

13.1

personality

unique way in which each individual thinks, acts, and feels throughout life

perspectives/theories

different ways of viewing and explaining personality

- **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

psychodynamic perspective

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 among three parts of personality (see Table 11.3)

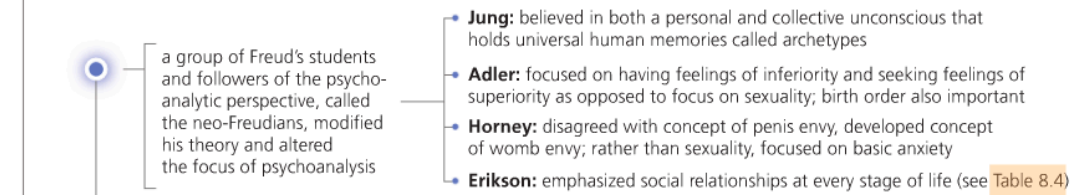
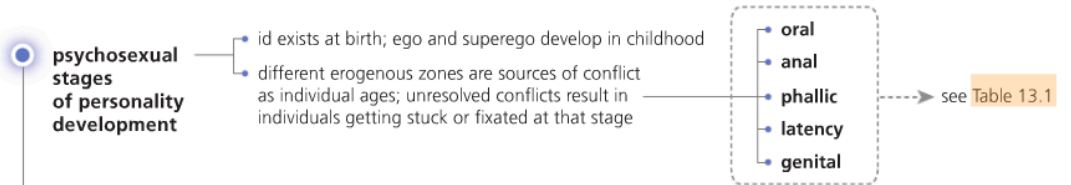
Theories of Personality

Table 13.1 Freud's Psychosexual Stages

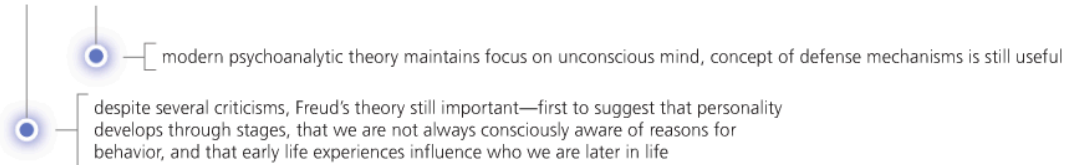
STAGE	AGE	FOCUS OF PLEASURE	FOCUS OF CONFLICTS	DIFFICULTIES AT THIS STAGE AFFECT LATER . . .
Oral	Birth to 1½ years old	Oral activities (such as sucking, feeding, and making noises with the mouth)	Weaning	<ul style="list-style-type: none"> • Ability to form interpersonal attachments • Basic feelings about the world • Tendency to use oral forms of aggression, such as sarcasm • Optimism or pessimism • Tendency to take charge or be passive
Anal	1½ to 3 years old	Bowel and bladder control	Toilet training	<ul style="list-style-type: none"> • Sense of competence and control • Stubbornness or willingness to go along with others • Neatness or messiness • Punctuality or tardiness
Phallic	3 to 6 years old	Genitals	Sexual awareness	<ul style="list-style-type: none"> • 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; Dormant period in terms of psychosexual development	School, play, same-sex friendships	<ul style="list-style-type: none"> • Ability to get along with others
Genital	Puberty to death	Sexual behavior	Sexual relationship with partner	<ul style="list-style-type: none"> • Immature love or indiscriminate hate • Uncontrollable working or inability to work

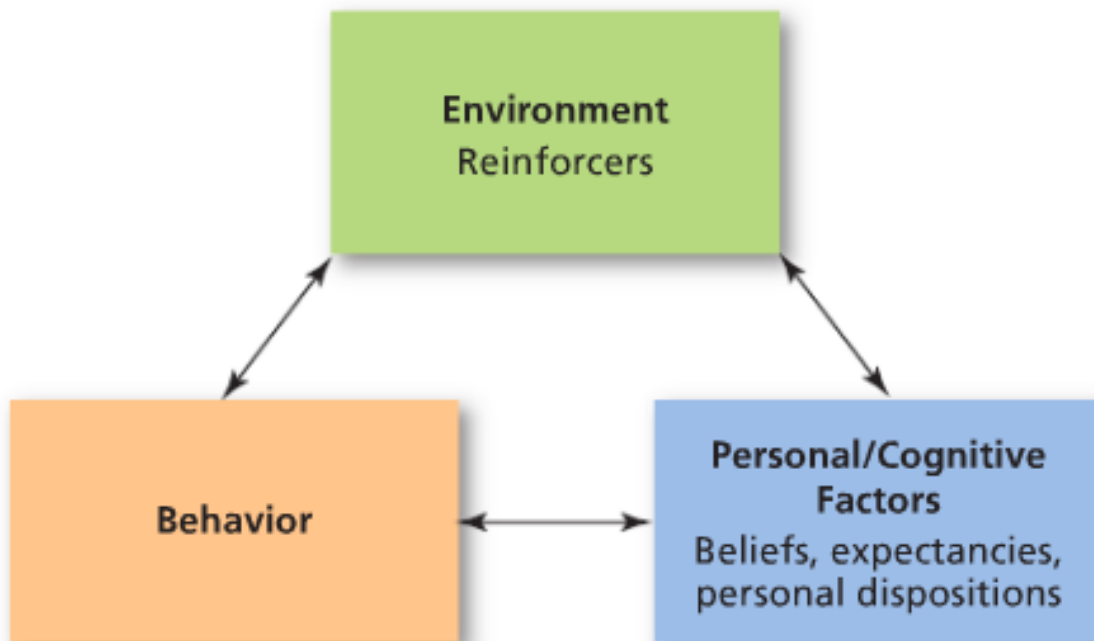
Note: Freud thought that the way a person finds pleasure or is prevented from satisfying urges for pleasure at each stage affects personality. Thus, like Erikson's stage model described in Chapter Eight, Freud's model argues that the way a person deals with particular psychological challenges or potential areas of conflict has long-term effects on personality.

13.2-4



Psychodynamic Perspective





13.5-6

behavioral and social cognitive

- for behaviorists, personality is set of learned responses and habits, gained through classical and operant conditioning
- in the 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

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:** 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

Carl Rodgers' theory of self-concept



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Table 13.2 The Big Five

HIGH SCORER CHARACTERISTICS	FACTOR (OCEAN)	LOW SCORER CHARACTERISTICS
Creative, artistic, curious, imaginative, nonconforming	Openness (O)	Conventional, down-to-earth, uncreative
Organized, reliable, neat, ambitious	Conscientiousness (C)	Unreliable, lazy, careless, negligent, spontaneous
Talkative, optimistic, sociable, affectionate	Extraversion (E)	Reserved, comfortable being alone, stays in the background
Good-natured, trusting, helpful	Agreeableness (A)	Rude, uncooperative, irritable, aggressive, competitive
Worrying, insecure, anxious, temperamental	Neuroticism (N)	Calm, secure, relaxed, stable

Source: Adapted from McRae & Costa (1990).

13.7

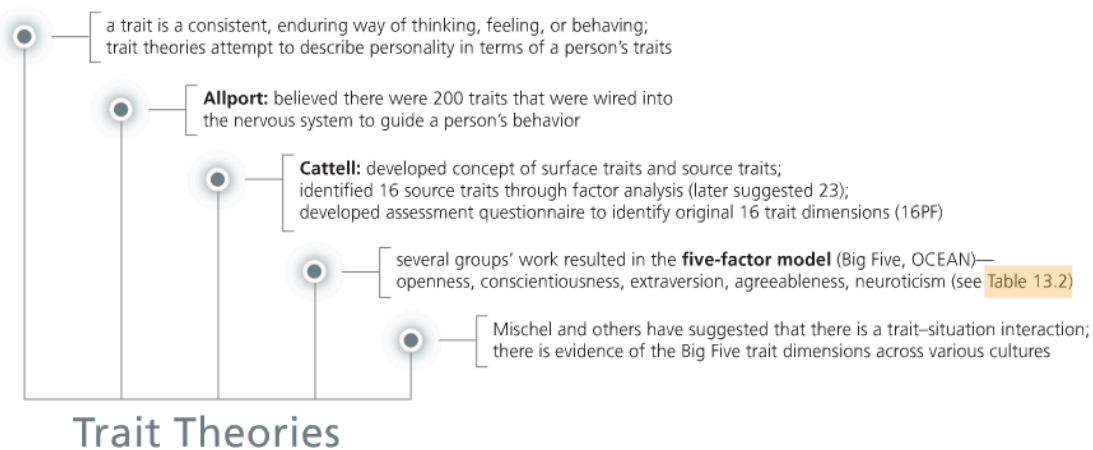


Table 13.3 Who Uses What Method?

TYPE OF ASSESSMENT	MOST LIKELY USED BY . . .
Interviews	Psychoanalysts, Humanistic Therapists
Projective Tests Rorschach Thematic Apperception Test	Psychoanalysts
Behavioral Assessments Direct Observation Rating Scales Frequency Counts	Behavioral and Social Cognitive Therapists
Personality Inventories Sixteen Personality Factor Questionnaire (16PF) Neuroticism/Extraversion/Openness Personality Inventory (NEO-PI) Myers-Briggs Type Indicator (MBTI) Eysenck Personality Questionnaire (EPQ) Keirsey Temperament Sorter II California Psychological Inventory (CPI)	Trait Theorists

13.8–9

- biology of 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

- personality** can be assessed through various methods, based on perspective endorsed
 - 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”
 - NEO-PI
 - MBTI
 - MMPI-2
- see Table 13.3