CHAPTER 10: PERSONALITY/MIDTERMS

1/17 – overview/psychodynamic theories 334-343
Homework: read & outline text pages above
Lecture

1/18 – Humanistic personality theories/trait theories 344-350
Homework: read & outline text pages above
Role play – Id, ego, superego
Lecture

1/19 – Cognitive-social learning 351-352
Homework: read & outline text pages above
Use Reviewing Approaches to Personality (Part A and Part B) – I suggest completing this table by writing it out, combining both online and typing it up. This would be a very handy study guide for you in May.

Work on midterm study guide
Quiz on 334-343
Lecture.

1/20 – Personality Assessment 353-358
Homework:
  1. read & outline text pages above
  2. Do crossword
  3. Do fill in the blanks
  4. Activity – Identifying defense mechanisms
Lecture

1/23
Activity – the 3 faces of psychology – handout.
Homework: add to class notes from attached outline.
Go through chapter and do all “check for understanding” and “apply your understanding” sections.
Test on chapter 10.

1/24
Use Reviewing Approaches to Personality (Part A and Part B)
Test yourself – complete from memory

1/25-1/26 Midterms
1/27 - Two activities – as follows…..

Group activity – finish in class

Group Activity: Comparing Personality Theories

Step 1: Form a small group (four or five students). Choose a particular personality theory to work on from the following list:

- Allport’s Trait Theory
- McCrae and Costa’s Five Factor Theory
- Cognitive-Social Learning Theories
- Freud’s Psychodynamic Theory
- Other Psychodynamic Theories
- Humanistic Theories

Step 2: Using your textbooks as resources, your group is to prepare PowerPoint slides (or transparencies) or a poster so you can teach the class about your theory. Be sure to include the following information:

- Name the key figures (people) responsible for your theory.
- List and explain the key terms and concepts associated with your theory.

Step 5: Present your personality theory to the class, using your slides (or transparencies) or posters as visual prompts.

Work solo – finish for homework.

Activity: Critique of Online Personality Tests

Many pop-psychology personality tests are found in popular magazines and also on the Internet. Ask students to search for and take two or three online personality tests, and ask students to critique such tests in a written report as follows:

1) What were the tests designed to measure?
2) What criticisms do you have of the test items?
3) What kind of personality description(s) were offered after completion of the test? Were the descriptions precise and specific or were they general?
4) What are the dangers and benefits of such online tests?

Get started at: www.2h.com/personality-tests.html

2/1

Group presentation of above.

Discussion of your critiques.
PSYCHODYNAMIC THEORIES (TEXT PAGE 336)

Describe the five propositions that are central to all psychodynamic personality theories (text p. 336).

Five propositions common to all psychodynamic theories:
1. Much of mental life is unconscious; as a result, people may behave in ways that they themselves do not understand.
2. Mental processes (such as emotions, motivations, and thoughts) operate in parallel and thus may lead to conflicting feelings.
3. Not only do stable personality patterns begin to form in childhood, but early experiences also strongly affect personality development.
4. Our mental representations of ourselves, of others, and of our relationships tend to guide our interactions with other people.
5. Personality development involves learning to regulate sexual and aggressive feelings as well as becoming socially interdependent rather than dependent.

Describe Freud’s theory of personality, including the concepts of sexual instinct, libido, id, ego, superego, and pleasure principle versus reality principle. Summarize Freud’s stages of development and the consequences of fixation at a particular stage (text pp. 336-339).

Sigmund Freud
- **Unconscious** – in Freud’s theory, all the ideas, thoughts and feelings of which we are not and normally cannot become aware. Unlike theories that preceded his, Freud emphasized the importance of unconscious events.
- **Psychoanalysis** - the theory of personality Freud developed, as well as the form of therapy he invented.
  - Freud asserted that human behavior is based on unconscious instincts or drives.
  - **Sexual instinct** – the craving for pleasure of all kinds.
  - **Libido** – according to Freud, the energy generated by sexual instinct; Freud considered the libido to be the most critical factor in the development of personality.

How Personality is Structured
- **Id** – in Freud’s theory of personality, the collection of unconscious urges and desires that continually seek expression.
  - **Pleasure principle** – according to Freud, the way in which the id seeks immediate gratification of an instinct (see Figure 10-2 for an illustration of how the pleasure principle works).
  - Reflex action or wish fulfillment – two ways in which the ego seeks fulfillment.
- **Ego** – Freud’s term for the part of the personality that mediates between environmental demands (reality), conscience (superego), and instinctual needs (id); now often used as a synonym for “self”
  - **Reality principle** – according the Freud, the way in which the ego seeks to satisfy instinctual demands safely and effectively in the real world (see Figure 10-2 for an illustration of how the reality principle works).
- **Superego** – according to Freud, the social and parental standards the individual has internalized; the conscience and the ego ideal.
• **Ego ideal** – the part of the superego that consists of standards of what one would like to be.

**How Personality Develops**

- **Fixation** – according to Freud, a partial or complete halt at some point in the individual’s psychosexual development. Fixations are the result of a lack of pleasure (or too much gratification) from the part of the body that dominates a certain stage.
- **Oral stage** – first stage in Freud’s theory of personality development, in which the infant’s erotic feelings center on the mouth, lips and tongue.
- **Anal stage** – second stage in Freud’s theory of personality development, in which a child’s erotic feelings center on the anus and on elimination.
- **Phallic stage** – third stage in Freud’s theory of personality development, in which erotic feelings center on the genitals.
  - **Oedipus complex and Electra complex** – according to Freud, a child’s sexual attachment to the parent of the opposite sex and jealousy toward the parent of the same sex; generally occurs in the phallic stage.
- **Latency period** – in Freud’s theory of personality, a period in which the child appears to have no interest in the other sex; occurs after the phallic stage.
- **Genital stage** – in Freud’s theory of personality development, the final stage of normal adult sexual development, which is usually marked by mature sexuality.

Compare and contrast Freud’s theory, Carl Jung’s theory, Adler’s theory, Horney’s theory, and Erikson’s theory of personality (text pp. 339-343).

**Carl Jung**

- **Personal unconscious** – in Jung’s theory of personality, one of the two levels of the unconscious; it contains the individual’s repressed thoughts, forgotten experiences, and undeveloped ideas.
- **Collective unconscious** – in Jung’s theory of personality, the level of the unconscious that is inherited and common to all members of a species.
  - **Archetypes** – in Jung’s theory of personality, thought forms common to all human beings, stored in the collective unconscious.
    - **Persona** – according to Jung, our public self, the mask we wear to represent ourselves to others.
- **Extraverts** – according to Jung, people who usually focus on social life and the external world instead of on their internal experience.
- **Introverts** – according to Jung, people who usually focus on their own thoughts and feelings.
- Jung also divided people into **rational individuals** – those who regulate their actions by thinking and feeling – and **irrational individuals** – those who base their actions on perceptions (based either on sensory input or intuition).

**Alfred Adler**

- Disagreed with Freud’s concept of the conflict between the id and superego; instead, Adler believed that people possess innate positive motives.
- **Compensation** – according to Adler, the person’s effort to overcome imagined or real personal weaknesses.
- **Inferiority complex** – in Adler’s theory, the fixation on feelings of personal inferiority that results in emotional and social paralysis.
• People strive for personal perfection and for the perfection of the society to which they belong.

**Karen Horney**
- Disagreed with Freud’s emphasis on sexual instincts.
- Considered environmental and social factors (especially our childhood relationships) to be the most important influences on personality.
- *Anxiety* – an individual’s reaction to real or imagined fears.
  - Anxiety is a powerful motivating force in Horney’s model of personality.
  - Well-adjusted people deal with anxiety without becoming trapped in neurotic lifestyles because their childhood environment enabled them to satisfy their basic emotional needs.

**Erik Erikson**
- Like Horney, Erikson emphasized the social influences on personality development.
- Instead of focusing on the satisfaction of libidinal needs, Erikson emphasized the quality of parent-child relationships and how they contribute to the development of a secure sense of *self*. Thus, Erikson shifted the focus of Freud’s personality theory to ego development.
- Erikson’s theory is a life-span theory of development in which various stages of life present a variety of different developmental challenges (see Figure 10-3 for an illustration of Erikson’s eight stages of personality development).

**Explain how contemporary psychologists view the contributions and limitations of the psychodynamic perspective (text p. 343).**

**Evaluating Psychodynamic Theories**
- Freud’s emphasis on unconscious influences has fundamentally changed the way people view themselves and others.
- Freud’s theory is criticized for being sexist and for lacking a scientific foundation. Also, it is difficult to generate hypotheses from psychodynamic personality theories that can be tested scientifically.
- However, there are several studies that offer support for aspects of Freud’s theory.

**HUMANISTIC PERSONALITY THEORIES (TEXT PAGE 344)**

**Explain how humanistic personality theories differ from psychodynamic theories. Distinguish Rogers’ concept of actualizing tendency and self-actualizing tendency, conditional versus unconditional positive regard, and what it means to be a fully-functioning person (text pp. 344-345).**

**Humanistic Personality Theory** – any personality theory that asserts the fundamental goodness of people and their striving toward higher levels of functioning.
- Due to his emphasis on positive growth and strivings toward personal perfection, *Alfred Adler* is sometimes called the first humanistic personality theorist.
- *Abraham Maslow* and his model of motivation that culminates in need for self-actualization is also considered a humanistic personality theorist.

**Carl Rogers**
Rogers asserted that men and women develop their personalities in the service of positive goals; that we all possess an innate drive toward fulfillment.

**Actualizing tendency** – according to Rogers, the drive of every organism to fulfill its biological potential and become what it is inherently capable of becoming.

**Self-actualizing tendency** – according to Rogers, the drive of human beings to fulfill their self-concepts, or the images they have of themselves.

**Fully functioning person** – according to Rogers, an individual whose self-concept closely resembles his or her inborn capacities or potentials.

**Unconditional positive regard** – in Roger’s theory, the full acceptance and love of another person regardless of his or her behavior.

**Conditional positive regard** – in Roger’s theory, acceptance and love that are dependent on another’s behaving in certain ways and on fulfilling certain conditions.

Summarize the contributions and limitations of the humanistic perspective (text pp. 345-346).

**Evaluating Humanistic Theories**

- The central tenet of the humanistic theory – the actualizing tendency – is difficult, if not impossible, to verify scientifically.
- Critics contend that the theory presents an overly optimistic view of human beings and fails to account for the evil aspects of human nature.
- The humanistic theory can also fuel self-centeredness and narcissism with its emphasis on self-fulfillment, and it also appears to reflect Western values.
- Rogers discovered the importance of attending to the perceived discrepancy between one’s real self and one’s ideal self.

**Trait Theories (Text Page 346)**

Compare and contrast the trait theories of Cattell and Eysenck and the current five-factor model of personality. Briefly summarize the research evidence on the usefulness and universality of the five-factor model, the stability of personality traits over time and across situations, and the biological basis of personality traits (text pp. 346-349).

- **Personality traits** – dimensions or characteristics on which people differ in distinctive ways.
- Traits are inferred from how a person behaves.
- **Factor analysis** – a statistical technique that identifies groups of related objects; it was used by Cattell to identify clusters of traits.
  - Cattell concluded that 16 traits comprised human personality.
  - Eysenck argued that personality could be reduced to three dimensions: emotional stability, introversion-extroversion, and psychoticism.

**The Big Five**

- **Big Five** – also known as the “Five Factor Model,” there are five traits or basic dimensions currently considered to be of central importance in describing personality:
  - Extraversion
  - Agreeableness
  - Conscientiousness
  - Emotional stability
  - Culture (or “openness to experience”)
  - See Table 10-1 on page 348 of the text for a description of the subcomponents for each of the factors listed above.
• The Big Five dimensions of personality have important real-world applications, especially in work settings.

Are the Big Five Personality Traits Universal?
• Cross-cultural research indicates that the same five factors appear in other western and non-western cultures.
• The Big Five personality traits, with the addition of dominance and activity, have also been observed in many animal species.

Do the Big Five Have a Genetic Basis?
• Twin studies have concluded that substantial genetic influences are present for 26 of the 30 facets of the Big Five factors.
• Genetic factors have also been found to play a significant role in the development of abnormal and dysfunctional personality traits.

Summarize the contributions and limitations of the trait perspective (text pp. 349-350).

Evaluating Trait Theories
• It is scientifically easier to study observable traits than to study abstract constructs such as self-actualization and unconscious motives.
• Traits, however, are primarily descriptive; they provide labels that describe basic dimensions of personality, but they do not offer explanations for how the personality characteristics develop.
• Some researchers are concerned about reducing complex human behavior to just a few traits.

COGNITIVE–SOCIAL LEARNING THEORIES (TEXT PAGE 351)

Explain how cognitive-social learning theories of personality differ from other theories. Be sure to include expectancies, performance standards, self-efficacy, and locus of control in your explanation (text pp. 351-).

• Cognitive-social learning theories – personality theories that view behavior as the product of the interaction of cognitions, learning and past experiences, and the immediate environment.

Expectancies, Self-Efficacy, and Locus of Control
• Expectancies – in Bandura’s view, what a person anticipates in a situation or as a result of behaving in certain ways.
• Performance standards – in Bandura’s theory, standards that people develop to rate the adequacy of their own behavior in a variety of situations.
• Self-efficacy – according to Bandura, the expectancy that one’s efforts will be successful.
• Locus of control – according to Rotter, an expectancy about whether reinforcement is under internal or external control.
  o Internal locus of control – the belief that one control’s one’s own fate; hard work, skill, and training determine one’s destiny.
  o External locus of control – the belief that does not control one’s own fate; chance, luck, and the behavior of others determine one’s destiny.
• Explanatory style – both Bandura and Rotter believed that people’s expectancies tend to fall into a pattern, either positive (i.e., optimistic) or negative (i.e., pessimistic). A person’s level of optimism or pessimism is linked to numerous short- and long-term consequences.
How Consistent Are We?

- In contrast with the trait theorists who tend to believe that behavior is relatively consistent across situations, cognitive-social learning theorists believe that actions are influenced by the people and the context within which we are behaving. So, while our underlying personality may remain relatively stable, our behaviors are expected to change from one situation to the next.

Summarize the contributions and limitations of the cognitive-social learning perspective.

Evaluating Cognitive-Social Learning Theories

- Cognitive–social learning theories appear to have great potential in that the key concepts of these theories can be defined and studied, and that two decades of research have generated much support for this approach.
- They also explain why people behave inconsistently, an area where the trait theories fall short.
- Cognitive–social learning theories have also spawned therapies that have been effectively used to treat depression.
- Critics contend that hindsight allows us to explain any behavior as the product of certain thoughts or expectancies, but that doesn’t mean that the thoughts or expectancies were the sole causes of the behavior.

PERSONALITY ASSESSMENT (TEXT PAGE 353)

Compare and contrast direct observation, structured and unstructured interviews and objective and projective tests of personality. Indicate which approaches to personality assessment are preferred by psychodynamic, humanistic, trait, and cognitive-social learning theorists (text pp. 353-354).

- Personality psychologists strive to develop and administer personality tests that are both reliable (i.e., produces consistent results) and valid (i.e., accurately measures what it is intended to measure).
- Personality psychologists also want to measure typical behavior, not a person’s best behavior or some other kind of atypical behavior.
- The kinds of assessments that are preferred by the various approaches to studying are summarized in the “Summary Table” on page 354 of the text.

The Personal Interview

- Unstructured interview – the interviewer asks questions about any issues that arise and poses follow-up questions where appropriate.
- Structured interview – the order and the content of the questions are fixed, and the interviewer does not deviate from the format. Structured interviews are more likely to be used for systematic research on personality because they elicit comparable information from all interviewees.

Direct Observation

- Direct observation – observers watch people’s behavior firsthand over a period of time; allows researchers to assess how situation and environment influence behavior.
- Enables psychologists to look at aspects of personality as they are expressed in real life.
- The observer runs the risk of misinterpreting the meaning of a given behavior, and this approach is expensive and time-consuming.
Describe the three major objective tests of personality and the two major projective tests. Include a summary of their reliability and validity (text pp. 354-358).

**Objective Tests**
- **Objective tests** – personality tests that are administered and scored in a standard way.
  - *Sixteen personality factor questionnaire (16PF)* – objective personality test created by Cattell that provides scores on the 16 traits he identified.
  - *NEO-PI-R* – an objective personality test designed to assess the Big Five personality traits.
  - *Minnesota multiphasic personality inventory (MMPI-2)* – the most widely used objective personality test, originally intended for psychiatric diagnosis.

**Projective Tests**
- **Projective tests** – personality tests, such as the Rorschach inkblot test, consisting of ambiguous or unstructured material.
  - *Rorschach test* – a projective test composed of ambiguous inkblots; the way people interpret the blots is thought to reveal aspects of their personality. (See Figure 10-4 for an illustration of a Rorschach inkblot.)
  - *Thematic Apperception Test (TAT)* – a projective test composed of ambiguous pictures about which a person is asked to write a complete story. (See Figure 10-5 for a sample item from the TAT.)

▼CHAPTER 10
Rapid Review

The chapter opens with the account of troubled physician Jaylene Smith, framing the chapter with the kind of intriguing questions about personality that psychologists like to ask and answer. Personality refers to an individual’s unique pattern of thoughts, feelings, and behaviors that persists over time and across situations. Key to this definition is the concept of distinctive differences among individuals and the concept of personality’s stability and endurance.

The chapter next moves to the topic of psychodynamic theories. Psychodynamic theories of personality consider behavior to be the transformation and expression of psychic energy within the individual. Often these psychological dynamics are unconscious processes.

According to Freud, personality is made of three structures. The id, the only personality structure present at birth, operates in the unconsciousness according to the pleasure principle. The ego, operating at the conscious level according to the reality principle, controls all conscious thinking and reasoning. The superego acts as the moral guardian or conscience helping the person function in society by comparing the ego’s actions with the ego ideal of perfection. Freud used the term sexual instinct to refer to the desire for virtually any form of pleasure. As infants mature, their libido, or energy generated by the sexual instinct, becomes focused on sensitive parts of the body. A fixation occurs if a child is deprived of or receives too much pleasure from the part of the body that dominates one of the five developmental stages—oral, anal, phallic, latency, and genital. During the phallic stage, strong attachment to the parent of the opposite sex and jealousy of the parent of the same sex is termed the Oedipus complex in boys and the Electra complex in girls. Next the child enters the latency period, characterized by a lack of interest in sexual behavior. Finally, at puberty, the individual enters the genital stage of mature sexuality.
Carl Jung viewed the unconscious differently than Freud. Whereas Freud saw the id as a “cauldron of seething excitations,” Jung viewed the unconscious as the ego’s source of strength. Jung believed that the unconscious consisted of the personal unconscious, encompassing an individual’s repressed thoughts, forgotten experiences, and undeveloped ideas; and the collective unconscious, a subterranean river of memories and behavior patterns flowing to us from previous generations. Certain universal thought forms, called archetypes, give rise to mental images or mythological representations and play a special role in shaping personality. Jung used the term persona to describe that part of personality by which we are known to other people, like a mask we put on to go out in public. Jung also divided people into two general attitude types—extraverts and introverts.

Alfred Adler believed that people possess innate positive motives and strive toward personal and social perfection. He originally proposed that the principal determinant of personality was the individual’s attempt to compensate for actual physical weakness, but he later modified his theory to stress the importance of feelings of inferiority, whether or not those feelings are justified. Adler held that some people become so fixated on their feelings of inferiority that they become paralyzed and develop an inferiority complex. Adler concluded that strivings for superiority and perfection, both in one’s own life and in the society in which one lives, are crucial to personality development.

For Karen Horney, anxiety—a person’s reaction to real or imagined dangers or threats—is a stronger motivating force than the sexual drive, or libido. Overly anxious adults may adopt one of three maladaptive coping strategies—moving toward people (submission), moving against people (agression), and moving away from people (detachment). By emphasizing that culture and not anatomy determines many of the personality traits that differentiate women from men and that culture can be changed, Horney became a forerunner of feminist psychology.

Erik Erikson argued that the quality of the parent–child relationship affects the development of personality because, out of this interaction, the child either feels competent and valuable and is able to form a secure sense of identity or feels incompetent and worthless and fails to build a secure identity. Erikson proposed that each person moves through eight stages of development, each involving a more successful versus a less successful adjustment.

Tying back to the opening story of Jaylene Smith, Freud would probably conclude that Jay had not successfully resolved her Electra complex. Erikson might suggest that Jay has problems achieving intimacy (Stage 6) because she had failed to develop satisfactory relations with other people earlier in her life.

Psychodynamic theories have had a profound impact on the way we view ourselves and others, but some of Freud’s theories have been criticized as unscientific and culture bound, based on the anecdotal accounts of troubled individuals. As a therapy, psychoanalysis has been shown to be beneficial in some cases but no more so than are other therapies.

The chapter continues into a discussion of humanistic personality theories. Freud and many of his followers believed that personality grows out of the resolution of unconscious conflicts and developmental crises from the past. Humanistic personality theory emphasizes that we are positively motivated and progress toward higher levels of functioning; and it stresses people’s potential for growth and change in the present.

Carl Rogers contended that every person is born with certain innate potentials and the actualizing tendency to realize our biological potential as well as our conscious sense of who we are. Rogers called the striving to fulfill our self-concept the self-actualizing tendency. A fully functioning person is one
whose self-concept closely matches the person’s inborn capabilities, and is encouraged when a child is raised in an atmosphere characterized by unconditional positive regard. By contrast, some parents and other adults offer children what Rogers called conditional positive regard: they value and accept only certain aspects of the child.

Regarding the example of Jaylene Smith, humanistic theorists would focus on the difference between Jay’s self-concept and her actual capacities. Her inability to become what she “most truly is” would account for her anxiety, loneliness, and general dissatisfaction. Rogers would suspect that throughout Jay’s life, acceptance and love came from satisfying other people’s ideas of what she should become.

There is a lack of scientifically derived evidence for humanistic theories of personality. In addition, these theories are criticized for taking too rosy a view of human nature, for fostering self-centeredness, and for reflecting Western values of individual achievement.

The chapter next shifts its focus to the topic of trait theories. Trait theorists reject the notion that there are just a few distinct personality types. Instead, they insist that each person possesses a unique constellation of fundamental personality traits, which can be inferred from how the person behaves. Psychologist Raymond Cattell used factor analysis to find that personality traits cluster in groups.

Recent research suggests that there may be just five overarching and universal personality traits: extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience (also called culture or intellect). Research shows these traits have some real world applications and are strongly influenced by heredity.

As it pertains to Jaylene Smith, trait theorists would probably ascribe Jaylene’s high achievements to the traits of determination or persistence. Sincerity, motivation, intelligence, anxiety, and introversion would also describe Jay. In terms of Big Five factors, she would be considered high in conscientiousness, but low in emotional stability and extraversion.

Trait theories are primarily descriptive and provide a way of classifying personalities, but they do not explain why someone’s personality developed as it did. Unlike psychodynamic and humanistic theories, however, trait theories are relatively easy to test experimentally, and research confirms the value of the five-factor model, referred to as the “Big Five,” in pinpointing personality. Also, although most personality theories assume that behavior is consistent across situations and over a lifetime, a number of psychologists believe that situational variables have a significant effect on behavior.

The chapter continues by taking a look at cognitive–social learning theories. Cognitive–social learning theories of personality view behavior as the product of the interaction of cognitions, learning and past experiences, and the immediate environment.

Albert Bandura maintains that certain internal expectancies determine how a person evaluates a situation and that this evaluation has an effect on the person’s behavior. These expectancies prompt people to conduct themselves according to unique performance standards, individually determined measures of excellence by which they judge their behavior. According to Rotter, people with an internal locus of control—one type of expectancy—believe that they can control their own fate through their actions. Those who succeed in meeting their own internal performance standards develop an attitude that Bandura calls self-efficacy.

Regarding the factors that shaped Jaylene Smith’s personality, these theorists would assert that Jaylene acquired extraordinarily high performance standards that almost inevitably left her with feelings of low self-efficacy, insecurity and uncertainty. She probably learned to be shy because she was rewarded for
the many hours she spent alone studying. Reinforcement would also have shaped her self-discipline and high need to achieve. By watching her parents, Jay could have learned to respond to conflicts with aggressive outbursts.

Cognitive–social learning theories avoid the narrowness of trait theories, as well as the reliance on case studies and anecdotal evidence that weakens psychodynamic and humanistic theories. They also explain why people behave inconsistently, an area where the trait theories fall short. Cognitive–social learning theories have also spawned therapies that have been effectively used to treat depression.

The chapter concludes with an in-depth section on personality assessment, beginning with how psychologists measure personality. Psychologists use four different methods to assess personality: the personal interview, direct observation of behavior, objective tests, and projective tests. Factors such as a desire to impress the examiner, fatigue, and fear of being tested can profoundly affect the reliability and validity of such tests.

During an unstructured interview, the interviewer asks questions about any issues that arise and poses follow-up questions where appropriate. In a structured interview, the order and the content of the questions are fixed, and the interviewer does not deviate from the format. Structured interviews are more likely to be used for systematic research on personality because they elicit comparable information from all interviewees.

Direct observation of a person over a period of time, which enables researchers to assess how situation and environment influence behavior, has the advantage of not relying on people’s self-reported behavior. However, the observer runs the risk of misinterpreting the meaning of a given behavior.

Objective tests ask respondents to answer “yes–no” questions about their own behavior and thoughts. Cattell’s Sixteen Personality Factor Questionnaire (16PF) provides scores on 16 basic personality traits, whereas the NEO-PI-R reports scores for each of the Big Five traits and their associated facets. The Minnesota Multiphasic Personality Inventory (MMPI-2), originally developed as an aid to diagnose mental disorders, includes questions that measure the truthfulness of a person’s response.

Psychodynamic theorists, who believe that much behavior is determined by unconscious processes, tend to discount tests that rely on self-reports. They are more likely to use projective tests consisting of ambiguous stimuli that can elicit an unlimited number of interpretations based on these unconscious processes. Two such tests are the Rorschach Test and the Thematic Apperception Test (TAT).
Identifying Defense Mechanisms

Instructions: Identify the defense mechanism illustrated in the following examples in placing the appropriate letter in the blank next to each item. Use the following code.

A. Denial       E. Reaction Formation
B. Repression   F. Displacement
C. Projection   G. Sublimation
D. Regression

1. Mark never stops ranting about the dangers of pornography. He gives endless examples of smut he has seen in movies and on television, and spends a lot of time hanging around porno houses to get even more examples.

2. Chad always teases and annoys his kid brother Nathan after he himself is bullied and picked on by his older brother Sam.

3. Judy, who has always been aggressive and fiercely competitive, becomes captain of her college soccer team.

4. Diane, who keeps accusing Sam of being in love with her, probably has secret desires for Sam.

5. Despite overwhelming evidence and a murder conviction, Jay’s mother refused to believe that her son could actually take the life of another human being.

6. Brett, who is extremely hard to convince in arguments, complains that all of his friends are stubborn.

7. Even as a child Lisa was always impulsive and engaged in risky behavior. Perhaps not surprisingly, she grew up to become a famous race car driver.

8. Roger, a major league pitcher, often “beans” (i.e., hits with a pitch) the next batter after someone has hit a home run on him.

9. After an unsuccessful attempt at a sexual relationship, Pete began devoting most of his energies toward church activities.

10. Wendy was embarrassed because somehow she kept forgetting to keep her appointments with the dentist.

11. Amanda broke off her relationship with Jack, but Jack still talks and acts as if they are still dating.

12. After her new baby sister came home from the hospital, her parents discovered that Susie had dismembered her favorite doll.

13. Linda, who has had many extramarital affairs, begins to accuse her husband Dan of being unfaithful.

14. Larry began wetting his pants again after the birth of his baby brother.

15. Max, who is unsure about his own sexuality, frequently makes homophobic and gay-bashing remarks.

16. Two years after breaking off his relationship with Julie, Rick fails to even recognize her at a cocktail party.

17. At the first sign of any problems or trouble in his life, Bill immediately runs to his parents to bail him out.
Crossword Puzzle Activity

Chapter 10: Personality
Across

1. one of the five factors, willingness to try new things and be open to new experiences.
3. 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.
4. the unique and relatively stable ways in which people think, feel, and behave.
6. part of the personality that develops out of a need to deal with reality, mostly conscious, rational and logical.
7. value judgments of a person’s moral and ethical behavior.
8. method of personality assessment in which the professional asks questions of the client and allows the client to answer, either in a structured or unstructured fashion.
11. archetype that works with the ego to manage other archetypes and balance the personality.
13. part of the personality present at birth and completely unconscious.
16. defense mechanism in which a person tries to become like someone else to deal with anxiety.
19. part of the superego that produces pride or guilt, depending upon how well behavior matches or does not match the ego ideal.
20. a consistent, enduring way of thinking, feeling, or behaving.
21. the care a person gives to organization and thoughtfulness of others, dependability.
22. the instinctual energy that may come into conflict with the demands of a society’s standards for behavior.
23. people who are outgoing and sociable.
24. fourth stage occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways.
25. degree of emotional instability or stability.

Down

2. Freud’s term for both the theory of personality and the therapy based upon it.
5. dimension of personality referring to one’s need to be with other people.
10. disorder in which the person does not fully resolve the conflict in a particular psychosexual stage, resulting in personality traits and behavior associated with that earlier stage.
12. in behaviorism, sets of well-learned responses that have become automatic.
13. people who prefer solitude and dislike being the center of attention.
14. the enduring characteristics with which each person is born.
15. dimension of personality in which people tend to withdraw from excessive stimulation.
17. the emotional style of a person which may range from easy-going, friendly and likeable to grumpy, crabby, and unpleasant.
18. part of the personality that acts as a moral center.
Fill in the Blank Class Activity

1. An individual’s unique pattern of thoughts, feelings, and behaviors that persists over time and across situations is known as ___________.

2. In Freud’s theory, the ___________ represents all the ideas, thoughts and feelings of which we are not and normally cannot become aware.

3. According to Freud, the ___________ is the energy generated by sexual instinct.

4. In Freud’s theory of personality, the ___________ is the collection of unconscious urges and desires that continually seek expression.

5. Freud argued that the id operates according to the ___________ ___________, and therefore it seeks immediate gratification of an instinct.

6. The part of the personality in Freud’s theory that mediates between environmental demands, conscience, and instinctual needs is the ___________.

7. Freud argued that the way in which the ego seeks to satisfy instinctual demands safely and effectively in the real world is in accordance with the ___________ ___________.

8. The ___________ is the part of the personality that acts as a moral center; it represents the social and parental standards that the individual has internalized.

9. The ___________ ___________ is the part of the superego that consists of standards of what one would like to be.

10. A ___________ results when the person does not fully resolve the conflict in a particular psychosexual stage, resulting in personality traits and behavior associated with that earlier stage.

11. According to Freud, the ___________ stage is the first stage of psychosexual development, occurring in the first year of life, in which the mouth is the erogenous zone and weaning is the primary conflict.

12. According to Freud, the ___________ stage is the second stage of personality development, occurring from about 1 to 3 years of age, in which the anus is the erogenous zone and toilet training is the source of conflict.

13. The third Freudian stage, occurring from about 3 to 6 years of age, in which the child discovers sexual or erotic feelings is known as the ___________ stage.

14. A child’s sexual attachment to the parent of the opposite sex and jealousy toward the parent of the same sex are characteristics of the ___________ complex (for boys) and ___________ complex (for girls).
15. The fourth Freudian stage, occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways is known as the __________ stage.

16. The final stage of personality development according to Freud is known as the __________ stage, and sexual feelings reawaken and are satisfied in various ways within mature, sexual relationships.

17. Jung’s name for the unconscious mind as described by Freud is called the __________ ___________; it contains the individual’s repressed thoughts, forgotten experiences, and undeveloped ideas.

18. The __________ ____________ is Jung’s name for the memories shared by all members of the human species.

19. Jung’s collective, universal human memories were called __________.

20. The __________ is, according to Jung, our public self – the mask we wear to represent ourselves to others.

21. __________ are people who usually focus on social life and the external world instead of on their internal experience, according to Jung.

22. Alfred Adler believed that personality developed from individuals’ efforts to overcome feelings of inferiority. Those who became too fixated on their feelings of inferiority developed what Adler called an __________ ____________.

23. Any personality theory that asserts the fundamental goodness of people and their striving toward higher levels of functioning can be called a __________ personality theory.

24. The striving to fulfill one’s biological potential and capabilities is what Rogers called the __________ ____________.

25. The drive of human beings to fulfill their self-concepts or the images they have of themselves is what Rogers called the __________ ____________ ____________.

26. A __________ ____________ is a person whose self-concept closely resembles his or her inborn capacities or potentials.

27. __________ ____________ ____________ is full acceptance and love of another person regardless of his or her behavior.

28. __________ ____________ are dimensions or characteristics on which people differ in distinctive ways.

29. Trait theorists have relied on a statistical procedure known as __________ ____________ to identify groups of related constructs that comprise what they identify as traits.
30. The “_________ _________,” also known as the five-factor model, refers to five traits or basic dimensions currently considered to be of central importance in describing personality.

31. Albert Bandura’s approach to personality emphasizes ______________ – what a person anticipates in a situation or as a result of behaving in certain ways.

32. Bandura believed that people used ______________ ______________ to rate the adequacy of their own behavior in a variety of situations.

33. __________-_________ is a person’s perception (or expectancy) of how effective a behavior will be in any particular circumstance.

34. According to Rotter, ______________ ______________ is an expectancy about whether reinforcement is under internal or external control.

35. Psychologists are using ______________ ______________ to measure personality characteristics when they use tests that are administered and scored in a standard way.

36. The ______________ is an objective personality test designed to assess the Big Five personality traits.

37. The ______________ ______________ Personality Inventory is the most widely-used objective personality test; it was originally intended for psychiatric diagnosis.

38. Psychologists who use tests that consist of ambiguous or unstructured materials to assess personality are using ______________ ______________.

39. The ______________ ______________ is a projective test composed of ambiguous inkblots.

40. The ______________ ______________ Test is a method of personality assessment composed of ambiguous pictures about which a person is asked to write a complete story.

Words to Use:

actualizing tendency
anal
archetypes
Big Five
collective unconscious
dialectical
ego
ego ideal
expectancies
extraverts
factor analysis
fixation
fully functioning person
genital
humanistic
id
inferiority complex
latency
libido
locus of control
Minnesota Multiphasic
NEO-PI-R
objective tests
Oedipal; Electra
oral
performance standards
persona
personal unconscious
personality
personality traits
phallic
pleasure principle
projection
projective tests
reality principle
Rorschach test
self-actualizing tendency
self-efficacy
superego
Thematic Apperception
Unconditional positive regard
unconscious
Activity: Crossword Puzzle

Copy and distribute Handout Master 10.16 to students as a homework or in-class review assignment.

The answers for the crossword puzzle are:

Across
1. one of the five factors, willingness to try new things and be open to new experiences. Openness
3. 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. Projection
4. the unique and relatively stable ways in which people think, feel, and behave. Personality
6. part of the personality that develops out of a need to deal with reality, mostly conscious, rational and logical. Ego
7. value judgments of a person’s moral and ethical behavior. Character
8. method of personality assessment in which the professional asks questions of the client and allows the client to answer, either in a structured or unstructured fashion. Interview
11. archetype that works with the ego to manage other archetypes and balance the personality. Self
13. part of the personality present at birth and completely unconscious. ID
16. defense mechanism in which a person tries to become like someone else to deal with anxiety. Identification
19. a consistent, enduring way of thinking, feeling, or behaving. Trait
21. the care a person gives to organization and thoughtfulness of others, dependability. Conscientiousness
22. the instinctual energy that may come into conflict with the demands of a society’s standards for behavior. Libido
23. people who are outgoing and sociable. Extroverts
24. fourth stage occurring during the school years, in which the sexual feelings of the child are repressed while the child develops in other ways. Latency
25. degree of emotional instability or stability. Neuroticism

Down
2. Freud’s term for both the theory of personality and the therapy based upon it. Psychoanalysis:
5. dimension of personality referring to one’s need to be with other people. Extraversion
10. disorder in which the person does not fully resolve the conflict in a particular psychosexual stage, resulting in personality traits and behavior associated with that earlier stage. Fixation
12. in behaviorism, sets of well-learned responses that have become automatic. Habits
13. people who prefer solitude and dislike being the center of attention. Introverts
14. the enduring characteristics with which each person is born. Temperament
15. dimension of personality in which people tend to withdraw from excessive stimulation. Introversion
17. the emotional style of a person which may range from easy-going, friendly and likeable to grumpy, crabby, and unpleasant. Agreeableness
18. part of the personality that acts as a moral center. Superego
Answer Key: Chapter 10 Personality – Fill in the Blank

1. personality 21. Extraverts
2. unconscious 22. inferiority complex
3. libido 23. humanistic
4. id 24. actualizing tendency
5. pleasure principle 25. self-actualizing tendency
6. ego 26. fully functioning person
7. reality principle 27. Unconditional positive regard
8. superego 28. Personality traits
9. ego ideal 29. factor analysis
10. fixation 30. Big Five
11. oral 31. expectancies
12. anal 32. performance standards
13. phallic 33. Self-efficacy
14. Oedipal; Electra 34. locus of control
15. latency 35. objective tests
16. genital 36. NEO-PI-R
17. personal unconscious 37. Minnesota Multiphasic
18. collective unconscious 38. projective tests
19. archetypes 39. Rorschach test
20. persona 40. Thematic Apperception

Activity: Identifying Defense Mechanisms

1. E (Reaction Formation) 7. G (Sublimation) 13. C (Projection)
2. F (Displacement) 8. F (Displacement) 14. D (Regression)
3. C (Projection) 9. G (Sublimation) 15. E (Reaction Formation)
5. A (Denial) 11. A (Denial) 17. D (Regression)
6. C (Projection) 12. F (Displacement)

Activity: The Three Faces of Psychology Students distinguish among the three main theoretical approaches in personality theory. The student handout for this exercise is included as Handout Master 10.11.

Answers:
Characteristics of Self-Actualized Persons

Although for most people self-actualization is only a hope or a goal, something wished for and striven toward, a few appear to achieve it to a large degree. Maslow studied a group of such persons, although he never made it very clear just how he chose his sample and carried out his investigations. He did include both historical personages, such as Beethoven and Lincoln, and persons alive at the time of the study, including Einstein and Eleanor Roosevelt. On the basis of his findings, Maslow formulated a list of 15 characteristics of self-actualized persons. Would you consider yourself “actualized” according to the following standards?

1. Self-actualized persons perceive reality more effectively than most people do and have more comfortable relations with it. That is, they live close to reality and to nature, can judge others accurately, and can tolerate ambiguity or uncertainty more easily than most people can.

2. They can accept themselves and their various characteristics with little feeling of guilt or anxiety and, at the same time, can readily accept others.

3. They show a great deal of spontaneity in both thought and behavior, although they seldom show extreme unconventionality.

4. They are problem-centered, not ego-centered, often devoting themselves to broad social problems as a mission in life.

5. They have a need for privacy and solitude at times and are capable of looking at life from a detached, objective point of view.

6. They are relatively independent of their culture and environment but do not flaunt convention just for the sake of being different.

7. They are capable of deep appreciation of the basic experiences of life, even of things they have done or seen many times before.

8. Many of them have had mystic experiences—such as having felt a deep sense of ecstasy, having felt limitless horizons opening to them, having felt very powerful and at the same time very helpless—ending with a conviction that something significant had happened.

9. They have a deep social interest and identify in a sympathetic way with people in general.

10. They are capable of very deep, satisfying interpersonal relations, usually with only a few rather than many individuals.

11. They are democratic in their attitudes toward others, showing respect for all people, regardless of race, creed, income level, etc.

12. They discriminate clearly between means and ends but often enjoy the means to their ends (“getting there”) more than impatient people.

13. They have a good sense of humor, tending to be philosophical and nonhostile in their jokes.

14. They are highly creative, each in his or her own individual way. They have “primary creativeness that comes out of the unconscious” and produces truly original, new discoveries. This shows itself in whatever field the self-actualized person has chosen.
15. They are resistant to enculturation. That is, although they fit into their culture, they are independent of it and do not blindly comply with all its demands.

With all these characteristics, self-actualized persons are particularly capable of loving and of being loved in the fullest way. Peak experiences of various kinds are characteristic of the self-actualized. These are “moments of highest happiness and fulfillment” and may come, in differing degrees of intensity, during various activities—sexual love, parental experiences, creative activity, aesthetic perceptions, appreciation of nature, or even intense athletic participation.
Three Faces of Psychology

Imagine that three psychologists are having lunch together, and that you are eavesdropping on their conversation. There is a psychoanalyst (P), a behaviorist (B), and a humanist (H). Which of the psychologists is most likely to have made each of the following statements?

1. I think people in our profession should put more effort into trying to understand mentally healthy people and prosocial behavior.
2. Aggression is a human instinct. Society can control it to some extent, but we will never eliminate aggressive behavior.
3. Your student may be under a lot of pressure from his parents, but that is no excuse for cheating. We are responsible for what we do.
4. If you want to understand why she did it, look to the environment for clues instead of at inferred internal forces such as impulses and motives.
5. We humans are products of evolutionary forces that have preserved selfishness, pleasure-seeking, and a tendency to deceive ourselves.
6. It doesn’t seem to me that you need to dig into a person’s past in order to understand the person’s current problems and concerns.
7. There aren’t any values inherent in human nature. Values are acquired in the same way we learn to say “please” and “thank you.”
8. If we wanted to improve the character of people in our society, we would need to start when they are very young. By the time a kid is five years old, it’s probably too late.
9. You may think your choice of chili and ice cream for lunch was freely made, but your perception of free choice is an illusion. Choosing chili and ice cream is predictable from the consequences of past behavior.
10. General laws of behavior and experience that apply to all people are not very helpful if you want to understand a particular individual.
11. You say people are inherently good, and he says they are inherently pretty bad. I don’t think people are inherently either good or bad.
12. The sex drive is with us at birth. People just don’t want to believe that infants get sexual pleasure from sucking and exploring anything they get in their hands with their mouths.
## Reviewing Approaches to Personality (Part A)

### Chart I

Compare the personality theories on the basis of the items listed in the left-hand column.

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<th>Approach</th>
<th>Psychoanalytic</th>
<th>Humanistic</th>
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<tr>
<td>Structure of Personality</td>
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<tr>
<td>Developmental View</td>
<td></td>
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</tr>
<tr>
<td>Behavior Pathology Caused By:</td>
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Reviewing Approaches to Personality (Part B)

Chart II

Compare the personality theories on the basis of the items listed in the left-hand column.

<table>
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<th>Behavioral</th>
<th>Cognitive</th>
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