |
| 2. i (p. 599) | 6. a (p. 598) | 10. b (p. 599) |
| 3. h (p. 601) | 7. k (p. 617) | 11. c (p. 597) |
| 4. j (p. 598) | 8. f (p. 623) | |

Psychology Applied

Multiple-Choice Questions

1. **a.** is the answer. (p. 606)
 - b., c., & d.** None of these theories or perspectives offers any particular explanation of this tendency.
2. **d.** is the answer. Impulsiveness is the mark of a strong id; self-indulgence is the mark of a weak superego. Because the ego serves to mediate the demands of the id, the superego, and the outside world, its strength or weakness is judged by its decision-making ability, not by the character of the decision—so the ego is not relevant to the question asked. (p. 598)
3. **d.** is the answer. The social-cognitive perspective emphasizes the reciprocal influences between people and their situations. In this example, Ramona's parents (situational factor) helped shape her political beliefs (internal factor), which influenced her choice of colleges (situational factor) and created an environment that fostered her predisposed political attitudes. (p. 623)
4. **b.** is the answer. Sarcasm is said to be an attempt to deny the passive dependence characteristic of the oral stage. (p. 599)
 - a.** A person who is projecting attributes his or her own feelings to others.
 - c.** Such a person might be either messy and disorganized or highly controlled and compulsively neat.
 - d.** Displacement involves diverting aggressive or sexual impulses onto a more acceptable object than that which aroused them.
5. **c.** is the answer. (p. 634)
 - a.** A person with an internal locus of control would be likely to *accept* responsibility for a failing grade.
 - b.** Unconditional positive regard is an attitude of total acceptance directed toward others.
 - d.** Reciprocal determinism refers to the mutual influences among personality, environment, and behavior.
6. **c.** is the answer. (p. 632)
 - a.** This describes the self-serving bias.
 - b.** This describes external locus of control.
7. **c.** is the answer. (p. 615)
 - a. & b.** According to this theory, introverts have relatively *high* levels of arousal, causing them to crave solitude.
 - d.** Isolation might lower arousal level even further.

8. a. is the answer. (pp. 616, 617)
 b. & c. The TAT and Rorschach are projective tests that were not empirically derived.
 d. A personality test that measures locus of control would not be helpful in identifying troubled behaviors.
9. d. is the answer. Projective tests provide ambiguous stimuli, such as random dot patterns, in an attempt to trigger in the test-taker projection of his or her personality. (p. 602)
10. b. is the answer. (p. 613)
 a. The psychoanalytic perspective emphasizes unconscious processes in personality dynamics.
 c. The humanistic perspective emphasizes each person's potential for healthy growth and self-actualization.
 d. The social-cognitive perspective emphasizes the reciprocal influences of personality and environment.
11. a. is the answer. Freud believed that dreams and such slips of the tongue reveal unconscious conflicts. (p. 597)
 b. A person fixated in the oral stage might have a sarcastic personality; this child's slip of the tongue reveals nothing about her psychosexual development.
 c. & d. Unconditional positive regard and personal control are not psychoanalytic concepts.
12. d. is the answer. (p. 614)
 a. & b. The traits of Isaiah and Rashid reveal nothing about their sense of personal control.
13. a. is the answer. Reciprocal determinism refers to the mutual influences among personal factors, environmental factors, and behavior. (p. 623)
 b. Personal control is one's sense of controlling, or being controlled by, the environment.
 c. In Freud's theory, identification is the process by which children incorporate parental values into their developing superegos.
 d. The self-serving bias describes our readiness to perceive ourselves favorably.
14. c. is the answer. (p. 618)
15. c. is the answer. (p. 620)
16. d. is the answer. (p. 609)
 a. & b. These are concepts used by trait theorists rather than humanistic theorists such as Maslow.
 c. This reflects Freud's viewpoint.
17. c. is the answer. (p. 610)
 a., b., & d. The self-concept is not relevant to the psychoanalytic, trait, or social-cognitive perspectives.
18. a. is the answer. (p. 610)
 b. The text does not discuss the impact of discipline on personality.
 c. This would constitute *conditional*, rather than unconditional, positive regard and would likely cause the children to be *less* accepting of themselves and others.
19. c. is the answer. Suzy is trying to justify her purchase by generating (inaccurate) explanations for her behavior. (p. 600)
 a. Displacement is the redirecting of impulses toward an object other than the one responsible for them.
 b. Reaction formation is the transformation of unacceptable impulses into their opposites.
 d. Projection is the attribution of one's own unacceptable thoughts and feelings to others.
20. b. is the answer. Introverts do not need to seek stimulation because their normal level of brain arousal is already high. (p. 615)
 c. Nadine's high level of brain arousal might imply instability but not necessarily so.
21. b. is the answer. (p. 628)
 a. Both positive psychology and humanistic psychology focus on advancing human fulfillment.
 c. Both perspectives focus, at least partly, on individual characteristics.

Essay Question

Since you are apparently in good psychological health, according to the psychoanalytic perspective you must have experienced a healthy childhood and successfully passed Freud's stages of psychosexual development. Freud would also say that your ego is functioning well in balancing the demands of your id with the restraining demands of your superego and reality. Freud might also say that your honest nature reflects a well-developed superego, while Jung might say it derives from a universal value found in our collective unconscious.

According to the humanistic perspective, your open and honest nature indicates that your basic needs have been met and you are in the process of self-actualization (Maslow). Furthermore, your openness indicates that you have a healthy self-concept and were likely nurtured by genuine, accepting, and empathic caregivers (Rogers). More recently, researchers who emphasize the self would also focus on the importance of a positive self-concept.

Trait theorists would be less concerned with explaining these specific characteristics than with describing them, determining their consistency, and classifying your personality type. Some trait theorists,

such as Allport, Eysenck, and Kagan, attribute certain trait differences to biological factors such as autonomic reactivity and heredity.

According to the social-cognitive perspective, your personal/cognitive factors, behavior, and environmental influences interacted in shaping your personality and behaviors. The fact that you are a responsible person indicates that you perceive yourself as controlling, rather than as controlled by, your environment.

KEY TERMS

Writing Definitions

1. **Personality** is an individual's characteristic pattern of thinking, feeling, and acting. (p. 595)
2. **Free association** is the Freudian technique in which the person is encouraged to say whatever comes to mind as a means of exploring the unconscious. (p. 597)
3. In Freud's theory, **psychoanalysis** refers to the treatment of psychological disorders by seeking to expose and interpret the tensions within a patient's unconscious, using methods such as free association. (p. 597)
4. In Freud's theory, the **unconscious** is the repository of mostly unacceptable thoughts, wishes, feelings, and memories. According to contemporary psychologists, it is a level of information processing of which we are unaware. (p. 597)
5. In Freud's theory, the **id** is the unconscious system of personality, consisting of basic sexual and aggressive drives, that supplies psychic energy to personality. (p. 598)
6. In psychoanalytic theory, the **ego** is the conscious division of personality that attempts to mediate between the demands of the id, the superego, and reality. (p. 598)
7. In Freud's theory, the **superego** is the division of personality that contains the conscience and develops by incorporating the perceived moral standards of society. (p. 598)
8. Freud's **psychosexual stages** are developmental periods children pass through during which the id's pleasure-seeking energies are focused on different erogenous zones. (p. 598)
9. According to Freud, boys in the phallic stage develop a collection of feelings, known as the **Oedipus complex**, that center on sexual attraction to the mother and resentment of the father. Some psychologists believe girls have a parallel Electra complex. (p. 599)
10. In Freud's theory, **identification** is the process by which the child's superego develops and incorporates the parents' values. Freud saw identification as crucial, not only to resolution of the Oedipus complex, but also to the development of gender identity. (p. 599)
11. In Freud's theory, **fixation** occurs when development becomes arrested, due to unresolved conflicts, in an immature psychosexual stage. (p. 599)
12. In Freud's theory, **defense mechanisms** are the ego's methods of unconsciously protecting itself against anxiety by distorting reality. (p. 600)
13. The basis of all defense mechanisms, **repression** is the unconscious exclusion of anxiety-arousing thoughts, feelings, and memories from the conscious mind. Repression is an example of motivated forgetting: One "forgets" what one really does not wish to remember. (p. 600)
14. **Regression** is the defense mechanism in which a person faced with anxiety reverts to a less mature pattern of behavior. (p. 600)
15. **Reaction formation** is the defense mechanism in which the ego converts unacceptable impulses into their opposites. (p. 600)
16. In psychoanalytic theory, **projection** is the unconscious attribution of one's own unacceptable feelings, attitudes, or desires to others. (p. 600)
Memory aid: To project is to thrust outward. Projection is an example of thrusting one's own feelings outward to another person.
17. **Rationalization** is the defense mechanism in which one devises self-justifying but incorrect reasons for one's behavior. (p. 600)
18. **Displacement** is the defense mechanism in which a sexual or aggressive impulse is shifted to a more acceptable object other than the one that originally aroused the impulse. (p. 600)
19. The **collective unconscious** is Jung's concept of an inherited unconscious shared by all people and deriving from our species' history. (p. 601)
20. **Projective tests**, such as the TAT and Rorschach, present ambiguous stimuli onto which people supposedly *project* their own inner feelings. (p. 602)
21. The **Thematic Apperception Test (TAT)** is a projective test that consists of ambiguous pictures about which people are asked to make up stories. (p. 602)

22. The **Rorschach inkblot test**, the most widely used projective test, consists of 10 inkblots that people are asked to interpret. (p. 602)
23. According to **terror-management theory**, our deeply rooted fear of death causes us to act in ways that enhance our self-esteem and to adhere more strongly to worldviews that provide answers to questions about the meaning of life. (p. 606)
24. In Maslow's theory, **self-actualization** describes the process of fulfilling one's potential and becoming spontaneous, loving, creative, and self-accepting. Self-actualization is at the very top of Maslow's need hierarchy and therefore becomes active only after the more basic physical and psychological needs have been met. (p. 609)
25. **Unconditional positive regard** is, according to Rogers, an attitude of total acceptance and one of the three conditions essential to a "growth-promoting" climate. (p. 610)
26. **Self-concept** refers to one's personal awareness of "who I am." In the humanistic perspective, the self-concept is a central feature of personality; life happiness is significantly affected by whether the self-concept is positive or negative. (p. 610)
27. **Traits** are people's characteristic patterns of behavior. (p. 613)
28. **Personality inventories**, associated with the trait perspective, are questionnaires used to assess personality traits. (p. 615)
29. Consisting of 10 clinical scales, the **Minnesota Multiphasic Personality Inventory (MMPI)** is the most widely used personality inventory. (p. 616)
30. An **empirically derived test** is one developed by testing many items to see which best distinguish between groups of interest. (p. 617)
31. According to the **social-cognitive perspective**, behavior is the result of interactions between people and their social context. (p. 623)
32. According to the social-cognitive perspective, personality is shaped through **reciprocal determinism**, or the interaction between personality and environmental factors. (p. 623)
33. **Personal control** refers to a person's sense of controlling the environment. (p. 625)
34. **External locus of control** is the perception that one's fate is determined by forces not under personal control. (p. 625)
35. **Internal locus of control** is the perception that, to a great extent, one controls one's own destiny. (p. 625)
36. **Learned helplessness** is the passive resignation and perceived lack of control that a person or animal develops from repeated exposure to inescapable aversive events. (p. 625)
37. Focusing on positive emotions, character virtues such as creativity and compassion, and healthy families and neighborhoods, **positive psychology** is the scientific study of optimal human functioning. (p. 628)
38. The **spotlight effect** is the tendency of people to overestimate the extent to which other people are noticing and evaluating them. (p. 632)
39. **Self-esteem** refers to an individual's sense of self-worth. (p. 632)
40. The **self-serving bias** is the tendency to perceive oneself favorably. (p. 634)

Cross-Check

ACROSS

4. preconscious
7. external
10. id
11. trait
12. ego
13. defense mechanisms

DOWN

1. displacement
2. learned helplessness
3. fixation
4. personality
5. Oedipus
6. identification
8. TAT
9. Rorschach
14. MMPI

FOCUS ON VOCABULARY AND LANGUAGE

The Psychoanalytic Perspective

Page 596: He [Freud] had a prodigious memory and so loved reading plays, poetry, and philosophy that he once *ran up a bookstore debt* beyond his means. When he was young, Freud was a very serious student with an exceptionally good (*prodigious*) memory and an intense interest in a variety of topics. He obtained many books which he could not afford to pay for (*ran up a bookstore debt beyond his means*) in order to satisfy his curiosity about literature and the natural sciences.

Page 596: Freud's search for a cause for such disorders set his *mind running*. Patients came to Freud with strange neurological (*nervous*) disorders which had no obvious physiological explanation. Freud suspected that the problems were psychological in nature, and the questions raised by this theorizing caused him to think (*set his mind running*) in a way that changed the way we view human nature.

Page 597: He [Freud] believed he could *glimpse* the unconscious seeping not only into people's free associations, beliefs, habits, and symptoms but also into *slips of the tongue and pen*. Freud used the technique of free association to gain access to the unconscious. He also thought he got a fleeting look at (*glimpse of*) the unconscious in the content of people's dreams and in the inadvertent verbal mistakes we make in speech and writing (*slips of the tongue and pen*).

Page 598: Someone with an exceptionally strong superego may be *virtuous* yet, ironically, guilt-ridden; another with a weak superego may be *wantonly* self-indulgent and remorseless. In Freud's theory, the superego (our conscience) develops when the 4-to-5-year-old child incorporates society's values through identification with the parent of the opposite sex. A person with a well-developed superego may behave in an appropriately moral way (*virtuous*) yet still feel ashamed and anxious (*guilt-ridden*); someone with a poorly developed superego may be excessively and willfully (*wantonly*) selfish and aggressive.

Page 599: . . . *uttering biting sarcasm*. If there are unresolved conflicts at any of the psychosexual stages, the person may become stuck (**fixated**) at that stage, which will directly affect the development of a psychologically healthy personality. People fixated at the oral stage may become very dependent or may

pretend to be the opposite by acting strong and independent and by using cruel and destructive humor (*biting sarcasm*) to attack the self-respect of others. In addition, this personality type may have an excessive need for oral gratification (smoking, nail biting, eating, chewing on pens, etc.).

Page 599: In such ways, Freud suggested, the *twig of personality is bent* at an early age. Freud believed that adult personality was formed during the first 4 or 5 years of life and was a function of the way the conflicts of the first three psychosexual stages (oral, anal, and phallic) were handled. Just as the shape of the grown tree is the result of how the young tree (*twig*) was twisted (*bent*), adult personality is a function of early childhood experiences.

Page 603: Other clinicians view it [the Rorschach inkblot test] . . . as an *icebreaker* and a revealing interview technique. Because of problems in scoring and interpreting the Rorschach inkblot test, most researchers question its validity and reliability. Some clinicians use the test to help generate hypotheses about the client's problems, and others use it as a point of departure to help get the interview under way (*as an icebreaker*).

Page 604 (margin note): . . . *linguistic flip-flops* ("*spoonerisms*"). Professor Spooner became well known because of his habit of inadvertently twisting and distorting his sentences (*linguistic flip-flops*). For example, instead of saying "lighting a fire in the quadrangle," he said "fighting a liar in the quadrangle"; "you missed my history lecture" came out as "you hissed my mystery lecture," and "you have wasted two hours" appeared as "you have tasted two worms." Psychoanalysts call these "slips of the tongue" (Freudian slips) and believe that they represent unconscious motives and desires seeping through.

Page 605: They are *seared into the soul*. Traumatic events are likely to be remembered very well; they can occur as unwanted, persistent, and intrusive memories (*flashbacks*) that appear often (*they haunt the survivors*). In a sense, they are indelibly impressed in memory (*seared into the soul*).

Page 606: Psychologists also criticize Freud's theory for its *scientific shortcomings*. In order for a theory to be considered scientifically acceptable, it must be able to explain observations and provide testable hypotheses. Freud's theory fails on this account. In addition, his theory offers explanations only after

the events or behaviors have occurred (*after-the-fact explanations*). Freud's theory does not meet acceptable or desired scientific standards (*it has scientific shortcomings*).

Page 607: Freud's most *searing* critic, Frederick Crews (1998), likens Freud to Peter Sellers' *bumbling* Inspector Clouseau, albeit with a unique talent for *bamboozling* an entire century. One harsh (*searing*) critic compares Freud to the self-important, blundering (*bumbling*) Inspector Clouseau (played by Peter Sellers in the *Pink Panther* movies) but with one difference. In contrast to the incompetent detective, Freud had a remarkable ability (*a unique talent*) for tricking and duping (*bamboozling*) people with his ideas. Others, however, note that it is unfair to criticize Freudian theory for failing to do things it never claimed to be able to do in the first place.

The Humanistic Perspective

Page 609 (caption): . . . *crippled spirits*. Abraham Maslow, a humanistic psychologist, studied healthy, motivated, creative people and came to the conclusion that once our basic needs are met, we all seek **self-actualization**. He believed that any theory of personality and motivation must be based on more than the study of psychologically impaired individuals (*crippled spirits*); rather, it should also include those who have achieved or fulfilled their innate potential (*self-actualized people*).

Page 610: Unless *thwarted* by an environment that inhibits growth, each of us is like an *acorn*, primed for growth and fulfillment. Carl Rogers was another pioneer in humanistic psychology. We are born with an innate striving (*we are primed*) for achieving our potential and like the seed (*acorn*) of the oak tree we will grow and develop unless we are blocked (*thwarted*) by an uncaring and unaccepting environment. As Rogers puts it, genuineness, acceptance, and empathy are the water, sun, and nutrients that enable people to grow like vigorous oak trees.

Page 611: Movie plots feature *rugged* individualists who, *true to themselves*, buck social conventions or take the law into their own hands. Humanistic psychology has been popular because it is consistent with Western cultural values, which emphasize strong, capable (*rugged*) individuals who follow their own beliefs and ambitions (*are true to themselves*) and oppose social norms and restrictions (*they buck social conventions*). This popular reception of the humanistic movement has elicited a strongly adverse and disappointing reaction from its critics (*set off a backlash of criticism*).

Page 612: May agreed with the critics who saw people joining the humanistic movement as seekers of "a community of like-minded persons who also are *playing possum* to the evils about us." Rollo May, a humanistic psychologist, disagreed with Carl Rogers' hopeful or optimistic viewpoint and pointed out that adopting the humanistic perspective was like joining a group of people who reinforced each other's beliefs and seemed to be oblivious to, and pretended not to notice (*played possum to*), the problems in the world.

The Trait Perspective

Page 613: *Flabbergasted* . . . This means to be shocked with overwhelming surprise. When Allport interviewed Freud in Vienna, he was astounded and confused (*flabbergasted*) by Freud's mistaken suggestion about the trivial story he told him. In fact, he was simply telling Freud about the events on the bus in order to start the conversation (*conversational gambit*). Nevertheless, it aroused Allport's interest in personality (*started a deep train of thought*), which finally led to his development of a trait theory.

Page 616 (*Thinking Critically*): . . . *scoff* . . . This means to have a contemptuously mocking attitude toward something. Astronomers who study the universe scientifically *scoff* at astrologers who believe that the planets and stars determine human affairs.

Page 616 (*Thinking Critically*): . . . *suckering methods* . . . To get suckered means to be easily fooled and exploited. Psychologists, such as Ray Hyman, show us how astrologers, palm (hand) readers, graphologists (who allegedly analyze handwriting to reveal personality), and others fool and exploit people by use of a few simple techniques (*suckering methods*).

Page 616 (*Thinking Critically*): . . . "stock spiel" . . . A "stock spiel" is a well-rehearsed and glib story. Astrologers, horoscope writers, and such often use statements that are generally true of almost everybody (*their "stock spiel"*), and most people find it hard to resist believing the flattering descriptions of themselves; consequently, many view astrology as an authentic art.

Page 618: Nevertheless, people have had fun *spoofing* the MMPI with their own *mock* items . . . Some items on the MMPI may appear nonsensical (*sound silly*), but they differentiated, say, depressed from nondepressed people, and so were retained in the form. Some people have created humorous but false (*mock*) items for a personality test that is a parody (*spoof*) of the MMPI.

Page 618: A slightly expanded set of factors—*dubbed* the Big Five—does a better job. . . . The Eysencks use two prime personality dimensions, or factors—extraversion–introversion and emotional stability–instability. Other researchers offer another three dimensions (openness, agreeableness, and conscientiousness), bringing the total to five factors, which they named (*dubbed*) the Big Five.

Page 620: If we remember such results, says Mischel, we will be more cautious about *labeling* and *pigeonholing* individuals. Research has shown that some behavior can be context specific (i.e., determined by the situation and not by the personality) and that personality test scores are poorly correlated with people's actual behavior on any particular occasion. Mischel warns that we should be careful about classifying individuals (*labeling*) and concluding that they belong in one particular slot (*pigeonholing*).

The Social-Cognitive Perspective

Page 624: If we expect someone to be angry with us, we may give the person a *cold shoulder*, *touching off* the very anger we expect. The way we are (our personalities) may influence how we are treated by others. If we believe that someone has hostile intentions toward us, we may ignore and treat the person with indifference (*give the person a cold shoulder*), and this in turn may cause (*touch off*) the angry behavior we predicted or expected from that person. As Myers notes, we are both the results (*products*) and the creators (*architects*) of our environments.

Page 625: Later placed in another situation where they *could* escape the punishment by simply *leaping a hurdle*, the dogs cowered as if without hope. In Seligman's experiments, dogs learned that nothing they did had any effect on what happened to them (**learned helplessness**), so they would not make even a minimal effort, such as jumping over a small barrier (*leaping a hurdle*), to escape being shocked. People, too, who feel they have no control over what happens to them may become depressed and feel hopeless and helpless.

Page 627: Those who *put an optimistic spin on their setbacks*—seeing them as *flukes* or as a means to learning a new approach. . . . People who view unwelcome reversals of fortune (*setbacks*) as just pure chance (*flukes*) or see them as challenges and as an opportunity to try something different (*put an optimistic spin on them*) are more likely to be successful and content. As Myers points out, positive thinking when confronted by problems (*in the face of adversity*) has many benefits (*pays dividends*).

Page 627: . . . *bombing* the upcoming exam . . . Students who are excessively optimistic and overconfident may not do as well as those who are concerned about failing (*bombing*) the exam and therefore study extremely hard. Extreme optimism may prevent us from becoming aware of potential hazards (*blind us to real risks*).

Page 629: . . . so many low-scoring students are *dumbfounded* after doing badly on an exam. People often are most overconfident when most incompetent, mainly because it is difficult for them to recognize incompetence without having competence in the first place. Consequently, many students who do not recognize that they are having problems are often astounded (*dumbfounded*) when they find they are not in the top half of the class. (As Myers notes, like pride, illusory or blind optimism may precede a negative outcome or fall.)

Exploring the Self

Page 632: *Even after a blunder . . . we stick out like a sore thumb less than we imagine*. A person who sticks out like a sore thumb is someone who is very noticeable to everyone as odd or different. If we make a clumsy mistake (*a blunder*), we think that everyone is paying attention to us (*we stick out like a sore thumb*), but this is often not the case. For example, students who had to wear a very unfashionable T-shirt with the picture of a lounge singer on it (*they had to don a Barry Manilow T-shirt*) thought that many people would notice their odd attire (*dorky clothes*), but very few did. This is a good illustration of the **spotlight effect**.

Page 633: Those who are *negative about themselves* also tend to be *thin-skinned* and *judgmental*. . . . People who have low self-esteem (*are negative about themselves*) are more likely to be anxious, depressed, insecure, and very sensitive to criticism (*thin-skinned*). In addition, they are also more likely to disparage and be critical (*judgmental*) of others.

Page 634: Athletes often privately credit their victories to their own *prowess* and their losses to *bad breaks*, *lousy officiating*, or the other team's exceptional performance. Athletes, like the rest of us, want to feel that desirable outcomes are due to their own abilities (*prowess*) and that failures are due to factors beyond their control such as poor luck (*bad breaks*), unfair refereeing (*lousy officiating*), or their opponents' unexpectedly outstanding efforts. This is called the **self-serving bias**.

Page 634: The world, it seems, is Garrison Keillor's *Lake Wobegon* writ large—a place where “all the women are strong, all the men are good-looking, and all the children are above average.” Lake Wobegon is a fictional but ideal community satirized by comedian Garrison Keillor. Most abilities follow a bell-shaped distribution (the normal curve), so approximately half the population will be below average and half above on any given trait, such as strength, looks, or intelligence. The self-serving bias, which prompts most of us to rate ourselves as above average, appears to be almost universal, and the world is a magnified reflection of the Lake Wobegon community.

Page 634: Self-serving bias *flies in the face of pop psychology*. A claim of pop psychology is that we all have inferiority complexes. As is often the case, scientific psychology has clearly demonstrated that the opposite is actually true and that empirically based research findings contradict or refute the popular beliefs (*they fly in the face of pop psychology claims*).

Page 635: Moreover, *pride does often go before a fall*. Our conceit and self-important attitudes (*pride*) often precede a harsh lesson from reality (*a fall*). As Myers notes, it was nationalistic pride (the conceited belief that the Aryan race was superior) that facilitated and fostered (*fueled*) the growth of the Nazi movement and legitimized their inhumane and cruel deeds (*atrocities*).

Page 635: An adolescent or adult with a *swelled head* that gets deflated by insult or rejection is potentially

dangerous. Overly self-confident people with high self-esteem (*swelled heads or large egos*) do more than retaliate in kind (*put down others*) when criticized, insulted, or rejected. Instead, they are more likely to react violently and aggressively (they are potentially dangerous). Researchers suggest that this negative aspect (*dark side*) of self-esteem is the result of threatened egotism and not low self-esteem.

Page 635 (*margin*): The enthusiastic claims of the self-esteem movement mostly range *from fantasy to hogwash*. The popular belief that having high self-esteem is essential to being a happy, well-adjusted, caring person is not supported by the research. Baumeister (1996) suggests that the claims of the self-esteem movement vary from being imaginative, wishful thinking (*fantasy*) to sheer nonsense (*hogwash*)—the effects of self-esteem are not very large or important.

Page 635: Sometimes self-directed *put-downs* are subtly strategic: They *elicit* reassuring *strokes*. When people disparage themselves with criticisms aimed at themselves (*self-directed put-downs*), they sometimes have an insidious or hidden purpose (*are subtly strategic*). They may want to have people reassure them that the opposite is true (*they want strokes*), or they may want to prepare for the worst possible outcome and have a rationalization for failure ready, just in case.