

**Slide 1: What is “Personality”?**

- \* What do you think?
- \* **Personality**- an individual's unique *constellation* of *consistent* behavioral traits (& feelings).
- \* **Personality Traits**- a disposition to behave in a particular way across a variety of situations.
  - A singular part of the whole of personality
- \* Allport~ 4500 different personality traits
- \* **Five Factor Model** (Costa & McCrae)
  - five basic personality dimensions (OCEAN) or (NEO-AC)
  - strong empirical support and a parsimonious model.
  - figure

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**Slide 2: Five Factor Model**

- \* **N**euroticism~ anxious, guilt-prone, self-conscious
- \* **E**xtraversion~ talkative, sociable, affectionate
- \* **O**penness to Experience- daring, broad interests, non-conforming
- \* **A**greeableness- warm, trusting, cooperative
- \* **C**onscientiousness- ethical, dependable, productive, purposeful.

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**Slide 3: Grand Theories~ Psychodynamic**

- \* Characteristics of Psychodynamic Approach to Personality
- \* 1) unconscious forces strongly influence behavior
- \* 2) internal conflict plays a key role in personality disorder
- \* 3) early childhood experiences influence adult personality

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**Slide 4: (Freud) Structure of Personality**

- \* A) ID: a primitive, instinctive component that operates according to “the pleasure principle” (primary process)
  - \* *Pleasure principle*: pursue immediate gratification.
- \* B) EGO: decision making component of personality that operates according to “the reality principle”(2nd Process)
  - \* *Reality principle*: delay of gratification until social appropriate outlets and situations can be found. (same eventual goal as id, just want to get away w/it)
- \* C) SUPER EGO: the moral component of personality that incorporates moral standards about what is right and wrong.
  - \* Dependent on learning during childhood, emerges around 3-5 years of age.

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**Slide 5: Personality Structure (cont.)**

- \* ID, EGO, & SUPER EGO influence behavior on varying levels of awareness~
- \* Conscious level- that which we are aware of even dimly
  - EGO, Super Ego
- \* Preconscious level- material just below the immediate surface that can easily be retrieved.
  - Ego, Super Ego
- \* Unconscious- material and conflict we are unaware of but exerts influence on behavior
  - inferred existence from “Freudian Slips”
  - the relationship of dreams to hidden desires/conflicts.
- \* figure

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**Slide 6: Sex & Aggression, Conflicts of Life**

- \* Freud believed our lives (behaviors/emotions) are dominated by the conflict among personality structures.
- \* Why would the conflicts revolve around the issues of sex and aggression though?
  - Basic instincts (like thirst, and hunger) but more difficult to immediately gratify
    - why... under greater social control.
  - Sex/Aggression “turned down” more often than instincts.
- \* These instincts are frequently frustrated by social control, situational ambiguity~ constant monitoring between EGO vs ID; EGO vs SE.

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### **Slide 7 : Anxiety & Defense**

- \* Most conflict stays on an unconscious level creating an “internal tension”.
- \* Bubbling to surface~ our experience, “Anxiety”.
- \* Causes of anxiety
  - fear of ID getting out of control, leads to negative social consequences
  - SE getting out of control leading to guilt for real or imagined transgressions.
- \* **Defense Mechanisms:** largely unconscious process protecting from excessive feelings of guilt/anxiety

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### **Slide 8 :Defense Mechanisms**

- \* **Rationalization:** creating a false but plausible explanation.
- \* **Repression:** burying thoughts in unconscious
- \* **Projection:** attributing one’s thoughts/motives to another
- \* **Displacement:** diverting emotions to a safe target
- \* **Reaction Formation:** behaving the opposite to feelings of anxiety.
  - figure
- \* **Regression:** reversion to childlike behavior
- \* **Identification:** shore up self esteem by “becoming-like” another.
- \* **Denial:** refusal to acknowledge an obvious unpleasant reality
- \* **Sublimination:** channeling energy into a positive/creative outcome.

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### **Slide 9: Personality Development**

- \* **Psychosexual Stages:** negotiating pleasure and social control.

| Stage                             | Age        | Pleasure Source | Source of Conflict:                            |
|-----------------------------------|------------|-----------------|--|
| * <b>Oral-</b>                    | 0-18 mos.  | mouth           | removal from breast/bottle                     |
| * <b>Anal-</b>                    | 18-36 mos. | bowels/bladder  | parental demands for control                   |
| * <b>Phallic-</b>                 | 3-6 years  | genitals        | incestuous feelings toward opposite sex parent |
| ➤ Oedipus Complex/Electra Complex |            |                 |  |
| * <b>Latency-</b>                 | 6-puberty  |                 | time of repressed feelings                     |
| * <b>Genital-</b>                 | puberty on |                 | developing healthy social/sexual relations     |

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**Slide 10: Other Psychodynamic Theorists**

- \* Jung: Analytical Psychology
  - shared much of Freud view on the unconscious
- \* additionally proposed the existence of a:
  - Collective Unconscious~ shared storehouse of “latent memories inherited from people’s ancestral past.”
    - ◆ Archetypes~ emotionally charged symbols that have universal meaning.
    - ◆ Mandalas [p.337]- “magic circle”

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**Slide 11: other theorists (cont)**

- \* Adler: Individual Psychology
- \* Primary motivation~ striving for superiority
  - ◆ Overcome childhood feelings of inferiority
- \* Compensation: normal efforts to overcome perceived inferiorities by developing one’s abilities
- \* Inferiority Complex: Excessive feelings of weakness/inadequacy (parental neglect/pampering)
- \* Overcompensation- work to attain and flaunt power/status/material wealth (covers material wealth), rather than to master life’s challenges.

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**Slide 12: Behavioral Perspectives**

- \* Skinner: personality is a collection of “response tendencies” tied to various stimulus situations.
  - Operant response tendencies~ fairly stable modes of behaving in certain situations.
  - Continually shaped by reward / punishment.
  - figure
- \* Bandura- stable behaviors molded by observational learning of how to best behave.
  - Observational learning: person’s response is influenced by the observation of important “role models” (typically people we like).
  - figure

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**Slide 13: Humanistic Perspectives**

- \* Person-centered theory (Rogers)
- \* Self-Concept- a single personality structure composed of the beliefs and values about one's abilities and typical behaviors.
  - Expect and try to feel/ behave consistently w/ one's self- concept--  
The Self-Fulfilling Prophecy
- \* Incongruence- difference between one's actual experience & self concept. (figure)
  - Incongruence caused by "conditional affect"
  - Conditional affect: the giving of affection/love/acceptance by important objects (parents) is conditional upon object-approved behaviors (steers child away from natural growth toward self knowledge and acceptance).

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**Slide 14: Biological Perspectives**

- \* Personality is all in the genes!! (Hans Eysenck)
- \* Research support for Eysenck's hypothesis-
  - 5-factor model figure
- \* Traits Observed                      Genetic Contrib.
  - Positive Emotionality (extroverted, sense of well being) 40%
  - Negative Emotionality (neurotic, anxious, angry) 55%
  - Constraint (inhibited, cautious, conventional) 58%
  - Source: (Tellerger, 1988)
- \* Take Home Message: Genes important but not everything
  - figure

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**Slide 15: Personality Measurement**

- \* Pencil and Paper Test (MMPI, NEO-FFI & 16P-F)
- \* Projective Tests:
  - Projective hypothesis: when a person is presented with an ambiguous stimulus he/she will impose order in to the stimulus. The order is assumed to be a projection (unconscious) of thoughts, feelings, desires, or fears.
- \* Rorschach Ink Blot (overhead)
- \* Thematic Apperception Test (overhead).

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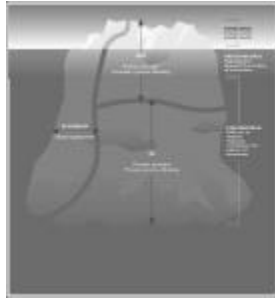
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**Figure 12.2** Freud's model of personality structure. Freud theorized that people have three levels of awareness: the conscious, the preconscious, and the unconscious. The enormous size of the unconscious is often dramatized by comparing it to the portion of an iceberg that lies beneath the water's surface. Freud also divided personality structure into three components—id, ego, and superego—which operate according to different principles and exhibit different modes of thinking. In Freud's model, the id is entirely unconscious, but the ego and superego operate at all three levels of awareness. **Slide 16**

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**Figure 12.1** The five-factor model of personality. Trait models attempt to analyze personality into its basic dimensions. McCrae and Costa (1985, 1987) maintain that personality can be described adequately with the five higher-order traits identified here. **Slide 17**

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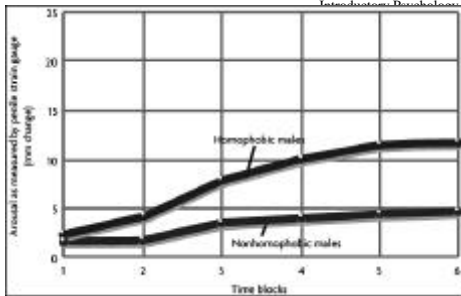
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**Figure 12.4** Arousal in response to depiction of male homosexual activity. This graph shows the progression of participants' sexual arousal over time, as measured by a penile strain gauge, in response to a video depicting male homosexual activity. The homophobic men in the Adams et al. (1996) study did not rate the video as arousing, but the physiological measure showed that they experienced substantial sexual arousal. (Adapted from Adams et al., 1996) **Slide 18**

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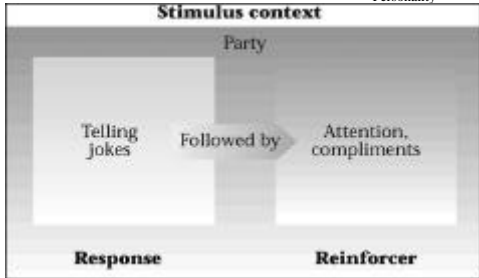
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Figure 12.7: Personality development and operant conditioning. According to Skinner, people's characteristic response tendencies are shaped by reinforcers and other consequences that follow behavior. Thus, if your joking at a party leads to attention and compliments, your tendency to be witty and humorous will be strengthened.

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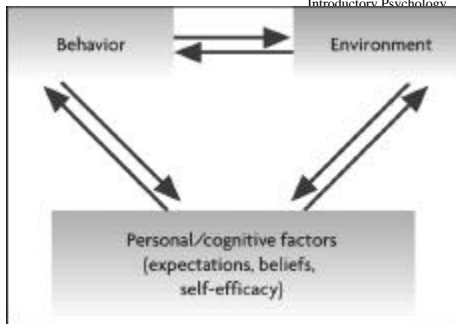
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Figure 12.8: Bandura's reciprocal determinism. Bandura rejects Skinner's highly deterministic view that freedom is an illusion and argues that internal mental events, external environmental contingencies, and overt behavior all influence one another.

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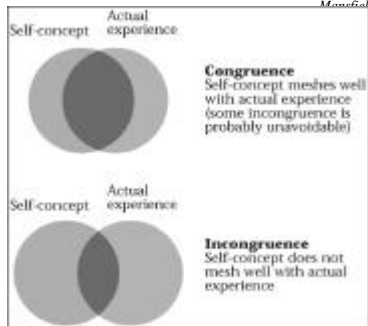
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Figure 12.9: Rogers's view of personality structure. In Rogers's model, the self-concept is the only important structural construct. However, Rogers acknowledged that one's self-concept may not be consistent with the realities of one's actual experience—a condition called incongruence.

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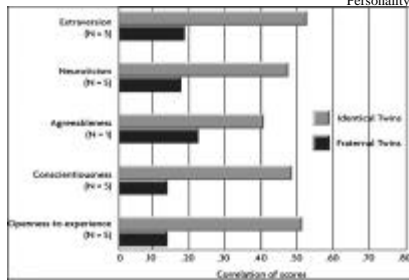
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**Figure 12.14:** Twin studies of personality. Loehlin (1992) has summarized the results of twin studies that have examined the Big Five personality traits. The N under each trait indicates the number of twin studies that have examined that trait. The chart plots the average correlations obtained for identical and fraternal twins in these studies. As you can see, identical twins have shown greater resemblance in personality than fraternal twins have, suggesting that personality is partly inherited.

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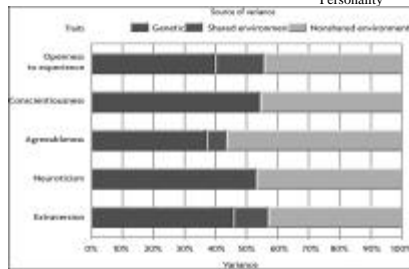
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**Figure 12.15:** Heritability and environmental variance for the Big Five traits. Based on the twin study data of Riemann et al. (1997), Plomin and Caspi (1999) estimated the heritability of each of the Big Five traits. The data also allowed them to estimate the amount of variance on each trait attributable to shared environment and nonshared environment. As you can see, the heritability estimates hovered in the vicinity of 40%, with two exceeding 50%. As in other studies, the influence of shared environment was very modest. (Based on Plomin and Caspi, 1999)

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