Bell Ringer 3.19.2013

- **Objective:** *SWBAT define personality and explain theories of personality.*
- In your own words, briefly describe “personality.”
- Is personality stable or does it change? Why do you think that?
- **Spring break assignment:**
  Mod. 55-58 (pgs. 725 – 778)

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**Unit 11: Personality**

AP Psychology
Ms. Desgroisellier

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**Key Ideas:**

- Biological/evolutionary theories of personality
- Psychoanalytic/psychodynamic theories of personality
- Humanistic theories of personalities
- Behavioral theory – operant conditioning
- Cognitive theories of personalities
- Trait theories of personality
- Assessment techniques
- Self-concept and self-esteem

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**Personality Theories & Approaches**

- **Personality:** a set of unique behaviors, attitudes, and emotions that characterize a particular individual.

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**Personality Theories & Approaches**

- **Idiographic methods:** personality techniques that look at the individual, such as case studies, interviews, and naturalistic observations.

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**Personality Theories & Approaches**

- **Nomothetic methods:** personality techniques such as tests, surveys, and observations that focus on variables at the group level, identifying universal trait dimensions or relationships between different aspects of personality.
**Biological & Evolutionary Personality Theories**

- **Biological approach**: examines the extent to which heredity determines our personality.
- **Temperament**: an infant’s natural disposition includes sensitivity, activity levels, prevailing mood, irritability, and adaptability.

- Heritability estimates from twin and adoption studies suggest that both heredity and environment have about equal roles in determining at least some of our personality characteristics.

- Evolutionary psychologist David Buss attributes the universality of basic personality traits to natural selection because traits such as extraversion and agreeableness ensure physical survival and reproduction of the species.

**Psychoanalytic/Psychodynamic Approach**

- **Sigmund Freud**
- Three levels of the mind:
  - **Conscious**: includes everything we are aware of.
  - **Preconscious**: contains information and feelings we can easily recall.
  - **Unconscious**: contains wishes, impulses, memories, and feelings generally inaccessible to conscious.

- Three major systems of personality:
  - **Id** (in unconscious): contains everything psychological that is inherited and psychic energy that powers all three systems.
  - Id is “Give me, I want,” irrational, self-centered.
  - Guided by the **pleasure principle**.
Psychoanalytic/Psychodynamic Approach

- **Ego** (partly conscious, partly unconscious): mediates between instinctual needs and conditions of the environment to maintain our life and ensure species live on.
  - Guided by the **reality principle**.

- **Superego** (partly conscious, partly unconscious): composed of the conscience that punishes us by making us feel guilty, and the ego-ideal that rewards us by making us feel proud of ourselves.

- **Defense mechanisms**: extreme measures protect the ego from threats.
  - Operate unconsciously and deny, falsify, or distort reality.

- **Repression**: unconscious forgetting; the pushing away of threatening thoughts, feelings, and memories into the unconscious mind.
  - the most frequently used and powerful defense mechanism
  - e.g. People who have been abused may deny having it ever happening because they have repressed the memories.

- **Regression**: retreat to an earlier level of development characterized by more immature, pleasurable behavior.
  - Again, in abused victims, they may act child-like in reaction to the abuse.

- **Rationalization**: making unconscious excuses; offering socially acceptable reasons for our inappropriate behavior.
  - e.g. “I got an F in psychology because it’s such a hard class! I’m just not ready for college level work”
**Psychoanalytic/Psychodynamic Approach**

- **Projection**: attributing our own undesirable thoughts, feelings, or actions to others.
  - e.g. When you’re mad at your friend, you might think they’re verbally attacking you when you have a conversation.

- **Displacement**: shifting unacceptable thoughts, feelings, or actions from a more threatening person or object to another less threatening person or object.
  - e.g. Punching the wall when you’re angry.

- **Reaction formation**: acting in a manner exactly opposite to our true feelings.
  - e.g. You’re sad that your grandmother passed away, but you are acting happy-go-lucky.

- **Sublimation**: the redirection of unacceptable sexual or aggressive impulses into more socially acceptable behaviors.
  - e.g. You have a lot of anger, so you take up boxing.

**Freud’s Psychosexual Theory of Development**

- Sequential and discontinuous stages with changing erogenous zone and conflict in each stage.
- If the conflict is not successfully resolved, the result is fixation.
  - Fill in your table with the following pieces of information:
    - Where our pleasure is centered.
    - What conflict we have to overcome.
    - What happens if we have too much pleasure.
    - What happens if we have too little pleasure.
**Freud's Psychosexual Theory of Development**

- **Stage**: Oral
- **Pleasure**: sucking
- **Conflict**: Weaning from the bottle or breast
- **Too much**: Oral-dependent personalities are gullible, overeaters, and passive.
- **Not enough**: Oral-aggressive personalities are sarcastic and argumentative.

- **Stage**: Anal
- **Pleasure**: holding in or letting go feces
- **Conflict**: Toilet training
- **Too much**: Anal-retentive personalities are orderly, obsessively neat, stingy, and stubborn.
- **Too little**: Anal-expulsive personalities are messy, disorganized, and lose their temper.

- **Stage**: Phallic
- **Pleasure**: self-stimulation of genitals
- **Conflict**: Castration anxiety or penis envy
- **Too much**: Healthy resolution of the Oedipal/Electra complex results in identification with the same sex parent.
- **Too little**: homosexuality or relationship problems.

- **Stage**: Latency
- **Pleasure**: accomplishments
- **Conflict**: suppressed sexuality
- **Too little**: If accomplishments fall short of expectations, feelings of inferiority develop.

- **Stage**: Genital stage
  - Adolescence to adulthood
  - **Pleasure**: intercourse and intimacy with another person.
  - **No conflict to resolve** – this is the final stage.

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**Carl Jung's Analytic Theory**

- **Analytic theory** emphasizes the influence of our evolutionary past on our personality with the collective unconscious.
- **Collective unconscious**: the powerful and influential system that contains universal memories and ideas that all people have inherited from ancestors over the course of evolution.
Carl Jung’s Analytic Theory

- **Archetypes**: inherited memories or common themes found in all cultures, religions, and literature, both ancient and modern.
- **Individuation**: psychological process by which we become an individual. —A unified whole, including conscious and unconscious processes.

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- **Objective**: SWBAT define personality and explain theories of personality.
- **Briefly describe one of the following systems:**
  - Stages of consciousness
  - Parts of personality
  - Psychosexual stages of development
- **Spring break assignment:**
  Mod. 55-58 (pgs. 725 – 778)

Alfred Adler’s Individual Psychology

- Emphasizes **social interest** as the primary determinant of personality.
- We strive for superiority and try to compensate for inferiority complexes.

Karen Horney’s Psychoanalytic Theory

- Horney attacked Freud’s male bias and suggested the male counterpart for penis envy is womb envy.
- She thought females were more envious of the male’s **social status**.

Humanistic Theory

- Humans are born good and strive for positive personal growth.
- Abraham Maslow emphasized the goal of self-actualization – reaching toward the best person we can be.

Humanistic Theory

- Carl Rogers’s self-theory or the view that the individual’s self-concept is formed by society’s conditions of worth and the need for unconditional positive regard – acceptance and love from others independent of how we behave.
Behavioral Approach

• According to Skinner, our history of reinforcement shapes our behavior, which is our personality.

Cognitive & Social Cognitive/Social-Learning Approach

• Cognitive theories say human nature is basically neutral and we are shaped by our perceptions of the world.
• George Kelly’s personal construct theory looks at how we develop bipolar mental constructs to judge and predict others’ behavior.

Cognitive & Social Cognitive/Social-Learning Approach

• Social cognitive/social-learning theories stress the interaction of thinking with learning experiences in a social environment.

Cognitive & Social Cognitive/Social-Learning Approach

• Albert Bandura’s reciprocal determinism states that three types of factors all affect one another in explaining our behavior:
  • personality characteristics and cognitive processes
  • the nature, frequency, and intensity of actions
  • stimuli from the social or physical environment, and reinforcement contingencies.

Cognitive & Social Cognitive/Social-Learning Approach

• Self-efficacy is our belief that we can perform behaviors that are necessary to accomplish tasks and that we are competent.

Cognitive & Social Cognitive/Social-Learning Approach

• Collective efficacy: our perception that with collaborative effort our group will obtain its desired outcome.
• Research studies indicate high self-efficacy is more beneficial in individualistic societies and high collective efficacy in collectivistic societies for achievement of group goals.
### Cognitive & Social Cognitive/Social-Learning Approach

- Julian Rotter’s **locus of control** is the degree to which we expect that a reinforcement or outcome of our behavior is contingent on our own behavior or personal characteristics (**internal locus of control**), as opposed to the degree to which we expect that a reinforcement or a function of luck or fate, is under the control of others, or is unpredictable (**external locus of control**).

### Trait Theory

- **Trait:** a relatively permanent characteristic of our personality that can be used to predict our behavior.

### Cognitive & Social Cognitive/Social-Learning Approach

- Walter Mischel developed a **cognitive-affective personality system** (CAPS). Interaction among five factors (our encoding strategies, our expectancies, and beliefs, our goals and values, our feelings, and our personal competencies and self-regulatory processes) and characteristics of the situation account for our individual differences.

### Trait Theory

- Gordon Allport’s trait theory proposed three levels of traits:
  - **Cardinal trait:** defining characteristic, in a small number of us, that dominates and shapes all of our behavior.
  - **Central trait:** general characteristic, between 5 and 10 of these shape much of our behavior.

### Trait Theory

- Gordon Allport’s trait theory proposed three levels of traits:
  - **Secondary trait:** a characteristic apparent in only certain situations. Our unique pattern of traits determines our behavior.

### Trait Theory

- Hans Eysenck – three genetically influenced dimensions describe personality.
  - **Extroversion:** measures our sociability and tendency to pay attention to the external environment, as opposed to our private mental experiences.
### Trait Theory

- Hans Eysenck – three genetically influenced dimensions describe personality.
  - **Neuroticism**: measures our level of instability – how moody, anxious, and unreliable we are – as opposed to stability – how calm, even-tempered, and reliable we are.

- Raymond Cattell studies surface traits – hundreds of visible areas of personality.
  - Sixteen basic traits, source traits, underlying personality characteristics.
  - Sixteen Personality Factor Questionnaire, yields trait profiles of personality.

- Paul Costa and Robert McCrae used factor analysis to identify five broad dimensions of personality.
  - **Openness**
  - **Conscientiousness**
  - **Extraversion**
  - **Agreeableness**
  - **Neuroticism**

### Personality Assessments

- **Unstructured interviews**: involve informal conversation centered on the individual.
- **Structured interviews**: involve the interviewer posing a series of planned questions that the interviewee answers.
Personality Assessments

- **Halo effect**: tendency to generalize a favorable impression to unrelated dimensions of the subject's personality.
- **Behavioral assessments**: record the frequency of specific behaviors in an observation.

Personality Assessments

- **Hawthorn effect**: when people know they are being observed, they change their behavior to what they think the observer expects or to make themselves look good.

Personality Assessments

- **Projective personality tests**: presenting ambiguous stimuli, such as inkblots or pictures, with the assumption that test takers will project their unconscious thoughts or feelings onto the stimuli.
  - e.g. Rorschach inkblot test
  - e.g. Thematic Apperception Test

Personality Assessments

- **Rorschach inkblot test**

Personality Assessments

- **Thematic Apperception Test**
Personality Assessments

- **Self-report methods**: involve answering a series of questions, such as personality questionnaire, or supplying information about himself or herself.
  - The most common personality assessment techniques

Personality Assessments

- Jung’s personality types are measured by the Myers-Briggs Type Indicator.
- Cattell’s personality traits are measured by the 16 PF.
- Rotter’s locus of control is measured by the Internal-External Locus of Control Scale.

Personality Assessments

- Maslow’s self-actualization is measured by the Personal Orientation Inventory.
- Rogers’s congruence between the actual self and ideal self is measured by the Q-Sort.

Personality Assessments

- MMPI-2 (Minnesota Multiphasic Personality Inventory-2): 567 true-false items
  - Patterns of responses reveal personality dimensions.

Personality Assessments

- NEO Personality Inventory (NEO-PI) and the Big Five Questionnaire (BFQ) – assess personality based on the five-factor model in health people; used in cross-cultural research.

Self-Concept & Esteem

- **Self-concept**: our overall view of our abilities, behavior, and personality.
- **Self-esteem**: one part of our self-concept or how we evaluate ourselves.
Bell Ringer 3.21.2013

- **Objective:** *SWBAT define personality and explain theories of personality.*
- **Briefly explain THREE types of personality tests.**

Myers-Briggs

- Download the Excel spreadsheet from the school website (under homework)
- Answer “A” or “B” for each question.
- Click the “results” tab at the bottom when you’re done.
- Complete your analysis!

Unit 11: Quiz

- Minnesota Multiphasic Personality Inventory (MMPI)
- Rorschach Inkblot Test
- Thematic Apperception Test (TAT)
- The Big Five
- Temperament

Unit 11: Quiz

- Id
- Ego
- Superego
- Traits
- Self-efficacy

Unit 11: Quiz

- Hans Selye
- Personality tests
- Projective
- Interviews
- Inventories
- Observations

Unit 11: Quiz

- Locus of control
- Freud’s view of personality
- Defense mechanisms
- Reaction formation
- Projection