

Chapter 12: Personality Psychology – Module 12 (.1, .2, .3, .4)

There is no man who is not, at each moment, what he has been and what he will be.

Oscar Wilde

I. General Objective:

The goal of this module is for students to understand various perspectives in personality psychology. Personality psychology emerged, in part, because of Freud's psychoanalytic approach to psychology. Following Freud we will briefly examine the behavioral, humanistic, trait, biological, and social-cognition approaches to personality. Finally, we will end our discussion on personality (and the semester) by looking at how a systems framework can impartially organize the field of personality, and perhaps the entire field of psychology.

II. Resources:

A. Required Reading:

Weiten, W. (2001). Psychology: Themes and Variations, Briefer Version (5th Edition). New York: Brooks/Cole Publishing.
Chapter 12

B. Additional Resources and Materials

Funder, D. (2000). The Personality Puzzle (2nd edition). New York: W. W Norton & Company.

Mayer, J. D. (1998). A systems framework for the field of personality. Psychological Inquiry (9), 118-144.

Myers, D. (2002). Psychology: Myers in modules (6th edition). New York: Worth.

Also

Power point presentation from Myers

Power point presentation from Weiten

My old teaching notes

My notes from personality psychology (both NYC, UNH)

C. Test Bank

20-25 multiple-choice items will be selected from:

Testing Tools, a CD ROM provided by the book publisher.

Other questions will be written by me (also on the CD).

III. Specific Objectives/General Outline

Module 12.1

- A. How is personality defined?
- B. Psychoanalytic perspective

Module 12.2

- C. Behavioral & Social Learning theory perspectives
- D. Humanistic theory

Module 12.3

- E. Trait perspective (and Person/Situation Debate)
- F. Biological perspective
- G. Evolutionary perspective
- H. Cultural Differences

Module 12.4

- I. Systems framework
- J. Zen concept of the self

IV. Detailed Outline

Module 12.1 (Day 1): Power Point Slides 1-27

Objectives: A) How is personality defined? B) Psychoanalytic Perspective

Preparation for class exercise:

To be done on the first day of Module 12:

In our third class on personality we will discuss traits. A questionnaire which assesses Extraversion and Introversion will be distributed. Students will anonymously fill out the Big 5 (E factor - 10 questions). They will do the scoring and hand in their final scores so I can make a distribution. In our third class, when we discuss traits, I will show them the distribution and we will have a class exercise to see how different personality types might design a party.

See Questionnaire 12.1

Key Themes in this chapter:

- Psychology is theoretically diverse*
- Evolves in a sociohistorical context*
- Behavior is shaped by cultural heritage*
- Psychology is empirical*
- Behavior has multiple causes*

A. How is personality defined?

Allport (1937): The dynamic organization within the individual of those psychophysical systems that determine his or her characteristic behavior or thought

Funder (2000): An individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms behind those patterns.

Personality looks at people's consistency to behave in a similar way across situations.

It also looks at "distinctiveness" For example, why people do not act in the same in similar situations.

The text defines personality as an individual's unique constellation of consistent behavioral traits.

As we'll see later Dr. Jack Mayer from our department looks at personality from a systems framework.

There are many perspectives of on personality. Personality is important to psychologists in many different realms: biological influences; development; aspects of learning, motivation, and emotion; disorders of personality; its influence on health; and social influences on personality. Like all of our other modules, we will only touch upon a few perspectives here.

B. Psychoanalytic Views on Personality

Freud wanted psychoanalysis to be a science. The hallmark of a science is determinism. For Freud, psychological determinism was achieved by emphasis on unconscious motivation. He argued that experience of free will was an illusion. The mind was like an iceberg. When floating on the sea, 90% is under water (below consciousness).

I. Structure of Personality

A. Topographical Model:

1. Conscious – Contains what is presently in awareness
 - a. What's happening here and now (I hope!)
2. Preconscious – not presently in awareness, but retrievable

- a. What did you eat for breakfast? What's your dog's name?
3. Unconscious – not in awareness and not retrievable but exert great influence on behavior.
 - a. Hidden feelings toward someone. Certain sexual desires. Forgotten childhood traumatic experience.

Class Exercise: Assessing the Unconscious

Tell me a story with a beginning, middle and an end.

A man and a woman are having dinner in a restaurant. They are conversing and having appear to be having a nice time. Suddenly the woman gets up and runs into the bathroom crying.

B. Structural Model:

1. **The Id.** The original system of personality that is later differentiated into the ego and superego.
 - a. A mass of blind instincts, which has no logical organization – contrary impulses may lie side by side.
 - b. No sense of time – impulses in the Id or those forced into it by repression can remain unaltered for an indefinite period. Thus Freud accounts for persistence of repressed traumatic experiences from childhood into adulthood.
 - c. A moral – It possesses no sense of values and therefore cannot distinguish between good and evil but instead is dominated entirely by the pleasure principle. Its only concern is to discharge tension immediately and return the organism to a comfortably constant and low energy level.
 - d. It is not reality-oriented. It attempts to achieve its aim of obtaining pleasure and avoiding pain by the use of wish fulfillment (primary process) – a hallucinatory experience in which the desire object is present in the form of memory image.
 - i. Nocturnal dream: Freud believed it always-represented fulfillment or attempted fulfillment of a wish.
 - e. Id processes are entirely unconscious and Freud deduced the presence of these unconscious instinctive processes from the study of dreams, free associations, and neurotic and psychotic symptom formation. Called instinct derivatives.

- f. Of all the primitive instincts associated with the Id, sexual and aggressive instincts were the most important. (Socially sanctioned)
 - g. One problem with the Id system is that wish fulfillment by itself is not capable of reducing tension. E.g., the hungry person cannot eat images of food.
 - h. One might say that if the Id were not protected and it was left to its own devices, it would murder itself.
2. **The Ego.** The ego comes into existence because the needs of the organism require appropriate transactions with the objective world of reality. E.g., the person must match his memory image of food with the seeking, finding, and eating of food if hunger tensions are to be eliminated.
- a. The basic distinction between the id and the ego is that the id knows only the subjective reality of the mind whereas the ego distinguishes between things in the mind and things in the external world.
 - b. Accordingly, the ego is said to operate on the basis of the reality principle (secondary process).
 - c. The reality principle asks in effect whether an experience is true or false, that is, whether it has external existence or not, while the pleasure principle is only interested in whether the experience is painful or pleasurable.
 - d. The principle task of the ego is to mediate between the instinctual requirements of the organism and the conditions of the surrounding environment. Its main objective is to maintain the life of the individual and see that the species is reproduced.
 - e. The ego is said to be the executive of personality because it controls the gateways to action. It selects the features of the environment to which it will respond and decides which instincts will be satisfied and in what manner.
 - f. In performing these highly important executive functions, the ego has to try to integrate the often conflicting demands of the Id, the Superego, and the external world. This is a very difficult task and places a great strain on the ego. The capacity of the ego to successfully cope with its three harsh masters (i.e., the id, superego, and the real world) is called ego strength.
 - g. The ego is a logical, well-ordered aspect of personality, as it has to be if it is to function effectively in dealing with reality.

C. Principle Dynamics (Conflicts)

1. Freud believed that people's lives are dominated by conflict. That there are constant battles between the id, ego, and superego. The id wants immediate gratification (eat the ice cream cone). However, since society frowns upon being overweight, the ego steps in and tries to hold the urge. Already you're in conflict. The superego might also jump in and make you feel guilty. It reminds you that you're going on a date Friday night and that your mother helped buy you an expensive outfit.
2. These conflicts are centered on sex and aggression, particularly because the norms governing these behaviors are subtle, and people often get inconsistent messages about what's appropriate.
 - a. These drives cause a lot of confusion
 - b. These drives are thwarted more than other basic biological urges (e.g., Thirst)
 - i. Example: If you're thirsty, you can just go to the fountain. If you're horny, you can't just satisfy your urge whenever you want.

II. Anxiety and Mechanisms of Defense

1. Most conflicts are trivial and are resolved quickly. However, some conflicts can last a long time. These are the conflicts you might not be aware of because they're in your unconscious. These conflicts can produce anxiety that slips to the surface of conscious awareness. This anxiety can be attributed to your ego worrying about:
 - a. The id getting out of control and doing something terrible that leads to severe negative consequences.
 - b. The superego getting out of control and making you feel guilty about a real or imagined transgression.
2. Because anxiety is distressing, people try to rid themselves of this unpleasant emotion any way they can. They use Defense Mechanisms: largely unconscious reactions that protect a person from unpleasant emotions such as anxiety and guilt. These mental maneuvers work through self-deception.

DEFENSE MECHANISMS

- a. **Repression**: Keeping distressing thoughts and feelings buried in the unconscious
 - i. E.g., A woman who is sexually abused by her father has no recollection of the event(s). (Controversial)

- b. **Denial: Motivated negation**. The evasion of disagreeable realities by refusing to acknowledge them and arguing against them.
 - i. E.g., I'm too busy to go for therapy.
 - ii. E.g., Parents of mentally retarded child say son was of a different species, and in the end would be superior (could be escape into reality).

- c. **Rationalization**: Creating false but plausible excuses to justify unacceptable behavior.
 - i. E.g., Jilted lover realizes that boy/girl was no good anyway.
 - ii. E.g., "Sour Grapes", the beautiful girl is too talkative and will lose her figure. (That is, after being rejected on a date)

- d. **Projection**: Attributing one's thoughts, feelings, or motives to another.
 - i. E.g., "You look fat!"
 - ii. E.g., "Why is everyone so angry?" (the person says in a craze)

- e. **Displacement (also Scapegoating)**: Diverting emotional feelings (usually anger) from their original source to a substitute target.
 - i. E.g., After the parent scolds the child, the child takes his or her anger out on a little brother or dog.
 - ii. E.g., Punching a wall.

- f. **Reaction Formation**: Behaving in a way that is exactly the opposite of one's true feelings.
 - i. E.g., My aunt who unconsciously can't stand my cousin spoils her rotten.
 - ii. E.g., A man stating, unsolicited, "The one thing I know is that I'm not gay!"

Empirical Support: Adams, Wright, and Lohr (1996) found that when homophobic men are shown an erotic

videotape depicting homosexual activity, they exhibit sexual arousal not seen in the non-homophobic subjects.

- g. **Regression**: A reversion to immature patterns of behavior.
 - i. E.g., A college student who cries hysterically when he or she fails an exam.
 - ii. E.g., A person who curls up in a ball and looks like a little baby after being yelled at.

- h. **Identification (with hero or aggressor)**: Bolstering self-esteem by forming an imaginary or real alliance with a person or a group. (mostly negative because the person doesn't think for him or herself).
 - i. E.g., A person buys a Porsche with personalized plates to show off his or her status.

- i. **Sublimation**: Where a need cannot be satisfied directly, the individual accepts an alternative goal, which provides a socially acceptable outlet of expression and yields partial satisfactions that are free of guilt feelings. One of the healthiest defense mechanisms (makes civilization possible)
 - i. E.g., Someone who has voyeuristic needs and becomes a photographer, sculptor.
 - ii. E.g., Someone with aggressive needs becomes a surgeon or a butcher.

- j. **Compensation**: The attempt to disguise the presence of a weak or undesirable trait by emphasizing a desirable one. A healthy defense mechanism.
 - i. E.g., A person who is very shy may work very hard in school in order to gain recognition.
 - ii. E.g., An unattractive person becomes an interesting conversationalist (people forget about looks).

- k. **Over Compensation**: Maladaptive attempt to make up for a weakness.
 - i. E.g., An unattractive person becomes a "blabbermouth". Reaction is: "Bad enough you're so ugly, at least be quiet."

Others include: Acting Out, Deliberate Suppression, Fantasy, Compromise Reactions, Substitution, Isolation, and Undoing

Class Exercise (Defense Mechanisms):

What defense mechanisms are being portrayed?

1. John thought that almost everyone but he was cheating on the psychology exam.
2. Lisa was embarrassed when she kept forgetting to make her dentist appointment.
3. After her new baby brother came home from the hospital, the parents discovered Cheryl had dismembered her favorite doll.
4. Chuck became extremely nervous during the exam and started sweating profusely.
5. The student attributed his flunking out of the university to the poor quality of teaching there.
6. Ann smokes a pack of cigarettes a day and insists that cigarette smoking does not increase her chances of getting lung cancer.
7. Jan falls in love with her brother-in-law and deals with it by developing an intense hatred for him.

Answers (potentially arguable):

1. Projection
2. Repression
3. Displacement
4. None
5. Rationalization
6. Denial
7. Reaction Formation

II. Development: Freud's Psychosexual Stages

- A. Freud believed that the basic foundation for a person's personality was laid down by the age of 5. He emphasized how young children deal with their immature but powerful sexual urges (a general term for physical pleasure).
 1. Each stage focuses on where children are focusing their energy during the period.
 2. Psychosexual stages are developmental periods with a characteristic sexual focus that leave their mark on adult personality.

3. Each psychosexual stage has its own developmental challenges. The ways these challenges are handled determines personality.
4. The notion of Fixation plays a key role here. Fixation involves a failure to move forward from one stage to another as expected.
 - i. It can be caused by excessive gratification of needs or by excessive frustration of those needs.

B. Stages of Development

1. Oral Stage

- a. Occurs at a period of time when the baby is almost completely dependent upon his mother, the first year of life.
- b. Such dependency feelings tend to persist throughout life, in spite of later ego development. These dependency feelings are apt to come to the fore whenever the person feels anxious and insecure.
- c. The 2 modes of oral activity: incorporation of food and biting are the prototypes of many later character traits that develop – oral autoeroticism.
- d. Pleasure derived from oral incorporation may be displaced to other modes of incorporation such as the pleasure gained from acquiring knowledge or possession (e.g., TV as mode of oral incorporation).
- e. A gullible person, for example, is one who is fixated at the oral incorporative level of personality – “he will swallow almost anything he is told.”
- f. Biting or oral aggression may be displaced in the form of sarcasm and argumentativeness (e.g., biting criticism).
- g. By displacements and sublimations of various kinds these prototypic models of oral functioning provide the basis for the development of a vast network of interests, attitudes, and character traits.

2. Anal Stage (*put on my skit here*)

- a. When toilet training is initiated, usually during the second year of life, the child has his or her first decisive experience with the external regulation of an instinctual impulse. He or she has to learn to postpone pleasure that comes from the release of their anal tensions.
- b. The particular method of toilet training used by the mother, as well as her feelings concerning defecation, may have far-reaching effects upon the formation of specific traits and values.

- c. If the mother is very strict and repressive in her methods, the child may hold back his feces and become constipated. If this mode generalizes on to other ways of behaving, the child will develop a retentive character. He will be obstinate and stingy.
- d. Or, under the strain of repressive measures, the child may vent rage by expelling their feces at the most inappropriate time. This is the prototype of all kinds of expulsive traits – cruelty, destructiveness, temper tantrums and messy disorderliness (mildest form is gift giving).
- e. On the other hand, if the mother is the type of person who pleads with her child to have a bowel movement and praises her lavishly when they do, the child will develop the notion that the whole activity of producing feces is extremely important. This idea may be the basis for creativity and productivity.

3. Phallic Stage

- a. During this stage (4-5 years old), sexual and aggressive feelings associated with the functioning of the genital organs come into focus.
- b. The pleasures of masturbation and the fantasy life of the child, which accompany autoerotic activity, set the stage for the appearance of the Oedipus complex.
 - i. Oedipus Complex: sexual cathexis for the parent of the opposite sex and a hostile cathexis for the parent of the same sex. The boy wants to possess his mother and remove his father. The girl wants to possess her father and remove her mother.
 - 1. Both sexes begin by loving their mothers because she satisfies their needs and resents their father because he is regarded as a rival for their mother's affection. These feelings persist in the boy but change in the girl.
 - 2. Briefly explain resolution for men (castration anxiety) and women (penis envy).
 - 3. For both men and women, the emergence, development and resolution of the OC are the chief event of the phallic period – it leaves a host of deposits in the personality. E.g., attitudes towards the opposite sex and towards people of authority are largely conditioned by the OC.

4. **Latency** (*not really a stage, sort of an absence of a stage*)
 - a. At about the age of 5, as a result of the repression of sexual conflicts the child enters a latency period, during which impulses tend to be held in a state of repression.
 - b. During this period, the child develops ego functions, e.g., reading, arithmetic, social skills, etc.
 - c. The dynamic changes of adolescence reactivate the pregenital impulses. If these are successfully displaced and sublimated by the ego, the person passes into the final stage of maturity, the genital stage. If not, they remain fixated.

5. **Genital Stage**

- a. The cathexes (attachments) of the pregenital periods (oral, anal, phallic) are narcissistic in character, i.e., the individual obtains gratification from the stimulation and manipulation of their own body and other people are cathected only because they help to provide additional forms of body pleasure to the child.
- b. During adolescence some of this self-love becomes channeled into genuine object choices. The adolescent begins to love others for altruistic motives and not simply for selfish or narcissistic reasons.
- c. Sexual attraction, socialization, group activities, vocational planning, and preparation for marrying and raising a family begin to manifest themselves, so that by the end of adolescence the person has become transformed from a pleasure-seeking narcissistic infant to a reality-oriented somewhat altruistic, socialized adult.
- d. However, it should not be thought that pregenital impulses are entirely displaced by genital ones. Instead the cathexes of the oral, anal, and phallic stages become fused with genital impulses.

There are no sharp breaks or abrupt transitions from one stage to another and the final organization of personality represents contributions from all four stages.

IV. Freud's Research Methods

1. Case studies (idiographic approach)
 - a. He looked for internal consistency.
2. Free Association (came out of talking cure)
3. Dream Analysis

4. Analyzing Resistance
5. Transference

V. Post Freudian Trends in Psychoanalysis

Certain changes in psychoanalysis after Freud's death in 1939 have had a healthy effect in gaining scientific approval for psychoanalytic theory.

1. Ego is not always subservient to the wishes of the Id. Ego Psychology: the ego has its own sources of energy, motives, interests and objectives.
2. A greater emphasis on non-instinctual determinants. Freud placed too little attention on socially acquired features of personality.
3. Direct observation of infants.
4. Inclusion of other variables that can be manipulated or controlled.

VI. Post (neo) Freudians

1. **Carl Jung.** Jung proposed that the unconscious consists of two layers.
 - a. The personal unconscious (same as Freud)
 - b. The collective unconscious: a storehouse of latent memory traces inherited from people's ancestral past.
 - i. Each person shares the CC with the entire human race.
 - ii. We have ancestral memories he called archetypes: emotionally charged images and thought forms that have universal meaning.
 1. Show up in dreams and are often manifested in a culture's use of symbols in art, literature, and religion.
 2. These archetypes show up in many cultures. For example, "mandala" (magic circle) – wholeness of self.
 - c. He is also known to be the first to describe introverts and extraverts
 - i. Introverts are preoccupied with internal world of their own thoughts, feelings and experiences (contemplative, aloof)
 - ii. Extraverts tend to be interested in the external world of people and things (outgoing, talkative, etc.)
2. **Alfred Adler.** Developed "Individual Psychology"
 - a. The foremost source of human motivation is a striving for superiority: a universal drive to adapt, improve oneself, and master life's challenges.

- i. Young children feel weak and helpless in comparison with more competent older children and adults.
- b. He is known for “inferiority complex” exaggerated feelings of weakness and inadequacy. Some compensate (we discussed this), and others over compensate (texts description of Marilyn Monroe)

VII. Freud’s theory is controversial for a multitude of reasons:

1. He argued that behavior is governed by unconscious factors of which they are unaware.
2. Most current researchers contend that Repression rarely occurs. In fact, all too well, traumatic events such as rape and torture haunt survivors who experience unwanted flashbacks. Research shows that high stress and negative emotional events enhance memory (Christianson, 1992; Shobe & Kihlstrom, 1997).
3. He claimed that our adult personalities are shaped by childhood experiences and other factors beyond our control, suggesting that people are not masters of their own minds.
4. He emphasized that people cope with their sexual urges, which offended Victorian conservatives.
5. Freud lacked objectivity (distorted patients stories, etc.)
6. Lack of external corroboration (no other empirical evidence)
7. Post hoc explanations (hard to make predictions)
8. No quantification of data.

VII. Contributions of Freud

1. Importance of developmental stages for adult behavior.
2. Interplay of intrapsychic forces
3. Importance of anxiety and defenses
4. Casual determinism
5. Unconscious motivation
6. Importance of human sexuality and aggression
7. Dream Interpretation
8. Free Association
9. Experimental Heurism
10. Father of Psychotherapy
11. Negative view of human motivation – must control sex and aggression

End, module 12.1

Module 12.2 (Day 2): Power Point Slides: 28-41

Objectives: C) Behavioral and Social learning theory perspectives, D) Humanistic theory

C. Behavioral and Social Learning Theory Perspectives:

I. Behavioral Perspective of Personality

1. **Behaviorism** contends that scientific psychology should study only observable behavior. Behaviorists John Dollard and Neal Miller (1950) translated many Freudian ideas into behavioral terminology. Thus, from the behaviorist perspective, your personality is your behavior.
2. **Philosophical Roots:**
 - a. Empiricism: everything comes from experience.
 - b. Associationism: two things or two ideas or a thing and an idea become mentally associated into one if they are repeatedly experienced close together.
 - c. Hedonism: people and organisms learn in order to seek pleasure and avoid pain. (for larger society)
 - i. Theft, for example, benefits the thief and harms the victim
 - d. Utilitarianism: The best society is the social arrangement that creates the most happiness for the largest amount of people.
3. **Skinner** (operant conditioning)
 - a. He showed little interest on what goes on inside people - Behavior is fully determined by environmental stimuli – could be called environmentalism.
 - b. Viewed personality as a collection of response tendencies that are tied to various stimulus situations.
 - c. Thus, personality is developed through conditioning.
 - i. Continuous life-long journey. We are constantly reinforced and punished for our behaviors.
 - ii. If we try something, like behaving a certain way and receive positive reinforcement, we are likely to repeat that behavior. However, if we do something that is condemning and embarrassing, we are likely not to do it again. (E.g., Clothing).

II. Social Learning Theory Perspective of Personality

1. **Social Learning Theory (Bandura).** Bandura contends that personality is largely shaped through learning, but it's not a mechanical process in which people are passive participants. People seek out and process information about their environment to maximize favorable outcomes.
 - b. **Observational learning:** occurs when an organism's responding is influenced by the observation of others. (Vicarious learning).
 1. E.g., watching your friend in school get yelled at and ridiculed for being late may make you become punctual and more conscientious (avoid negative consequences). Or, if you watch your friend tell a joke and people really laugh at it, you may try it next time (i.e., some are not good joke tellers!)
 2. Model: a person whose behavior is observed by another.
 - a. Both children and adults tend to model people they like or respect (than those they don't like)
 - b. People are more prone to imitate behaviors of those they consider attractive or powerful.
 - c. Model behaviors that have more positive outcomes
 - d. Also when people see similarity between models and themselves (match in personality, per se)
 - c. **Self-efficacy:** one's belief about one's ability to perform behaviors that should lead to positive outcomes.
 1. Perceptions of self-efficacy can influence which challenges people tackle and how well they perform.
 - a. Greater self-efficacy is associated with ability to give up smoking, consistent exercise regimes, coping with pain, better persistence in academic pursuits.

III. Critique of the Behavioral Perspective

1. Depends too much on animal research, which is not generalizable to humans.
2. Make little efforts to integrate biological factors (genetics)
3. Provide a fragmented view by carving personality into S-R bonds.

D. Humanistic Theories of Personality

I. General Definition

Humanistic theory emerged in the 1950's: Theorists critiqued both behavioral and psychodynamic theorists. Humanists claimed they were both dehumanizing. Freudian theory was too focused on primitive drives. Behaviorism criticized for preoccupation with animal research.

Humanists believed a person has within him or her self the vast resources for altering his or her self-concept, attitudes, and self-directed behavior. **Humanism** emphasizes the unique qualities of humans, especially their freedom and their potential for growth. People can rise above their primitive animal heritage and control biological urges and people are largely conscious individuals who are not dominated by unconscious irrational needs and conflicts.

II. Carl Rogers: called his approach: person-centered therapy

- a. Known for the “self” or **self-concept**: a collection of beliefs about one’s own nature, unique qualities, and typical behavior. Rogers believed that we are aware of our self-concept.
- b. The self-concept might be inconsistent with life experiences. This was called **incongruence**: the degree of disparity between one’s self-concept and one’s actual experience.
- c. Rogers attempted to discover conditions that foster the individual’s utilization of their own powers for health and understanding.
 - i. Nondirective counselor responds to troubled person by helping them clarify their own feelings.
 - ii. Therapist has **unconditional positive regard**.
 1. Childhood experiences promote congruence or incongruence between one’s self-concept and one’s experience.
 2. Conditional regard: People will distort more and more of their experiences in order to feel worthy of acceptance from a wider array of people.
 3. Personality changes in psychotherapy: from rigidity and blaming others and not owning feelings to recognizing and accepting feelings and becoming flexible, trustworthy, and capable of change and growth.

4. Goals was to become a fully functioning person:
 - a. More fully open to experience – unafraid of own feelings.
 - b. More existential living - spontaneous, joyful, non-determined, independent
 - c. Increased trust in themselves – competent, more creative.

III. Maslow's Theory of Self-Actualization

A. Maslow studied “prime specimens”. He was interested in “self-actualization” and the criteria for “optimum mental health”. Most people’s mental adjustment leans towards health. Personality theories are based on psychopathology – non-representative samples.

1. Maslow studied: Abe Lincoln, Albert Einstein, William James, Emerson, Walt Whitman, Jane Adams, and Eleanor Roosevelt.
2. Was interested in **Peak Experiences**:
 - a. Ineffability: defies expression
 - b. Noetic Quality: intellectual, truth finding
 - c. Transiency
 - d. Passivity
 - i. Most average people have them. Those with a materialistic or mechanistic view of life try toward off and forget these experiences

B. **Hierarchy of Needs**: a systematic arrangement of needs, according to priority in which basic needs must be met before less basic needs are aroused.

7. Self-Actualization on top (Realization of one's potential)
 6. Aesthetic Needs (Order and Beauty)
 5. Cognitive Needs (Knowledge and Understanding)
 4. Esteem Needs (Achievement and Gaining of Recognition)
 3. Belongingness and Love Needs (Affiliation and Acceptance)
 2. Safety and Security Needs (Long-term Survival and Stability)
 1. Physiological Needs (Hunger, Thirst, etc.)
- (Bottom Up)

- Maslow believed people had a “**need for self-actualization**”
- “*What a man can be, he must be*”

C. **The Healthy Personality**: Self Actualizing Person: People who are exceptionally healthy and marked by continued personal growth.

Characteristics of Self-Actualized People: Page 377.

- Clear, efficient perception of reality and comfortable relations with it.
- Spontaneity, simplicity, and naturalness
- Problem centering (having something outside themselves they must do as a mission)
- Detachment and need for privacy
- Autonomy, independence of culture and environment.
- Continued freshness of appreciation
- Mystical and peak experiences
- Feelings of kinship and identification with the human race.
- Strong friendships, but limited in numbers.
- Democratic character structure
- Ethical discrimination between good and evil
- Philosophical, unhostile sense of humor.
- Balance between polarities in personality.

IV. Flow – Csikszentmihalyi

1. The heart of the phenomenological approach is the conscious experience of being alive, moment-to-moment. Csikszentmihalyi believes that our moment-to-moment experience is what really matters in life. He focuses on optimal experience – what it is and how to achieve it.
 - a. He investigated the experiences of artists, athletes, writers, etc. as they did what they enjoy most.
 - i. The best way for a person to spend his or her time is in autotelic activities (those that are enjoyable for their own sake). This subject experience is called **FLOW**.
 - b. Characteristics of **Flow** are characterized by tremendous concentration, utterly no distractibility, and no thoughts of anything but the activity itself.
 - i. The defining attribute of flow is that it is a focused and ordered state of consciousness that arises when your activity entails a balanced ratio of skills to challenges. It is not the same as happiness or well-being.
 1. If an activity is too difficult or too confusing, you will experience anxiety, worry and frustration. If the activity is too easy, you will experience boredom and anxiety. But when skills and challenges are balanced, you experience flow.

2. The secret is to spend as much time in flow as possible (and that includes staying away from TV)
3. Drawbacks include that it is difficult to interact with someone who is in Flow.

V. Evaluating Humanistic Theory

1. Positive Contributions to Psychology
 - a. Refreshing new perspective
 - b. Self concept is important
 - c. A look at the healthy personality, not just psychopathology.
2. Critiques
 - a. Difficult to test
 - b. Most research is based on case study and personal observations.
 - c. May be unrealistically optimistic
 - d. More experimental research is necessary

End, Module 12.2

Module 12.3 (Day 3): Power Point Slides: 42-55

Objectives: E) Traits (also person/situation debate), F) Biological Perspectives, F) Evolutionary Perspective, H) Cultural Differences

E. Traits

Recall, Freud's theory attempted to explain personality in terms of the dynamics that underlie behavior.

Gordon Allport interviewed Freud in Vienna and discovered how preoccupied Freud was with hidden motives. When he arrived in Freud's office, Freud was silent, waiting for Allport to say something. Allport began by telling a story about a boy who had a dirt phobia on the train. He then described the boy's mother as being well-starched and... made some conclusions.

Freud's reply:

"And was that little boy you?"

Allport, amused by Freud's misunderstanding of his motivation, started a deep train of thought about personality. He began to describe personality in terms of **traits** – people's characteristic behaviors and conscious motives. A trait is a durable disposition to behave in a particular way in a variety of situations.

Meeting Freud taught Allport that psychoanalysis might plunge too deep, and that psychologists might do well to give full recognition to manifest motives

before probing the unconscious. Allport became less concerned with explaining individual traits than with describing them.

I. Exploring Traits

1. Allport and his associate H. S. Odbert (1936) literally counted all the words in an unabridged dictionary with which one could describe people. There were almost 18000 words!
 - c. Factor Analysis
 1. A statistical procedure that has been used to identify clusters of test items that tap the same concept. For example, the Big 5 theorists claim that almost all adjectives can be reduced to NEOAC. Others argue for 16 factors (Cattell) and yet others say there are only 3 (Eysenck).
2. **The Big 5** (Goldberg, 1993; Costa & McCrae, 1992)
 - a. Neuroticism - Stability
 - b. Extraversion-Introversion
 - c. Openness-Closedness
 - d. Agreeableness-Disagreeableness
 - e. Conscientiousness-Carelessness

Class Exercise:

Where do you fall on the Big 5 trait of extraversion in comparison to your classmates? Here, we will go over the 10 questions that the students filled-out the other day (anonymously). I will have collected this information and computed the class mean, etc.

- i. Have been shown to be stable in adulthood (NEO wane a bit in the decades after college) and (AC rise) (McCrae et al., 1999)
- ii. Claim they are 50% heritable (Loehlin et al., 1998)
- iii. They describe other cultures pretty well (McCrae et al., 1998)
- iv. They predict other behaviors. For example, evening types tend to be more extraverted.

Final remarks on Big 5:

1. The Big 5 has been very influential in research throughout the 90's

2. Some argue that other dimensions need to be added, such as self-consciousness, masculinity/femininity, positive/negative emotion and even spirituality.
3. Block (1995) questions the generality of the model. He claims that the higher-order traits that emerge in FA depend to some extent on the exact mix of the much larger set of specific traits that are measured in the first place. Thus it is arbitrary

II. The Person/Situation Controversy

1. Do personality traits really persist over time and across situations? Don't people act differently in various situations?
 - a. Data from 152 long-term studies reveal that personality trait scores, as we saw earlier correlate with scores obtained seven years later as follows (Roberts & DelVecchio, 2000):
 - i. Children = .31
 - ii. Collegians = .54
 - iii. 30-year-olds = .54
 - iv. 50-70 year-olds = .74
 - b. The consistency of specific behaviors from one situation to the next is another story.
 1. Walter Mischel (1968, 1984) found that people don't act with predictable consistency. Perhaps the situation is more important.
 2. Early study with children. Some will cheat in certain situations, but not in others (Hartshorne & May, 1928).
 3. Mischel studied conscientiousness in college students, and being C in one situation does not predict being C in another.
 4. Mischel also found that people's scores on personality tests only mildly predict behaviors. (.30)
 - c. Epstein (1983 a, b) came to the defense and said that your average accuracy over many questions on several tests is more predictable.
 1. That is, your answer to any one question depends on a lot of variables. Thus, your average outgoingness, happiness, or carelessness over many situations is predictable.
 - d. Funder (2001) examined social psychological experiments.
 1. Consider Milgram's classical investigation of obedience, which we discussed in the Social Psychology chapter. Did the situation (presence of the experimenter) have a stronger effect on behavior? The conversion of effect

sizes to correlation coefficients demonstrated similar results .36 - .42, as in personality studies.

- e. Possibly neither the situation nor the personality traits predict behavior. Not the case. They're both important.

III. Evaluating Trait Perspective

1. Situational influences on behavior are important to consider
2. People can easily fake desirable responses.
3. People may not be accurate at describing themselves.

F. Biology and Personality

1. Eysenck's Theory

- a. Personality is determined to a large extent by a person's genes (1967, p. 20).
 - i. Some people can be conditioned more readily than others because of differences in their physiological functioning.
 1. These variations in "conditionability" are assumed to influence the personality traits that people acquire through conditioning processes.
 - a. Introverts tend to have high levels of physiological arousal, which make them more easily conditioned than extraverts. People who condition easily acquire more conditioned inhibitions than others.
 - i. These inhibitions make them more bashful, tentative, and uneasy in social situations. Thus, they become introverted.

2. Behavioral Genetics

- a. Identical twins have been shown to be much more similar than fraternal twins on all of the Big 5 traits (Loehlin, 1992)
 - i. Studies of nearly 13,000 pairs of Swedish twins, of 7,000 Finnish twins, and of 3800 Australian twin pairs: on both extraversion and neuroticism identical twins are more similar than fraternal twins (in Myers, 2001).
- b. Is it the environment, because they are raised together?
 - i. Minnesota study (Tellegen et al., 1988) studied twins who were reared apart, as well as reared together.
 1. Identical twins reared together were more similar on positive emotionality, negative emotionality, and constraint, than fraternal twins reared together.

2. On all three traits, identical twins reared apart were still more similar to each other than were fraternal twins reared together.
 - a. Heritability estimates ranged from 40% to 58
- c. Why then are children raised in the same family environment so different from one another?
 - i. The home is not that homogeneous (Hetherington, Reiss, & Plomin, 1994).
 1. Family members get treated differently because of:
 - a. Gender
 - b. Birth order
 - c. Temperamental differences which evoke different parenting styles

G. Evolutionary Approach to Personality

1. Revisiting evolutionary theory, we can conclude that they assert that personality has a biological basis because natural selection has favored certain traits over the course of human history.
 - a. Concerned with how personality traits and the ability to recognize these traits in others may have contributed to reproductive success and survival.
 - i. Buss (1991, 1995, 1997) argues that Big 5 stand out as important because those traits have had significant adaptive value.
 1. Survival, for example has to do with the ability to bond with others (E), cooperate with others (A), to be innovative (O), and to be able to handle stress well (low N).

H. Cultural Differences in Personality

I. Why Cross Cultural Psychology

A. Psychology largely has been a Western enterprise with a remarkably provincial slant.

1. Research by U. S. middle and upper class white psychologists who have used mostly middle and upper class males as subjects.

2. Findings don't apply to non-western cultures, ethnic minorities or women.

B. It is possible because:

1. Advances in communication, travel and international trade have shrunk the world. -Increased global interdependence, more contact.

C. It is necessary because:

1. Ethical makeup of the Western world has become increasingly diverse multicultural mosaic. Unique experiences of culturally diverse people.
2. More incorporation of cultural factors into theories and research (e.g., politics, gay rights, women's rights, etc.)
3. See differences and similarities among cultural groups. How does culture color one's view of the world?
4. If we can cope with cultural change it might reduce misunderstandings and conflicts.
5. Can help with prejudice, discrimination, and racism.
6. Reduce **Ethnocentrism**: the tendency to view one's own group as superior to others and as the standard for judging the worth of foreign ways.

II. What does the research say?

1. As we discussed earlier, the Big 5 appears to be found in other cultures (around 37 or so). However, even though the traits are replicable in other cultures, do they predict the same behaviors?
2. Some researchers have found cultural differences in the conception of the self.
 - a. American – individualistic
 - i. NYC – Competitive, We want to stand out. Parents teach children to be individuals and self-reliant early in life.
 - ii. Americans tend to define themselves in terms of personal attributes, abilities, etc.
 - b. Asian – Collectivistic or interdependent (fundamental connectedness of people to each other).
 - i. Parents teach children to rely on family and friends, models about accomplishments, i.e., the self is part of a larger social matrix.
 - c. Neither should be romanticized, however.

- i. Individualistic cultures tend to value freedom and equal opportunity but also promote selfishness and greed
 1. Divorce, child neglect, crime, failure to take responsibility for national debt, etc.
- ii. Collectivist cultures, in contrast, more likely to be responsible about the husbanding of their shared resources, but such cultures tend to put little value on personal freedom and make strong distinctions between members of in-groups and out-groups.
 1. Ironically, an individualistic society may be less likely than a collectivistic society to create barriers between groups, because it views the individual as the unit of analysis, rather than the group to which the individual happens to belong.
- iii. Tell my story about my friends in Korea. At the bar, after drinking heavily, the true feelings of one of master's came out. He was jealous of his student who was favored by the head master. Etc...On the surface all of the students appear to get along fabulously. All the masters of various ranks don't appear to have the American "ego" (in the martial arts, anyhow). However, some just want to be the successor, no matter what!

End, Module 12.3

Next, Out last lecture!!!

Module 12.4 (Day 4): Power Point Slides 56-59

Objectives: 1) Systems Framework, 2) Zen and Personality

A. A Systems framework for understanding personality psychology

Today the field of personality psychology lacks a single, integrative framework. What's more, many sub-disciplines in psychology attempt to explain all behavior in terms of their singular perspective. As a consequence, the field appears disorganized and weak. Many disciplines, including personality are hard to teach and explain. For example, personality psychologists have a hard time attracting students and finding funding for their research. Clinical psychologists and psychiatrists, for example, have turned away from personality psychology and toward psychopharmacology for an understanding of the mind (e.g., Kramer, 1993).

Basic review of history of Personality:

The first personality theorists were those belonging to Freud, Jung, Adler, and others (Psychodynamic theories). These were alternative psychologies that dramatically changed psychology from the basic views of Wundt and James.

Allport (1937) and Murray (1938) are generally credited with recognizing that a new academic discipline was emerging, and going some way toward systematizing it.

Allport focused on traits and Murray focused on needs
(again, theories, not frameworks)

Then Sears (1950) divided the study of personality into three topics:(a) the origins of personality, (b) looked at personality structure (parts), and also (c) dynamics (actions/reactions to conflict)

Jensen (1958) made an attempt to systematize individual differences.

Finally, Hall and Lindzey (1957) developed a thorough book on theoretical perspectives, which remains popular till today.

More recently, McAdams (1996) made the distinction between the I (the personal knower) and the me (the part of personality that is the known).

The "I" according to McAdams tells a story about the me. McAdams believes that a person's life story is the best way to understand the person because it provides the richest, most contextualized understanding of him or her. He asks, "What do

we know when we know a person?” But that might be different a different question than “What is personality?”

Even now, the question remains: is personality “the dynamic organization within the individual” (Allport, 1937) or is it the “interpersonal processes occurring in the interpersonal situations (Sullivan, 1953, p. 20).

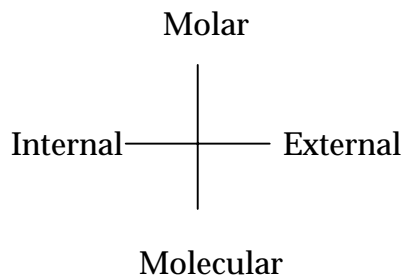
The Systems Framework is impartial to theory and research in the field. It attempts to be “all inclusive.”

The Systems framework provides:

1. Identification (or definition of personality)
2. Components (parts)
3. Organization
4. Incorporates Development

Explanation of the systems framework we'll be presented in a Graphical representation of the life space (after Mayer, Carlsmith, and Chabot, 1998)

Sociological Level	Incorporative area: Socio-cultural groups including and interacting with personality.	
Psychological Level	Internal Personality: <u>Basic Mechanisms:</u> Motivation, Emotion, Cognition <u>Learned Models:</u> The Self, Self in the World, World <u>Traits (themes)</u> (e.g., extraversion) <u>Agencies:</u> (e.g., id, ego, superego) Also... <u>Dynamics</u> (actions and reactions among the parts) (e.g., My extraversion has caused me to be liked by others.)	Interactive area: External individuals and situations interacting with personality.
Biological Level	Biological Life Space: Brain function and relevant biological features supporting and influencing personality.	Situational Elements area Individual features of situations such as settings and props.



Here, personality is examined through these four dimensions:

1. Internal-External continuum (divided by the person's sensorimotor boundary)

Personality begins at the innermost conscious self (James/Freud) and extends to the external world (our interactions and our owned objects)

e.g., we can tell a lot about a person by examining who he or she associates with or by just walking into his or her room.

2. Molecular/Molar continuum (August Comte).

Molecular (small phenomena such as particles/atoms)

For example, Organic chemicals become cells, which become the nervous system, which give rise to psychological processes, which in turn give rise to behavior (and personality).

3. Organismic/Constructed:

We have unlearned biological processes, such as reflexes and survival urges (organismic) and then we have complex knowledge such as algebra and history

4. Time (or Development)

As we have seen, everything develops with time.

As we can see, all of the chapters we discussed can be placed in the diagram to understand personality at advanced levels.

Biological Psychology

Sensation/Perception

Motivation

Emotion

Intelligence (Cognition) & Memory

Learning

Social Psychology

Disorders

(What about the topics we didn't discuss, such as consciousness, stress and coping, etc.)

and, finally, Personality (or Who am I?)

B. The final 15 minutes: A Zen perspective of the Self

Here I will do my “What is this piece of paper demonstration?”

This demonstrates shows students the Zen philosophy of “NO SELF”

All semester we’ve been talking about everything that makes us what and who we are. Now, we’ll see that the self is really an illusion. Perhaps we have never been born and we’ll never die.

Look at this piece of paper. What is this? Look deeply, very deeply. What do you see?

(They’ll need help)

Next, I will burn the piece of paper.

What happened to the piece of paper? Does it still exist? Did it ever exist?

Where is it?

The paper is now a part of me (I inhaled the smoke, absorbed the heat). If I plant the ashes the paper will become part of a beautiful flower that you may pick one day.

The paper has never been born, and it will never die. It just changes form and becomes part of our huge universe.

Just like the information you learned in this class!!! Ha ha!

Semester End.

V. Table of Specifications:

	Objectives	factual	conceptual	total
A.	How is personality defined?		33	1
B.	Psychoanalytic Perspective	44, 54, 61, 64, 72	40, 43, 47, 48, 56, 69	11
C.	Behavioral and Social Learning Perspectives	82, 87	73, 84	4
D.	Humanistic Theory	97, 100	92, 99	4
E.	Trait Perspective (and Person/Situation Debate)	105, 132, 138		3
F.	Biological Perspective	106	108	2
G.	Evolutionary Perspective	152		1
H.	Cultural Differences	154	156	2
I.	Systems Framework	155		1
J.	Zen Concepts in Personality	157		1

VI. Exam Questions:

-See attached.