Personality

Personality from Various Perspectives

Personality: the unique and relatively stable ways in which people think, feel, and behave

Character: value judgments made about a person’s moral and ethical behavior

Temperament: the enduring characteristics with which each person is born

Four Perspectives in Study of Personality

Personality from Various Perspectives

Psychodynamic Perspective

Behaviorist Perspective

Humanistic Perspective

Trait Perspective

Sigmund Freud

the psychoanalytic movement in psychology.

Europe during the Victorian Age

Men were supposedly unable to control their “animal” desires; a good Victorian husband would father several children with his wife and then turn to a mistress for sexual comfort, leaving his virtuous wife untouched.

Women were not supposed to have sexual urges.

Divisions of Consciousness (1 of 2)

Freud’s View of the Mind and Psychodynamic Theory

Preconscious mind: level of the mind in which information is available but not currently conscious

Conscious mind: level of the mind that is aware of immediate surroundings and perceptions

Divisions of Consciousness (2 of 2)

Freud’s View of the Mind and Psychodynamic Theory

Unconscious mind: level of the mind in which thoughts, feelings, memories, and other information that are not easily or voluntarily brought into consciousness are kept

Can be revealed in dreams and Freudian slips of the tongue

**Figure 11.1:** Freud’s Conception of the Personality

Freud’s Theory: Parts of Personality (1 of 3)

Freud’s View of the Mind and Psychodynamic Theory

Id: part of the personality present at birth; completely unconscious

Libido: the instinctual energy that may come into conflict with the demands of a society’s standards for behavior

Pleasure principle: the principle by which the id functions; the immediate satisfaction of needs without regard for the consequences

Freud’s Theory: Parts of Personality (2 of 3)

Freud’s View of the Mind and Psychodynamic Theory

Ego: part of the personality that develops out of a need to deal with reality; mostly conscious, rational, and logical

Reality principle: the principle by which the ego functions; the satisfaction of the demands of the id only when negative consequences will not result

Freud’s Theory: Parts of Personality (3 of 3)

Freud’s View of the Mind and Psychodynamic Theory

Superego: part of the personality that acts as a moral center

Ego ideal: part of the superego that contains the standards for moral behavior

Conscience: part of the superego that produces pride or guilt, depending on how well behavior matches or does not match the ego ideal

Defense Mechanisms (1 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Psychological defense mechanisms: unconscious distortions of a person’s perception of reality that reduce stress and anxiety

Denial: a person’s refusal to acknowledge or recognize a threatening situation

Defense Mechanisms (2 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Repression: the person refuses to consciously remember a threatening or unacceptable event, instead pushing those events into the unconscious mind

Rationalization: the person invents acceptable excuses for unacceptable behavior

Defense Mechanisms (3 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Projection: unacceptable or threatening impulses or feelings are seen as originating with someone else—usually the target of the impulses or feelings

Defense Mechanisms (4 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Reaction formation: the person forms an emotional or behavioral reaction opposite to the way he or she really feels in order to keep those true feelings hidden from self and others

Displacement: the redirection of feelings from a threatening target to a less threatening one

Defense Mechanisms (5 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Regression: the person falls back on childlike patterns of responding in reaction to stressful situations

Identification: the person tries to become like someone else to deal with anxiety

Defense Mechanisms (6 of 6)

Freud’s View of the Mind and Psychodynamic Theory

Compensation (substitution): the person makes up for deficiencies in one area by becoming superior in another area

Sublimation: channeling socially unacceptable impulses and urges into socially acceptable behavior

Table 11.1: The Psychological Defense Mechanisms

Freud’s Theory: Stages of Personality Development (1 of 5)

Learning Objective 11.2: Freud’s View of the Mind and Psychodynamic Theory

Fixation: if the person does not fully resolve the conflict in a particular psychosexual stage, it will result in personality traits and behaviors associated with that earlier stage

Psychosexual stages: five stages of personality development proposed by Freud and tied to the sexual development of the child

Freud’s Theory: Stages of Personality Development (2 of 5)

Learning Objective 11.2: Freud’s View of the Mind and Psychodynamic Theory

Oral stage: the first stage, occurring in the first year of life, in which the mouth is the erogenous zone and weaning is the primary conflict; the id dominates

Freud’s Theory: Stages of Personality Development (3 of 5)

Learning Objective 11.2: Freud’s View of the Mind and Psychodynamic Theory

Anal stage: the second stage, occurring between about one and three years of age; the anus is the erogenous zone and toilet training is the source of conflict; the ego develops

Anal-expulsive personality: a person fixated in the anal stage who is messy, destructive, and hostile

Anal-retentive personality: a person fixated in the anal stage who is neat, fussy, stingy, and stubborn

Freud’s Theory: Stages of Personality Development (4 of 5)

Learning Objective 11.2: Freud’s View of the Mind and Psychodynamic Theory

Phallic stage: the third stage, occurring from about three to six years of age; the child discovers sexual feelings; the superego develops

Oedipus complex: a situation occurring in the phallic stage in which a male child develops a sexual attraction to the opposite-sex parent and jealousy of the same-sex parent

Electra complex: a similar process for girls

Freud’s Theory: Stages of Personality Development (5 of 5)

Learning Objective 11.2: Freud’s View of the Mind and Psychodynamic Theory

Latency stage: the fourth stage, occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways

Genital stage: during and after puberty, sexual feelings reawaken with appropriate targets

Neo-Freudians (1 of 2)

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Neo-Freudians: followers of Freud who developed their own competing theories of psychoanalysis

Neo-Freudians (2 of 2)

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Jung: developed a theory including both a personal and a collective unconscious

Personal unconscious: Jung’s name for the unconscious mind as described by Freud

Collective unconscious: the memories shared by all members of the human species

Archetypes: collective, universal human memories

Neo-Freudians: Alder

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Adler proposed that feelings of inferiority are the driving force behind personality.

Developed birth order theory

Firstborn children feel inferior to younger children who receive attention; they become overachievers.

Middle children feel superior to dethroned older children, as well as younger children; they tend to be very competitive.

Younger children feel inferior because they don’t have the freedom or responsibility of older children.

Neo-Freudians: Horney

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Horney: developed a theory based on basic anxiety; rejected the concept of penis envy

Basic anxiety: anxiety created when a child is born into the bigger and more powerful world of older children and adults

Neurotic personalities: the result of less-secure upbringings and paired with maladaptive ways of dealing with relationships

Neo-Freudians: Erikson

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Erikson developed a theory based on social rather than sexual relationships, covering the entire life span.

Modern Psychoanalytic Theory

Learning Objective 11.3: Neo-Freudians and Modern Psychodynamic Theory

Current research has found support for:

Defense mechanisms

The concept of an unconscious mind that can influence conscious behavior

Other Freudian concepts cannot be scientifically researched.

Freud based his diagnoses on interpretation of dreams and free association.

The Behaviorist View

Learning Objective 11.4: Learning Theories of Personality

Behaviorists define personality as a set of learned responses or habits.

Habit: well-learned response that has become automatic

The Social Cognitive View

Learning Objective 11.4: Learning Theories of Personality

Social cognitive learning theorists emphasize the importance of:

The influences of other people’s behavior

The influence of a person’s own expectancies on learning

Social cognitive view: learning theory that includes cognitive processes such as anticipating, judging, memory, and imitating of models

Reciprocal Determinism

Learning Objective 11.4: Learning Theories of Personality

Reciprocal determinism: Bandura’s explanation of how the factors of environment, personal characteristics, and behavior can interact to determine future behavior

Self-efficacy: an individual’s perception of how effective a behavior will be in any particular circumstance; not the same as self-esteem

**Figure 11.2:** Reciprocal Determinism

Behaviorism and Personality (1 of 2)

Learning Objective 11.4: Learning Theories of Personality

Rotter’s Social Learning Theory

Locus of control

Expectancy

Behaviorism and Personality (2 of 2)

Learning Objective 11.5: Strengths and Limitations of the Social Cognitive View of Personality

Behaviorism as an explanation of the formation of personality has its limitations.

Doesn’t take into account mental processes

Doesn’t give weight to social influences

The social cognitive view of personality does include social and mental processes.

Humanistic Theories of Personality

Learning Objective 11.6: How Humanists Explain Personality

Humanistic perspective: the “third force” in psychology

Focuses on those aspects of personality that make people uniquely human, such as subjective feelings and freedom of choice

Developed as a reaction against the negativity of psychoanalysis and the deterministic nature of behaviorism

Rogers’s Theory of Personality (1 of 5)

Learning Objective 11.6: How Humanists Explain Personality

Self-actualizing tendency: the striving to fulfill one’s innate capacities and capabilities

Self-concept: the image of oneself that develops from interactions with important, significant people in one’s life

Self-archetype that works with the ego to manage other archetypes and balance the personality

Rogers’s Theory of Personality (2 of 5)

Learning Objective 11.6: How Humanists Explain Personality

Real self: one’s perception of actual characteristics, traits, and abilities

Ideal self: one’s perception of the person one should be or would like to be

**Figure 11.3:** Real and Ideal Selves

Rogers’s Theory of Personality (3 of 5)

Learning Objective 11.6: How Humanists Explain Personality

Positive regard: warmth, affection, love, and respect that come from significant people in one’s life

Unconditional positive regard: positive regard that is given without conditions or strings attached

Conditional positive regard: positive regard that is given only when the person is doing what the providers of positive regard wish

Rogers’s Theory of Personality (4 of 5)

Learning Objective 11.6: How Humanists Explain Personality

Fully functioning person: a person who is in touch with and trusting of the deepest, innermost urges and feelings

Current Thought on the Humanistic Perspective

The picture is a little too rosy.

Very difficult to test scientifically

The connection to “positive psychology”

Rogers’s Theory of Personality (5 of 5)

Learning Objective 11.7: Strengths and Limitations of the Humanistic View of Personality

Positive psychology has roots in humanistic psychology.

They share a focus on human potential, strengths, and positive aspects of being human.

Trait Theories of Personality (1 of 3)

Learning Objective 11.8: The Trait Perspective of Personality

Trait theories: theories that endeavor to describe the characteristics that make up human personality in an effort to predict future behavior

Trait: a consistent, enduring way of thinking, feeling, or behaving

Allport first developed a list of about 200 traits; he believed that these traits were part of the nervous system.

Trait Theories of Personality (2 of 3)

Learning Objective 11.8: The Trait Perspective of Personality

Cattell reduced the number of traits to between sixteen and twenty-three with a computer method called factor analysis.

Developed the 16PF test

Trait Theories of Personality (3 of 3)

Learning Objective 11.8: The Trait Perspective of Personality

Surface traits: aspects of personality that can easily be seen by other people in the outward actions of a person

Source traits: the more basic traits that underlie the surface traits, forming the core of personality

Example: introversion

dimension of personality in which people tend to withdraw from excessive stimulation

**Figure 11.4:** Cattell’s Self-Report Inventory

The Big Five Theory (1 of 2)

Learning Objective 11.9: The Five-Factor Model and Other Recent Trait Perspectives of Personality

Five-factor model (Big Five): describes five basic trait dimensions

* 1. Openness: willingness to try new things and be open to new experiences
  2. Conscientiousness: the care a person gives to organization and thoughtfulness of others; dependability
  3. Extraversion: one’s need to be with other people

Extraverts: people who are outgoing and sociable

Introverts: people who prefer solitude and dislike being the center of attention

The Big Five Theory (2 of 2)

Learning Objective 11.9: The Five-Factor Model and Other Recent Trait Perspectives of Personality

Five-Factor Model (Big Five) (continued)

* 1. Agreeableness: the emotional style of a person that may range from easygoing, friendly, and likeable to grumpy, crabby, and unpleasant
  2. Neuroticism: degree of emotional instability or stability

Table 11.2: The Big Five

Trait Theories Today (1 of 2)

Learning Objective 11.9: The Five-Factor Model and Other Recent Trait Perspectives of Personality

* Cross-cultural research has found support for the five-factor model of personality traits in a number of different cultures.

Future research will explore the degree to which childrearing practices and heredity may influence the five personality factors.

Trait Theories Today (2 of 2)

Learning Objective 11.9: The Five-Factor Model and Other Recent Trait Perspectives of Personality

Trait–situation interaction: the particular circumstances of any given situation will influence the way in which a trait is expressed

Biology and Personality

Learning Objective 11.10: How Behavioral Geneticists Study Personality

Behavioral genetics: the study of the relationship between heredity and personality

Twin and adoption studies have found support for a genetic influence on many personality traits.

Heritability: how much some trait within a population can be attributed to genetic influences, and the extent to which individual genetic variation impacts differences in observed behavior

**Figure 11.5:** Personalities of Identical and Fraternal Twins

The “Jim” Twins

Learning Objective 11.10: How Behavioral Geneticists Study Personality

James Arthur Springer and James Edward Lewis, otherwise known as the “Jim” twins, were separated shortly after birth and reunited at age thirty-nine; they exhibited many similarities in personality and personal habits.

Cultural Personality

Learning Objective 11.11: Heredity and Cultural Roles in Personality

Four Basic Dimensions of Personality Along Which Cultures May Vary

Individualism/collectivism

Power distance

Masculinity/femininity

Uncertainty avoidance

Cognitive Factors of Stress (1 of 2)

Learning Objective 11.12: Lazarus’s Two-Step Process of Stress

Cognitive appraisal approach (Lazarus): how people think about a stressor determines, at least in part, how stressful that stressor will become

Cognitive Factors of Stress (2 of 2)

Learning Objective 11.12: Lazarus’s Two-Step Process of Stress

Cognitive Appraisal Approach

Primary appraisal: involves estimating the severity of a stressor and classifying it as either a threat or a challenge

Secondary appraisal: involves estimating the resources available to the person for coping with the stressor

**Figure 11.6:** Responses to a Stressor

Stress and Personality (1 of 4)

Learning Objective 11.13: How Personality Influences Coping with Stress

Type A Personality

Ambitious

Time conscious

Extremely hardworking

Tends to have high levels of hostility and anger

Easily annoyed

Type B Personality

Relaxed and laid back

Less driven and competitive than type A

Slow to anger

Stress and Personality (2 of 4)

Learning Objective 11.13: How Personality Influences Coping with Stress

Type C Personality

Pleasant but repressed person

Tends to internalize anger and anxiety

Finds expressing emotions difficult

Higher cancer rates

Stress and Personality (3 of 4)

Learning Objective 11.13: How Personality Influences Coping with Stress

Hardy Personality

Seems to thrive on stress, but lacks the anger and hostility of the Type A personality

Deep sense of commitment to values

Sense of control over their lives

View problems as challenges to be met and answered

**Figure 11.7:** Personality and Coronary Heart Disease

Stress and Personality (4 of 4)

Learning Objective 11.13: How Personality Influences Coping with Stress

Explanatory Styles

Optimists expect positive outcomes.

Pessimists expect negative outcomes.

Optimists are less likely to:

develop learned helplessness

ignore their health

become depressed

Measuring Personality: Interviews

Learning Objective 11.14: Advantages and Disadvantages of Various Measures of Personality

Interview: personality assessment in which the professional asks questions of the client and allows the client to answer, either in a structured or an unstructured fashion

Halo effect: the tendency of an interviewer to allow the positive characteristics of a client to influence assessments of the client’s behavior and statements

Measuring Personality: Behavioral Assessments

Learning Objective 11.14: Advantages and Disadvantages of Various Measures of Personality

Direct observation: the professional observes the client engaged in ordinary, day-to-day behavior in either a clinical or a natural setting

Rating scale: a numerical value is assigned to specific behavior that is listed in the scale

Frequency count: assessment in which the frequency of a particular behavior is counted

Measuring Personality: Personality Inventory

Learning Objective 11.14: Advantages and Disadvantages of Various Measures of Personality

Personality inventory: paper and pencil or computerized test that consists of statements that require a specific, standardized response from the person taking the test

NEO-PI: based on the five-factor model

Myers-Briggs Type Indicator: based on Jung’s theory of personality types

MMPI-2 - designed to detect abnormal behavior or thinking patterns in personality

Measuring Personality: Projective Tests (1 of 3)

ing Objective 11.15: Advantages and Disadvantages to Projective Personality Tests

Rorschach inkblot test: projective test that uses ten inkblots as the ambiguous stimuli

Thematic Apperception Test (T A T): projective test that uses twenty pictures of people in ambiguous situations as the visual stimuli

**Figure 11.8:** Rorschach Inkblot Example

**Figure 11.9:** Thematic Apperception  
Measuring Personality: Projective Tests (2 of 3) Objective 11.15: Advantages and Disadvantages to ective Personality Tests

Projection: defense mechanism involving placing, or “projecting,” one’s own unacceptable thoughts onto others, as if the thoughts actually belonged to those others and not to oneself

Projective tests: personality assessments that present ambiguous visual stimuli to the client and ask the client to respond with whatever comes to mind

Measuring Personality: Projective Tests (3 of 3)

Lening Objective 11.15: Advantages and Disadvantages to Projective Personality Tests

Problems with Projective Tests

They are subjective, relying on concepts and impressions that are only valid within a particular person’s perception, and may be influenced by biases, prejudice, and personal experiences.

With no standard grading scales, projective tests are low in reliability and validity.

Table 11.3: Who Uses What Method?