UNIT 10: PERSONALITY

Focusing on Three Theories of Personality:
1. Psychodynamic
2. Humanistic
3. Cognitive

–All emphasize the interplay between internal mental processes and external social interactions
   (See core concept)

Psychodynamic
An approach to psychology based on Freud's ascertains which emphasize the unconscious process.
Psychoanalysis's see *behavior springing from unconscious drives and conflicts.*

Humanistic:
A clinical viewpoint emphasizing human ability, growth, potential, and free will.
Belief in the idea that people have the capacity to choose their own pattern of life and are not just be driven by unconscious forces or shaped by environment. *People have some control over who they are.*

Cognitive:
The psychological perspective emphasizing the mental processes, such as learning, memory, perception, and thinking. *How humans process, store, and retrieve information.*

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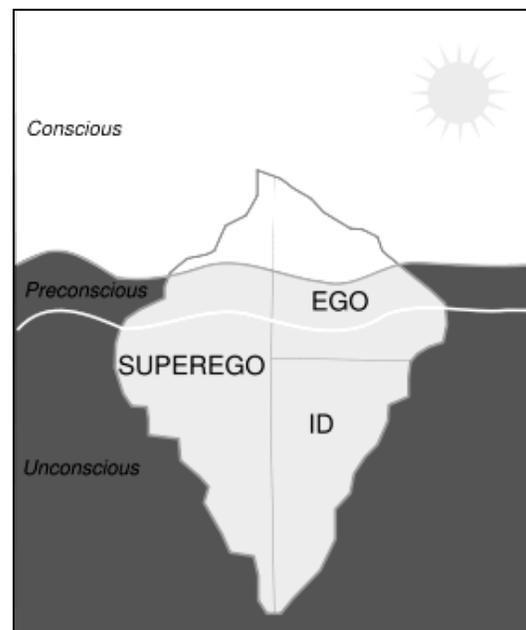
Key Question:

Core Concept:

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Personality:

THE PSYCHODYNAMIC THEORY

Psychoanalysis:

Feud believed we go about our daily business without knowing the real motives behind our behavior

When the 'thread' of personality breaks, we see certain mental disorders involving inconsistencies in personality: bipolar, schizophrenia, etc...

Experience and innate factors shape the personality: Nature and Nurture

SIGMUND FREUD (1856-1939)

The Conscious Mind
The conscious mind is what you are aware of at any particular moment, your present perceptions, memories, thoughts, fantasies, feelings, what have you.

The Preconscious Mind
Working closely with the conscious mind is what Freud called the **preconscious**, what we might today call "available memory:" ...anything that can easily be made conscious, the memories you are not at the moment thinking about but can readily bring to mind.

The Unconscious Mind
Freud's center of the personality
This includes all the things that are not easily available to awareness, including many things that have their origins there, such as our drives or instincts, and things that are put there because we can't bear to look at them, such as the memories and emotions associated with trauma.

Drives and Instincts> Actions of the unconscious mind are powered by motives, drives, instincts

Energy comes from <u>TWO SOURCES</u>...

1. <u>Eros</u>   ...guided by the **libido**

   Libido:

Fuels not only sexual behavior, but work play, leisure activities, drawing writing, reading...nearly everything people do - <u>But does not explain acts of human aggression</u>

2. **Thanatos**
Drives aggression and destructive acts that humans commit against each other and themselves

ID – EGO – SUPEREGO

Id: "What a person wants to do...regardless"
   Unconscious storehouse of basic motives and instinct drives
   Follows the pleasure principle.. if it feels good, do it!
   Only part of the personality present at birth..innate

Ego: "what person can do"
   Has to satisfy demands of id without offending the superego
   Guided by the **reality principle**
   Ego Ideal: person's view of the kind of person they should strive to become

Superego: "What a person should do"..the mind's 'police force'
   Guided by moral principle

EXAMPLE
Let's say you are sexually attracted to an acquaintance.
The id clamors for immediate satisfaction of sexual desires, but is opposed by the superego
   (which finds the very thought of sex shocking).
The id says, "Go for it!"
The superego icily replies, "Never even think that again!" The ego says, "I have a plan!"

FREUD'S PERSONALITY DEVELOPMENT
Freud developed the first compressive theory of personality, mental disorders, and psychotherapy

Forgotten experiences in infancy and early childhood have the strongest impact on personality development

"personality forms during the first few years of life, rooted in <u>unresolved conflicts of early childhood</u>"

Saw difficulties in early life leading to fixations or arrested psychological development
> *"Why do boys develop a masculine identity even though most are raised primarily by their mother?"*

Oedipus complex & Electra complex: A child's sexual attachment to parent of the opposite sex and jealousy toward the parent of the same sex.
Fixation: Occurs when psychosexual development is arrested at an immature stage
Anal retentive: term is often used to describe a person deemed to be overly obsessed with minor details.
Identification: the mental process by which a person tries to become like another person….especially a same sex parent
Freudian Slip: occurs when 'accidental' speech or behavior belies and unconscious desire or conflict

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FREUD'S PSYCHOSEXUAL STAGES
<u>Oral Stage</u> (birth - 1 year)
* Mouth, lips, tongue are associated with sexual pleasure
* Weaning a child can lead to fixation if not handled correctly

<u>**Problems if Unresolved**</u>
* Fixation can lead to oral activities (including "biting" humor) in adulthood, smoking, nail biting, chewing gum, gluttony, obesity, talkativeness, dependency, gullibility

<u>Anal Stage</u> (1 - 3 years)
* Anus is associated with pleasure
* Toilet training can lead to fixation if not handled correctly

<u>**Problems if Unresolved**</u>
* Fixation can lead to anal retentive or expulsive behaviors in adulthood
    When there is excessive gratification in this stage, it leads to the development of extremely generous, unorganized personalities.
    When gratification does not occur, the individual becomes extremely organized.
  Messiness, temper tantrums, destructiveness, cruelty, excessive cleanliness, stinginess, coldness, distance

<u>Phallic Stage</u> (3 - 5 years)
* Focus of pleasure shifts to the genitals (masturbation)
Oedipus complex: boys attraction for mom…requires them to *displace* this attraction to females their own age
Electra complex: Girls attraction/identification, to father
Penis Envy: Females don't have one, so are attracted to those that do

<u>**Problems if Unresolved**</u>
* Fixation can lead to excessive masculinity in males and the need for attention or domination in females
    Jealousy, egocentric sex, sexual conquests, problems with parents

<u>Latency Stage</u> (5 - puberty)
* Sexuality is repressed
* Children participate in hobbies, school and same-sex friendships

<u>**Problems if Unresolved**</u>
* Excessive modesty, preference of same sex company, homosexuality (Freud considered this a disorder)

<u>Genital Stage</u> (puberty on)
* Sexual feelings re-emerge and are oriented toward others - usually marked by mature sexuality…establish new relationships with parents
* Healthy adults find pleasure in love and work, fixated adults have their energy tied up in earlier stages

FREUDIAN EGO DEFENSE MECHANISMS

—The purpose of the mechanisms is to protect the mind/self/ego from anxiety, social sanctions or to provide a refuge from situations with which one cannot cope.
—If demands of the id and superego can't be resolved, it may be necessary to distort reality
—They can be categorized as occurring when the 1) id impulses are in conflict with each other 2) when the id impulses conflict with super-ego values and beliefs 3)when an external threat is posed to the ego.

Denial: Denying there is any problem
Rationalization: Give socially acceptable reasons for behavior..."everybody cheats in class"
Repression: 'Forgetting' painful memories, such as abuse
Projection: Believes that impulses/feelings coming from within are really coming from other people
  "I'm not jealous, she is" or person may feel others dislike them, when actually they dislike themselves
Reaction Formation: Replacing unacceptable feeling/urge with the opposite
  Divorced father may resent have his kids for the weekend, so he showers them with excess attention
Regression: Going back to a earlier and less mature pattern of behavior
        Adult may pout or throw a fit like a little child
Sublimation:: Gratifying sexual or aggressive desires in acceptable ways...*acting, sports*
Displacement: Shifting from source of anxiety to another source
        Hitting your brother when you are mad at your father....too scared to hit father
Somatization: The transformation of negative feelings towards others into negative feelings toward self, pain, illness and
        anxiety...hypochondria
Passive Aggression: Aggression towards others expressed indirectly or passively
Acting Out: Direct expression of an unconscious wish or impulse without conscious awareness of the emotion that drives that
        expressive behavior.
Idealization: Subconsciously choosing to perceive another individual as having more positive qualities than they may actually
        have.

Projective Tests:

Rorschach Inkblot Technique/Test:

Thematic Apperception Test (TAT):

Psychic Determinism:

Evaluating Freud

Critics:
–Many Freudian views are vague...libido, repression...
–Because the views lack clear operational definitions, it is impossible to evaluate the scientifically
–His theories may be good for past but a poor predictor of future responses
    Diverts attention away from current events that may influence behavior
–Women seen as minor players...a common attitude at that time
–The unconscious mind is not as smart or purposeful as Freud believed
Freud Ignored:
    –influence of vastly different forms of socialization for boys/girls
    –possibility of differences in genetic programming...which little was known then

Influenced: future psychologists, marketing (sex, social rejection, fear...Ex: mouthwash, antibacterial soap)

Neo-Freudians

Neo-Freudian: The NEW Freudians ...Those that broke from or improved on Freud while retaining the psychodynamic aspect,
    especially the focus that motivation is the source of energy for the personality

CARL JUNG

–Believed Freud focused too much on sexuality at the expense of other unconscious needs
–Believed spirituality to be a fundamental human motive, coequal to sexuality
–Disputed the very structure of Freud's unconscious
–Believed the **Psyche develops by middle age**
–Jung first developed the theory that individuals each had a <u>psychological type</u>.

Jung's *Principal Of Opposites* Personality Types

Portrayed each personality as a balance between opposing pairs of tendencies or dispositions.
Believed most people favored one of the pair.

Extravert – Introvert
Conscious – Unconscious
Rational – Irrational
Thinking – Feeling
Intuition – Sensation
Good – Bad
Masculine – Feminine

Jung's theory divides the psyche into three parts.

1. Ego

2. Personal unconscious

But it <u>does not include the instincts</u> that Freud would have it include.

3. The collective unconscious.

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KAREN HORNEY

–Disputed the concepts of Oedipus complex and penis envy....**Little girls do not feel inferior to little boys**
–Believed women want the same opportunities/rights that men have....
  many differences between men/women are due to social roles, not unconscious urges
–Normal growth involved the full development of **social relations** and **one's potential**
  Social relations more important than unconscious sexual impulses
  Consistent love can alleviate the effects of a traumatic childhood

<u>**Basic anxiety**</u>: an emotion that gives a sense of uncertainty, isolation, loneliness in a hostile world that can lead to adjustment problems and metal disorders

<u>**Neurotic Needs:**</u>

HORNEY'S PATTERNS OF DEALING WITH BASIC ANXIETY

1. Moving towards others
   These people have a pathological need for love and approval
2. Moving against others
   Earn power/respect by competing or attacking, but risk being feared and ending up "lonely at the top"
3. Moving away from others
   Protect themselves from imagined hurt and rejection

Her theories also suffer from weak scientific foundations

HORNEY'S TEN NEUROTIC NEEDS

1. The Need for Affection and Approval
   The desires to be liked, to please other people, and meet the expectations of others.
   People with this type of need are extremely sensitive to rejection and criticism
2. The Need for a Partner and Dread of Being Alone
   People with this need suffer extreme fear of being abandoned by their partner...believe that having a
   partner will resolve all of life's troubles.
3. The Neurotic Need to Restrict One's Life and Remain Inconspicuous
   Individuals with this need prefer to remain unnoticed. They are undemanding and content with little....often
   making their own needs secondary and undervaluing their own talents and abilities.
4. The Need for Power and Control Over Others
   Individuals with this need seek power for its own sake.
   They usually praise strength, despise weakness, and will exploit or dominate other people.
   These people fear personal limitations, helplessness, and uncontrollable situations.
5. The Need to Exploit Others
   These individuals view others in terms of what can be gained through association with them.
   People with this need generally pride themselves in their ability to exploit others.
6. The Need for Recognition or Prestige
   Individuals with a need for prestige value themselves in terms of public recognition and acclaim.
   Material possessions, personality characteristics, professional accomplishments, and loved ones are
      evaluated based upon prestige value.....often fear public embarrassment and loss of social status.
7. The Need for Personal Admiration
   Individuals that are narcissistic and have an exaggerated self-perception.
   They want to be admired based on this imagined self-view, not upon how they really are.
8. The Need for Personal Achievement
   These individuals fear failure and feel a constant need to accomplish more than other people
   According to Horney, people push themselves to achieve greater and greater things as a result of basic
      insecurity.
9. The Need for Self-Sufficiency and Independence
   These individuals exhibit a "loner" mentality, distancing themselves from others in order to avoid being tied
      down or dependent upon other people.
10. The Need for Perfection and Unassailability (accuracy)
   These individuals constantly strive for complete infallibility.

ALFRED ADLER

–Proposed theories dealing with birth order and lifestyles
–Most known for the *Inferiority Complex:* believed people were motivated by it
–His views have been called <u>individual psychology</u>

Inferiority Complex:

Compensation:

********** THE HUMANISTIC THEORY **********

Personality not driven by unconscious conflicts and defense against anxiety…
but **by the need to adapt, learn, grow, and excel**

Emphasize the POSITIVE in human nature
*Once people are free from <u>negative situations</u> (abusive relationships) and
<u>negative self-evaluations</u> (I'm stupid)…they can make life-enhancing choices*

GORDON ALLPORT

Traits:

Trait Theory:

1. Central Traits:

2. Secondary Traits:

3. Cardinal Traits:

CARL ROGERS

Fully Functioning Person:

Phenomenal field: Our psychological reality, composed of one's perceptions and feelings

We respond to this subjective (biased) perception not to the objective reality

　That's why a grade of a C will shock someone who always gets As but make someone who is failing happy...both are reacting to their
　　　subjective phenomenal fields

Everyone has the capacity for growth in a supportive and nurturing environment

Problems with Humanists: Fuzzy areas in theories...can't be tested...

Positive Psychology:

Abraham Maslow's Hierarchy of Needs

********** THE SOCIAL COGNITIVE THEORY **********

Strength: Emphasis on solid research
Not as comprehensive as psychodynamic or humanists
Examine specific influences on personality

ALBERT BANDURA
Personalities are shaped by the interaction with others

Not just driven by <u>inner forces</u> or <u>environment influences</u>........but also by our **expectations of how our
　actions might affect other people, the environment, and ourselves.**

A distinctive feature of the human personality is the ability to see the consequences of our behavior

　Ex: We don't have to yell 'fire' in a crowded theater to know what would happen if we did

Observational learning:

Reciprocal Determinism:

Example: If you like psychology in music, your interest (a cognition) might lead you to spend time at concerts (environment)
　　interacting with other music fans (behavior)

JULIAN ROTTER

Behavior functions is related to our sense of personal power…or **locus of control**

Critics of Cognitive:
Puts too much emphasis on rational information processing…ignore emotions and unconscious
Recent cognitive psychologists have included these areas

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Key Question:

Core Concept:

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Temperaments, Traits, and Types

Temperaments:

Traits:

Types:

HIPPOCRATES' FOUR TEMPERAMENTS:

A person's temperament resulted from the balance of four humors (fluids) secreted by the body

1. A sanguine/cheerful temperament characterized by strong, warm blood
2. A choleric (angry) temperament came from yellow bile from the liver
3. Melancholic temperament came from black bile from the liver
4. Phlegmatic temperament, cool, slow, unemotional, came from phlegm/mucus

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Temperament Theories

Temperament:
 –Inherited personality disposition
 –Apparent in early childhood
 –Establish tempo and mood of the individual's behavior
  Temperament does NOT determine personality…but contributes to it

TRAIT THEORIES

Trait theorists believe we can describe people's personalities by specifying their main characteristics or traits.

Traits: more specific characteristics of personality, such as 'cautious'

Nomothetic approach. Theorists that believe that the same basic set of traits can be used to describe all people's personalities

Hans Eyesenck- believed could classify all people along introversion-extraversion scale and a stable-unstable scale

Raymond Cattell- 16PF (personality factor) 16 basic traits in all people in varying degrees

Five-Factor Theory: Trait perspective that suggests that personality is composed of fundamental personality dimensions

Seems to be valid across cultures…the same five factors stand out in many cultures

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Big Five Personality Factors
(Five Factor Theory)

1. **Extraversion:** energy, positive emotions, tendency to seek stimulation and the company of others.
2. **Conscientiousness:** tendency to show self-discipline, act dutifully, and aim for achievement; planned rather than spontaneous behavior.
3. **Agreeableness:** tendency to be compassionate and cooperative rather than suspicious and hostile towards others.
4. **Openness to Experience**: appreciation for art, emotion, adventure, unusual ideas, imagination, and curiosity.
5. **Neuroticism:** tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, or vulnerability; sometimes called emotional instability.

Trait Theory Tests

MMPI-2: Minnesota Multiphasic Personality Inventory
  Used to measure serious mental problems (depression, schizophrenia) and not enduring personality traits
  The test has four 'lie scales' that signal to deter faking a good or bad score

Reliability:

Validity:

Person-situation Controversy:

Walter Mischel: proposed the theory…said people behave far less consistently from one situation to the other than they believe

Sees behavior as
1. a <u>function of the situation</u> 2. the individual's <u>interpretation of the situation</u>, and 3. <u>personality</u>

TYPE THEORIES

Types: clusters of traits….. that are found in essentially the same pattern in many people

Myers-Briggs Type Indicator:

Used in college, career centers, businesses, relationship counseling
1. The only objective measure of personality based on Jung's type theory
2. One of the most widely used psychological instruments

Cons: Research shows that the test may be unreliable…one study showed fewer than half of those tested
      had exactly the same type when retested five weeks later
Pros: May revel new avenues to explore, such as new career possibilities that may never have come to the
      individual's attention
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Key Question:

Core Concept:

_____

Implicit Personality theories:

Ex: If you were romantically hurt by someone you considered attractive but who could not make a
      commitment, you may judge other attractive people to be untrustworthy

Fundamental Attribution Error:

How does culture impact personality?
    Personality is a Western invention
    Many differences are related to the difference between <u>individualistic</u> and <u>collective</u> cultures

Cultural differences:
Status of age groups: the elderly are more respected in non-western cultures
Romantic love: Assumption that romantic love should be the basis for marriage is a fairly recent
European invention…
Stoicism: Asian cultures teach people to suppress the expression of intense feelings…Euro-Americans
more expressive …..an ancient Greek school of philosophy that asserted that happiness can only be achieved by accepting
life's ups and downs as the products of unalterable destiny.
Locus of Control: People in industrialized nations have more of an internal locus of control than those
in developing nations
Distinction between thinking and feeling: Many cultures do not make a strong distinction between
thoughts and emotions ..Americans do

Think about this.....
   When you try to understand another person's actions, do you consider...
      1. the situation, (as Mischel says)
      2. the person's inner needs, drives, motives, emotions (as psychodynamic theories say)
      3. or the person's basic personality characteristics (as the trait and type theories say)

Han's Eysenck's Theory

Examined two dimensions of *temperament*

1. Neuroticism:

2. Extraversion-Introversion:

Eclectic: