Personality

**Theories of Personality**

- **personality**: unique way in which each individual thinks, acts, and feels throughout life
- **psychodynamic**: based on work of Freud; primary focus is on role of unconscious mind
- **behavioral and social cognitive views**: focus on the effect of the environment on behavior; based on theories of learning
- **humanistic**: focuses on conscious life experiences and choices
- **trait**: focuses on characteristics themselves, not roots of personality

**basic aspects**

- mind made up of different levels of awareness—conscious, preconscious, and unconscious
- personality stems from interplay and conflict between demands made by the id, restrictions set forth by the superego, and direction by the ego
- disordered behavior is product of constant conflict and anxiety; ego uses unconscious defense mechanisms as ways to manage anxiety/conflict between three parts of personality (see Table 13.1)

**psychosexual stages of personality development**

- id exists at birth; ego and superego develop in childhood
- different erogenous zones are sources of conflict as individual ages; unresolved conflicts result in individuals getting stuck or fixated at that stage

**Psychodynamic Perspective**

- a group of Freud's students and followers of the psychoanalytic perspective, called the neo-Freudians, modified his theory and altered the focus of psychoanalysis

- modern psychodynamic theory maintains focus on unconscious mind, concept of defense mechanisms is still useful

- despite several criticisms, Freud's theory still important—first to suggest that personality develops through stages, that we are not always consciously aware of reasons for behavior, and that early life experiences influence who we are later in life

**Jung**: believed in both a personal unconscious and a collective unconscious that holds universal human memories called archety

- **Adler**: focused on feelings of inferiority and seeking feelings of superiority as opposed to importance of sexuality; birth order also important

- **Horney**: disagreed with concept of penis envy, developed womb envy; rather than sexuality, focused on basic anxiety

- **Erikson**: emphasized social relationships at every stage of life (see Table 8.4)
Personality

Behavioral, Social Cognitive, and Humanistic Perspectives

- **Behavioral and social cognitive**
  - for behaviorists, personality is a set of learned responses and habits, gained through classical and operant conditioning
  - in social cognitive view, both learning (individual and through imitation of models) and cognitive processes (such as anticipation, judgment, and memory) are important

- **Bandura**: concept of self-efficacy; believed three factors were important: the environment, the behavior itself, and personal or cognitive experiences from earlier experiences; each affect the other two in a reciprocal way—reciprocal determinism (see Figure 13.2)

- **Rotter**: theory based on principles of motivation derived from Thorndike's law of effect; personality is set of potential responses to various situations, including one's locus of control (internal vs. external) and sense of expectancy

- **Humanistic**
  - referred to as the third force in psychology (after psychoanalysis and behaviorism); based largely on work of Rogers and Maslow

  - **Rogers**: believed that humans are always striving to fulfill their innate capacities and capabilities (self-actualizing tendency)
  - **self-concept** is based on an individual's view of his or her real self and ideal self; when close/similar, people feel capable and competent; when there is mismatch, anxiety and neurotic behavior can occur
  - **self-actualization** is facilitated through positive regard, especially unconditional positive regard
  - when there is congruence between real and ideal selves, one is considered to be fully functioning and capable of reaching the goal of self-actualization

- A trait is a consistent, enduring way of thinking, feeling, or behaving; trait theories attempt to describe personality in terms of a person's traits

  - **Alport**: believed there were 200 traits that were wired into the nervous system to guide a person's behavior

  - **Cattell**: developed concept of surface traits and source traits; identified 16 source traits through factor analysis (later suggested 23); developed assessment questionnaire to identify original 16 trait dimensions (16PF)

    - several groups' work resulted in the **five-factor model** (Big Five, OCEAN)—openness, conscientiousness, extraversion, agreeableness, neuroticism (see Table 13.3)

    - Mischel and others have suggested that there is a trait–situation interaction; there is evidence of the Big Five trait dimensions across various cultures

Trait Theories
Personality

- Behavioral genetics studies how much of an individual's personality is due to inherited traits.
- Identical twins are more similar than fraternal twins or unrelated people in many facets of personality.
- Adoption studies of twins have confirmed that genetic influences account for a great deal of personality development, regardless of shared or nonshared environments.
- Personality factors of the five-factor model have nearly a 50% rate of heritability across cultures; variations in personality are about 25–50% inherited.

**Personality: Biological Roots and Assessment**

- **Interview**: largely self-report through unstructured or semistructured interview; problems—people can lie or interviewer can be biased (halo effect).
- **Projective tests**: ambiguous visual stimuli are used and clients are asked to describe what they see, unconscious concerns or fears are “projected” onto stimulus (e.g., Rorschach Inkblot Test and TAT); problems—nature of tests result in possible subjectivity in interpretation; reliability is suspect.
- **Behavioral assessments**: direct observation is used to quantify behavior through rating scales and frequency counts; problems—observer bias and lack of environmental control.
- **Personality inventories**: standard list of questions, often with “yes/true” or “no/false” answers, typically more objective and reliable, many have validity and reliability scales built in; problems—still able to provide false answers and, although difficult, can “fake bad” or “fake good.”

See Table 13.4.
Theories of Personality

- perspectives/theories: different ways of viewing and explaining personality
  - psychodynamic
  - behavioral and social cognitive views
  - humanistic
  - trait

- basic aspects
  - mind made up of different levels of awareness—conscious, preconscious, and unconscious
  - personality stems from interplay and conflict between demands made by the id, restrictions set forth by the superego, and direction by the ego
  - disordered behavior is product of constant conflict and anxiety, ego uses unconscious defense mechanisms as ways to manage anxiety/conflict between three parts of personality (see Table 13.1)

- psychosexual stages of personality development
  - id exists at birth; ego and superego develop in childhood
  - different erogenous zones are sources of conflict as individual ages; unresolved conflicts result in individuals getting stuck or fixated at that stage

<table>
<thead>
<tr>
<th>Table 13.2</th>
<th>Freud’s Psychosexual Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAGE</td>
<td>AGE</td>
</tr>
</tbody>
</table>
| Oral        | Birth to 1 or 2 years old | Oral activities (such as sucking, feeding, and making noises with the mouth) | Wearing | • Ability to form interpersonal attachments  
• Basic feelings about the world  
• Tendency to use oral forms of aggression, such as sourness  
• Opposition or passivity  
• Tendency to take charge or be passive |
| Anal        | 1 or 2 to 3 years old | Bowel and bladder control, toilet training | Toilet training | • Sense of competence and control  
• Stomach jealousy or willingness to go along with others  
• Neatness or neatnesslessness  
• Punctuality or tardiness |
| Phallic      | 3 to 6 years old | Genitals, sexual awareness | School, play, same-sex friendships | • Development of conscience through identification with same-sex parent  
• Pride or humility |
| Latency      | 6 years old to puberty | Social skills (such as the ability to make friends and intellectual skills), dentition period in terms of psychosexual development | School, play, same-sex friendships | • Ability to get along with others |
| genital      | Puberty to death | Sexual behavior | Sexual relationships with partner-in-law | • Immature love or indiscriminate hate  
• Uncontrollable working or inability to work |

- modern psychodynamic theory maintains focus on unconscious mind, concept of defense mechanisms is still useful

- despite several criticisms, Freud’s theory still important—first to suggest personality develops through stages, that we are not always consciously aware of reasons for behavior, and early life experiences influence who we are later in life
13.5 13.6

- Behavioral and Social Cognitive
- For behaviorists, personality is a set of learned responses and habits, gained through classical and operant conditioning.
- In social cognitive view, both learning (individual and through imitation of models) and cognitive processes (such as anticipation, judgment, and memory) are important.

Behavioral, Social Cognitive, and Humanistic Perspectives

- Humanistic
- Referred to as the third force in psychology (after psychoanalysis and behaviorism), based largely on work of Rogers and Maslow.
- Rogers
- Self-concept
- Self-actualization
- When there is congruence between real and ideal selves, one is considered to be fully functioning and capable of reaching the goal of self-actualization.

13.7

- Trait is a consistent, enduring way of thinking, feeling, or behaving; trait theories attempt to describe personality in terms of a person's traits.
- Allport: believed there were 200 traits that were wired into the nervous system to guide a person's behavior.
- Cattell: developed concept of surface traits and source traits; identified 16 source traits through factor analysis (later suggested 23); developed assessment questionnaire to identify original 16 trait dimensions (16PF).
- Several groups' work resulted in the five-factor model (Big Five, OCEAN) — openness, conscientiousness, extraversion, agreeableness, neuroticism.
- Meschel and others have suggested that there is a trait-situation interaction; there is evidence of the Big Five trait dimensions across various cultures.

13.8 13.9

- Behavioral Genetics
- Studies how much of an individual's personality is due to inherited traits.
- Identical twins are more similar than fraternal twins or unrelated people in many facets of personality.
- Adoption studies of twins have confirmed that genetic influences account for a great deal of personality development, regardless of shared or non-shared environments.
- Personality factors of the five-factor model have nearly a 50% rate of heritability across cultures; variations in personality are about 25–50% inherited.

Personality: Biological Roots and Assessment

- Personality can be assessed through various methods, based on perspective endorsed.