**CHAPTER 12 – PERSONALITY**

**MODULE 12.1 THE PSYCHODYNAMIC PERSPECTIVE**

After you have mastered the information in this unit, you will be able to:

* Define personality Describe the three levels of consciousness from Freud' theory
* Explain the structures of personality in Freud' theory
* Describe psychological defense mechanisms
* Explain the five stages of psychosexual development in Freud' theory
* Discuss some of the major contributions of other psychodynamic theorists

Key Terms and Concepts:

Personality

Psychoanalytic Theory

Conscious

Preconscious

Unconscious

Id

Ego

Superego

Pleasure Principle

Reality Principle

Defense Mechanisms

Repression

Denial

Reaction Formation

Rationalization

Projection

Sublimation

Regression

Displacement

Erogenous Zone

Fixations

Oral Stage

Anal Stage

Anal-Retentive Personality

Anal-Expulsive Personality

Phallic Stage

Oedipus Complex

Electra Complex

Castration Anxiety

Penis Envy

Latency Stage

Genital Stage

Personal Unconscious

Collective Unconscious

Archetypes

Individual Psychology

Creative Self

Inferiority Complex

Drive for Superiority

Basic Anxiety

Basic Hostility

1. Sigmund Freud: Psychoanalytic Theory
   1. Basics of psychoanalytic theory
      1. Humans have sexual (and aggressive) instincts—for survival
      2. These inborn forces must be balanced with needs of society
      3. Psychoanalytic theory created to explain how this balance is achieved
   2. Levels of consciousness
      1. Mind is like an iceberg; most of mass lies out of range of visible detection
      2. Contains three parts
         1. Conscious—present awareness (tip of iceberg we can see)
         2. Preconscious—stores past experiences and learning (easy to access)
         3. Unconscious—primitive impulses, unacceptable desires, disturbing past experiences (the iceberg mass under the water that we cannot see); not easy to access
   3. The structure of personality—consists of three (hypothetical) mental entities
      1. Id (“it”)
         1. Operates only in unconscious
         2. Only psychic structure present at birth
         3. Contains animal drives, instinctive impulses
         4. Basic energy that fuels our behavior
         5. Functions according to pleasure principle—instant gratification, no regard for other considerations
      2. Ego
         1. Formed during first year of life
         2. Realizes not all instinctual desires will be immediately satisfied
         3. Learns how to cope with frustration, delay of gratification
         4. Operates according to reality principle—satisfy demands in way that is acceptable to society
      3. Superego
         1. Internal moral guardian, conscience
         2. Develops about ages three through five years
         3. Internalizes norms, moral teachings to which we are exposed
         4. Most of superego also unconscious
         5. Judges, evaluates our actions and may impose shame
      4. Ego negotiates (balances) between superego and id
      5. Freud perceived these conflicts (among personality facets) as ongoing
         1. Dynamic (constant challenges, interplay between the three)
         2. Psyche—within the mind (so, “psychodynamic”)
         3. Always out of conscious awareness
   4. Defense mechanisms
      1. Prevent anxiety that would occur if unconscious contents were in awareness
      2. Repression—motivated forgetting (keeping troubling thoughts out of conscious awareness)
      3. Other defense mechanisms: regression, displacement, denial, reaction formation, rationalization, projection, sublimation, regression, and displacement
      4. Defense mechanisms can lead to, or be an attempt to hide, abnormal behavior
   5. Stages of personality development
      1. Psychosexual stages—each characterized by focus on different body parts for sexual pleasure (erogenous zones)
      2. All bodily processes sexual—because necessary for survival
      3. Conflicts at each stage can lead to fixations (being “stuck” in a stage)
      4. Freud’s five psychosexual stages:
         1. Oral stage—0 to 18 months; mouth, sucking
         2. Anal stage—18 months to 3 years; fixation may make one either excessively fastidious or messy
         3. Phallic stage—3 to 6 years; Oedipal, Electra complexes; much influence on personality
         4. Latency stage—6 to 12 years; sexual impulses dormant (says Freud!)
         5. Genital stage—puberty; incestuous desires forsaken
2. Other Psychodynamic Approaches
   1. Common characteristic is emphasis on unconscious conflict
   2. Less sexual, aggressive emphasis, more focus on social relationships, tasks of the ego
   3. Leading neo-Freudians:
      1. Carl Jung—analytical psychology
         1. Broke close ties with Freud
         2. More emphasis on current experiences (vs. early childhood)
         3. Greater emphasis on conscious (vs. unconscious) processes
         4. Have both a personal and a collective unconscious (collective unconscious contains accumulated knowledge of the species—explains cross-cultural similarities)
      2. Alfred Adler—individual psychology
         1. Also broke close ties with Freud
         2. Emphasis on individual’s unique potential
         3. Important role for consciousness—creative self
         4. Proposed concept of inferiority complex, since children start out small, with limited abilities; desire to overcome (drive for superiority)
      3. Karen Horney—early feminine perspective
         1. German physician and early psychoanalyst
         2. Agreed that unconscious conflicts shape personality
         3. Less emphasis on sex, aggression; more on social, cultural forces
         4. Emphasized importance of parent-child relationships
         5. Can move towards, away from, or against others
         6. Opposed Freud’s view of penis envy; females’ inferiority more due to lower social status (and women admirable because of ability to reproduce)
3. Evaluating the Psychodynamic Perspective
   1. Most detailed and comprehensive theory on personality to date
   2. Many terms have become part of everyday vocabulary
   3. Possible greatest contribution—suggesting unconscious forces motivate behavior
   4. Criticisms
      1. Too much emphasis on sexual and aggressive drives
      2. Lack of evidence to support many components (e.g., Oedipal complex, castration anxiety, penis envy)
      3. Theory based largely on only a few case studies
      4. Much of phenomena cannot be tested (or substantiated) scientifically
      5. Is some support for repression, other defense mechanisms (functioning outside of conscious awareness)

**MODULE 12.2 THE TRAIT PERSPECTIVE**

After you have mastered the information in this unit, you will be able to:

* Describe the three types of traits in Allport' model
* Explain Cattell' view on the organization of traits
* Discuss the three traits represented in Eysenck' model of personality
* Describe the "Big Five" model of personality
* Explain the role of genes in personality

Key Terms and Concepts:

Traits

Cardinal Traits

Central Traits

Secondary Traits

Surface Traits

Source Traits

Introversion-Extraversion

Neuroticism

Psychoticism

Five-Factor Model (FFM)

1. The Approach of Trait Theorists
   1. Look at personality to explain behavior
   2. Relatively stable, enduring characteristics are traits
   3. Traits help explain behavior across situations
   4. Traits suggest why people differ with regard to personality
   5. Considerations: How do we measure traits? Are they learned, or inborn?
2. Gordon Allport: A Hierarchy of Traits
   1. Traits are physical entities buried in the brain
   2. Traits occur in a hierarchy
      1. Cardinal traits—highest level; are pervasive throughout personality
      2. Central traits—basic building blocks; influence behavior in most situations
      3. Secondary traits—more superficial (e.g., preferences in clothing, music)
3. Raymond Cattell: Mapping the Personality
   1. Can we distill the traits that truly describe personality?
   2. Two basic levels of traits
      1. Surface traits
         1. We can infer from observations of behavior
         2. Examples are friendliness, helpfulness, emotionality
         3. Surface traits often occur together
         4. These linkages suggest more general, underlying traits
      2. Source traits
         1. Derived from factor analysis
         2. Developed 16 Personality Factor Questionnaire (16PF)
4. Hans Eysenck: A Simpler Trait Model
   1. Constructed a simpler model with three major traits
   2. Eysenck’s traits:
      1. Introversion-extraversion
      2. Neuroticism
      3. Psychoticism
   3. Eysenck Personality Inventory (EPI) measures these traits
   4. Variations in personality are due to biological (neurological) differences
5. The Five-Factor Model of Personality (“Big Five”)
   1. The most widely adopted trait model of personality
   2. Five broad personality factors consistently found in personality research
      1. Neuroticism
      2. Extraversion
      3. Openness
      4. Agreeableness
      5. Conscientiousness
   3. A consolidation and integration of factors previously identified
   4. Good support from cross-cultural studies
   5. Consistency suggests underlying genetic component
   6. Still not the final word regarding basic factors in personality
   7. Can something so rich and varied as personality ever really be captured by broad categories?
6. The Genetic Basis of Traits
   1. Heredity has an important role in shaping personality
   2. Genes are linked to neuroticism, shyness, aggressiveness
   3. Trait of novelty-seeking linked to dopamine gene
   4. Greatest focus is how environment, biology interact (mutually influential)
7. Evaluating the Trait Perspective
   1. Trait perspective has intuitive appeal
   2. Trait terms are commonly used
   3. Trait theories are basis of many personality tests
   4. Criticisms:
      1. Traits label but do not explain behavior
      2. Behavior not at all necessarily stable over time or across situations
      3. Do we need to consider situational factors?
      4. Personality probably an interaction between traits, environment

**MODULE 12.3 THE SOCIAL-COGNITIVE PERSPECTIVE**

After you have mastered the information in this unit, you will be able to:

* Explain expectancies and subjective values
* Describe reciprocal determinism
* Describe situation and personal variables

Key Terms and Concepts:

Social-Cognitive Theory

Expectancies

Subjective Value

Locus of Control

Reciprocal Determinism

Outcome Expectations

Efficacy Expectations

Situation Variables

Person Variables

1. Personality as Resulting from Learned Behaviors
   1. Another view besides Freud’s and that of trait theorists
   2. Personality is learned, like all of behavior
   3. Total experience is history of reinforcements, punishments
   4. Exhibited personality characteristics are those strengthened by family, culture
2. Contemporary Version: Social-Cognitive Theory
   1. Broader view regarding learned behavior
   2. Consider cognitive, social aspects of behavior
   3. Includes expectancies, values, and role of imitation
   4. Humans think about and act on world, not just react to it
3. Julian Rotter: The Locus of Control
   1. To understand personality, know history of reinforcements—and some cognitive aspects
   2. Expectancies—beliefs regarding end result of behavior
   3. Subjective value—personal importance placed on various outcomes
   4. Locus of control—belief regarding source of forces that ultimately determine outcomes
      1. Internal locus of control
         1. Individual believes outcomes are primarily in his or her own hands
         2. “Internals” more likely to succeed in school, cope with pain, recover more quickly from minor surgery
      2. External locus of control—individual believes outcomes are due to forces out of one’s control that one cannot influence
4. Albert Bandura: Reciprocal Determinism and the Role of Expectancies
   1. Reciprocal determinism—cognitions, behaviors, and environmental factors influence each other
   2. Importance of observational learning
   3. Two types of expectancies
      1. Outcome expectations—what we predict about a given behavior
      2. Efficacy expectations—beliefs in one’s ability to perform a behavior
   4. Self-efficacy—belief in personal effectiveness
      1. People high in self-efficacy more likely to choose challenging tasks and to succeed at them
5. Walter Mischel: Situation versus Person Variables
   1. Theoretical model has overlap with Rotter, Bandura
   2. Behavior influenced both by situation and internal personal factors
   3. Person variables
      1. Expectancies, subjective values (same as Rotter’s model)
      2. Competencies—knowledge and skills we possess
      3. Encoding strategies—personal way of interpreting an event
      4. Self-regulatory systems and plans—self-directed strategy for obtaining goals
   4. Environment and personal factors interact to produce behavior
   5. Interactions of emotions with personal factors also important
      1. Emotional state influences how we encode experiences, form expectations
      2. Way that events are interpreted and processed (how we encode experiences) is related to subsequent emotional state
6. Evaluating the Social-Cognitive Model
   1. Continues long history of impact from learning theorists
   2. Ongoing reminder of importance of environmental factors
   3. Learning approach enhanced by adding cognitive factors
   4. Behavioral and social-cognitive perspectives in therapeutic treatments
   5. Important to see humans as inquisitive, active, initiating agents (not just passive respondents)
   6. Criticisms from other personality perspectives (Freudian, trait, humanistic)

**MODULE 12.4 THE HUMANISTIC PERSPECTIVE**

After you have mastered the information in this unit, you will be able to:

* Describe self-theory
* Explain the role of unconditional positive regard in the development of self-esteem

Key Terms and Concepts:

Self-Theory

Unconditional Positive Regard

Conditional Positive Regard

Self-Ideals

Collectivistic Culture

Individualistic Culture

I. Conscious Choice and Personal Freedom Paramount to Human Experience

II. Carl Rogers: The Importance of Self

A. Self-theory—self is executive part of personality, primary function to develop self-esteem

B. Unconditional positive regard—an individual has value, regardless of behavior

C. Conditional positive regard—an individual has value only when he/she behaves “properly”

D. Self-ideals—our idealized sense of who or what we should be

III. Abraham Maslow: Scaling the Heights of Self-Actualization

A. Higher-order needs—pursuit of esteem, respect, and self-actualization

B. Drive toward self-actualization shapes our personalities

IV. Evaluating the Humanistic Perspective

A. Therapeutic applications still influential

B. Criticisms have included that the focus on conscious experience is a weakness in terms of scientific investigation, also emphasis on self may lead to self-indulgence

V. See *Exploring Psychology—*Culture and Self-Identity

A. Collectivistic versus individualistic cultures

**MODULE 12.5 PERSONALITY TESTS**

After you have mastered the information in this unit, you will be able to:

Describe self-report personality inventories

* Describe projective tests of personality

Key Terms and Concepts:

Phrenology

Personality Tests

Self-Report Personality Inventories

Objective Tests

Standard Scores

Projective Tests

1. History of Attempts to Measure Personality
   1. Character of Darwin and others judged on basis of physical features
   2. Phrenology—judging mental and personal attributes based on bumps on the head
2. Self-Report Personality Inventories
   1. Are objective tests; “yes/no” or “agree/disagree” format
   2. Minnesota Multiphasic Personality Inventory (MMPI)
      1. MMPI-2 has 567 true-false questions; yields scores on ten clinical scales
      2. Originally constructed to help diagnose psychological disorders
   3. Evaluation of self-report personality tests
      1. Reliability and validity supported by research
      2. Important to not base entire diagnosis on one test
3. Projective Tests—use unstructured, ambiguous, open-ended stimuli
   1. Rorschach test
      1. As a child, Rorschach found inkblots interpreted differently
      2. Scoring is complex; results must be interpreted by test administrator
   2. Thematic Apperception Test (TAT)—stories about TAT’s ambiguous scenes may reveal aspects of personality, psychological issues
   3. Evaluation of projective tests—drawbacks include subjective nature of scoring, possible “pull” in features of ambiguous stimuli

**MODULE 12.6 APPLICATION: BUILDING SELF-ESTEEM**

After you have mastered the information in this unit, you will be able to:

* Describe some ways of building self-esteem

VI. Acquire Competencies: Become Good at Something

II. Set Realistic, Achievable Goals

III. Enhance Your Self-Efficacy Expectations

IV. Create a Sense of Meaningfulness in Your Life

V. Challenge Your Perfectionistic Expectations

VI. Challenge Your Need For Constant Approval

1. Ways We Can Strengthen Our Self-Esteem
   1. Acquire competencies—self-esteem is related to ability for accomplishments
   2. Set reasonable goals
   3. Have confidence in your abilities and likelihood of success
   4. Create a sense of meaningfulness—think of what is really important to you
   5. Be willing to accept level less than perfectionist
   6. Moderate need for approval from others