Unit 10:
Personality
Unit Overview

- The Psychoanalytic Perspective
- The Humanistic Perspective
- The Trait Perspective
- The Social-Cognitive Perspective
- Exploring the Self

Click on the any of the above hyperlinks to go to that section in the presentation.
Introduction

• Personality
Psychoanalytic Perspective
Exploring the Unconscious

• Parts of the mind
  – Conscious
  – Preconscious
  – **Unconscious**
    • Free association
    • Psychoanalysis
    • Repression
Exploring the Unconscious

*Personality Structure*

- **Id**
  - Pleasure principle
- **Ego**
  - Reality principle
- **Superego**
  - Conscience
Exploring the Unconscious Personality Development

- Psychosexual stages
  - Oral
  - Anal
  - Phallic
  - Latency
  - Genital
Exploring the Unconscious

*Psychosexual Stages*

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Exploring the Unconscious

*Personality Development*

- Erogenous zones
- **Oedipus complex**
- Electra complex
- **Identification**
- **Fixation**
Exploring the Unconscious

Defense Mechanisms

- Repression
- Regression
- Reaction formation
- Projection
- Rationalization
- Displacement
- Sublimation
- Denial
The Neo-Freudian Theorists

- Neo-Freudians
  - Adler’s inferiority complex
  - Horney’s sense of helplessness
  - Jung’s collective unconscious

- Psychodynamic theory
Assessing Unconscious Processes

• **Projective Test**
  – **Thematic Apperception Test** (TAT)
  – **Rorschach Inkblot Test**
Evaluating the Psychoanalytic Perspective

- Contradictory Evidence
- Is repression a myth?
- The modern unconscious mind
  - Terror management theory
- Freud’s ideas as scientific theory
The Humanistic Perspective
Abraham Maslow’s Self-Actualizing Person

- Abraham Maslow
  - Self-actualization
  - Self-transcendence
  - Peak experiences
Carl Roger’s Person-Centered Perspective

• Carl Rogers
  – Growth promoting climate
    • Genuineness
    • Acceptance
    • Empathy
  – Unconditional positive regard
  – Self-concept

“Just remember, son, it doesn’t matter whether you win or lose—unless you want Daddy’s love.”
Assessing the Self

• Self-report tests
• Ideal versus actual self

“We do pretty well when you stop to think that people are basically good.”
Evaluating the Humanistic Perspective

• Renewed interest in self-concept
• Criticisms
  – Vague and subjective
  – Individualistic and Western biased
  – Naïve
The Trait Perspective
Traits

- Trait
  – Describing rather than explaining
  – Myers-Briggs Type Indicator (MBTI)
Exploring Traits

Factor Analysis

• Factor analysis
  – Eysenck and Eysenck
    • Extroversion versus introversion
    • Emotional stability versus instability
    • Eysenck Personality Questionnaire
Exploring Traits

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Factor Analysis

INTROVERTED
Passive
Careful
Thoughtful
Peaceful
Controlled
Reliable
Even-tempered
Calm

UNSTABLE
Moody
Anxious
Rigid
Pessimistic
Reserved
Unsociable
Quiet

EXTRAVERTED
Touchy
Restless
Aggressive
Excitable
Changeable
Impulsive
Optimistic
Active

STABLE
Exploring Traits
Factor Analysis
Exploring Traits

Biology and Personality

• Brain scans
  – Brain arousal

• Genetics
  – Autonomic nervous system reactivity
Assessing Traits

• **Personality inventory**
  – *Minnesota Multiphasic Personality Inventory (MMPI)*
    • *Empirically derived test*
    • *Objective test*
    • *Lie scale*
The Big Five Factors

• The Big Five
  – Conscientiousness
  – Agreeableness
  – Neuroticism
    • Emotional stability vs instability
  – Openness
  – Extraversion
# The Big Five Factors

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**The “Big Five” Personality Factors**

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# The Big Five Factors

The Big Five factors are

- **Conscientiousness**: Organized - Careful - Disciplined - Disorganized - Careless - Impulsive
- **Agreeableness**: Soft-hearted - Trusting - Helpful - Ruthless - Suspicious - Uncooperative
- **Neuroticism**: Calm - Secure - Self-satisfied - Anxious - Insecure - Self-pitying
- **Openness**: Imaginative - Preference for variety - Independent - Practical - Preference for routine - Conforming
The Big Five Factors

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<td>Affectionate ↔ Reserved</td>
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The Big Five Factors

• Questions on The Big Five
  – How stable are the traits?
  – How heritable are the traits?
  – Do the traits predict other personal attributes?
Evaluating the Trait Perspective

The Person-Situation Controversy

- Person-situation controversy
  - Are traits consistent?
  - Can traits predict behavior?

“Mr. Coughlin over there was the founder of one of the first motorcycle gangs.”
The Social-Cognitive Perspective
The Social-Cognitive Perspective

- **Social-cognitive perspective**
  - Social-behavioral approach
Reciprocal Influences

- **Reciprocal determinism**

  - Internal cognitive factors (thoughts and feelings about risky activities)
  - Behavior (learning to bungee jump)
  - Environmental factors (bungee-jumping friends)
Reciprocal Influences

• Ways individuals and the environment interact
  – Different people choose different environments
  – Our personalities shape how we interpret and react to events
  – Our personalities help create situations to which we react
The Biopsychosocial Approach to the Study of Personality
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Biological influences:
- genetically determined temperament
- autonomic nervous system reactivity
- brain activity

Personality
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- learned responses
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Personality
The Biopsychosocial Approach to the Study of Personality

**Biological influences:**
- genetically determined temperament
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- brain activity

**Psychological influences:**
- learned responses
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- expectations and interpretations

**Social-cultural influences:**
- childhood experiences
- influence of the situation
- cultural expectations
- social support
Personal Control

- **Personal control**
  - Two ways to study personal control
    - Correlate people’s feelings of control with their behaviors and achievements
    - Experiment by raising and lowering people’s sense of control and noting the effects
Personal Control

*Internal Versus External Locus of Control*

- Internal versus external locus of control
  - External locus of control
  - Internal locus of control
Personal Control

Depleting and Strengthening Self-Control

• Self-control
Personal Control

Benefits of Personal Control

• Learned helplessness
Personal Control

Benefits of Personal Control

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*Benefits of Personal Control*

• Learned helplessness
Personal Control

Benefits of Personal Control

• Learned helplessness
• Tyranny of choice
Personal Control

Optimism Versus Pessimism

- Optimism and Health
- Excessive Optimism
- Blindness to one’s own incompetence
- Positive psychology

“We just haven’t been flapping them hard enough.”
Assessing Behavior in Situations

- US Army spy training
- Business use of simulations
Evaluating the Social-Cognitive Perspective

• Based on research
• Focuses too much on the situation
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<td>Ambiguous stimuli designed to trigger projection of inner dynamics.</td>
<td>Psychodynamic</td>
<td>Designed to get beneath the conscious surface of a person’s self-understanding may be a good ice-breaker.</td>
<td>Results have weak validity and reliability.</td>
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<td>Personality Inventories, such as Myers-Briggs, the MMPI, and (thanks to factor analysis) the Big Five</td>
<td>Objectively scored groups of questions designed to identify personality dispositions.</td>
<td>Trait</td>
<td>Generally reliable and empirically validated.</td>
<td>Explore limited number of traits.</td>
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<td>Observation</td>
<td>Studying how individuals react in different situations.</td>
<td>Social-cognitive</td>
<td>Allows researchers to study the effects of environmental factors on the way an individual’s personality is expressed.</td>
<td>Results may not apply to the larger population.</td>
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<td>Experimentation</td>
<td>Manipulate variables, with Social-cognitive random assignment to conditions.</td>
<td>Discerns cause and effect.</td>
<td></td>
<td>Some variables cannot feasibly or ethically be manipulated.</td>
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Exploring the Self
Introduction

- **Self**
  - Possible selves
  - **Spotlight effect**
The Benefits of Self-Esteem

- **Self-esteem**
Self-Serving Bias

• Self-serving bias
  – People accept more responsibility for good deeds than for bad, successes than failures
  – Most people see themselves as better than average

• Defensive self-esteem
Culture and the Self

- **Individualism**
- **Collectivism**
# Individualism versus Collectivism

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The End
Teacher Information

• Types of Files
  – This presentation has been saved as a “basic” Powerpoint file. While this file format placed a few limitations on the presentation, it insured the file would be compatible with the many versions of Powerpoint teachers use. To add functionality to the presentation, teachers may want to save the file for their specific version of Powerpoint.

• Animation
  – Once again, to insure compatibility with all versions of Powerpoint, none of the slides are animated. To increase student interest, it is suggested teachers animate the slides wherever possible.

• Adding slides to this presentation
  – Teachers are encouraged to adapt this presentation to their personal teaching style. To help keep a sense of continuity, blank slides which can be copied and pasted to a specific location in the presentation follow this “Teacher Information” section.
Teacher Information

- **Hyperlink Slides** - This presentation contain two types of hyperlinks. Hyperlinks can be identified by the text being underlined and a different color (usually purple).
  - **Unit subsections hyperlinks**: Immediately after the unit title slide, a page (slide #3) can be found listing all of the unit’s subsections. While in slide show mode, clicking on any of these hyperlinks will take the user directly to the beginning of that subsection. This allows teachers quick access to each subsection.
  - **Bold print term hyperlinks**: Every bold print term from the unit is included in this presentation as a hyperlink. While in slide show mode, clicking on any of the hyperlinks will take the user to a slide containing the formal definition of the term. Clicking on the “arrow” in the bottom left corner of the definition slide will take the user back to the original point in the presentation.

These hyperlinks were included for teachers who want students to see or copy down the exact definition as stated in the text. Most teachers prefer the definitions not be included to prevent students from only “copying down what is on the screen” and not actively listening to the presentation.

For teachers who continually use the Bold Print Term Hyperlinks option, please contact the author using the email address on the next slide to learn a technique to expedite the returning to the original point in the presentation.
Teacher Information

• **Continuity slides**
  
  Throughout this presentation there are slides, usually of graphics or tables, that build on one another. These are included for three purposes.
  
  • By presenting information in small chunks, students will find it easier to process and remember the concepts.
  
  • By continually changing slides, students will stay interested in the presentation.
  
  • To facilitate class discussion and critical thinking. Students should be encouraged to think about “what might come next” in the series of slides.

• Please feel free to contact me at [kkorek@germantown.k12.wi.us](mailto:kkorek@germantown.k12.wi.us) with any questions, concerns, suggestions, etc. regarding these presentations.

  Kent Korek
  Germantown High School
  Germantown, WI 53022
  262-253-3400
  [kkorek@germantown.k12.wi.us](mailto:kkorek@germantown.k12.wi.us)
Division title (green print) subdivision title (*blue print*)

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Division title (green print)
subdivision title (blue print)

Use this slide to add a table, chart, clip art, picture, diagram, or video clip. Delete this box when finished
Definition Slide

= add definition here
Definition
Slides
Personality

= an individual’s characteristic pattern of thinking, feeling, and acting.
Free Association

= in psychoanalysis, a method of exploring the unconscious in which the person relaxes and says whatever comes to mind, no matter how trivial or embarrassing.
Psychoanalysis

= Freud’s theory of personality that attributes thoughts and actions to unconscious motives and conflicts; the techniques used in treating psychological disorders by seeking to expose and interpret unconscious tensions.
Unconscious

= according to Freud, a reservoir of mostly unacceptable thoughts, wishes, feelings, and memories. According to contemporary psychologists, information processing of which we are unaware.
Id

= a reservoir of unconscious psychic energy that, according to Freud, strives to satisfy basic sexual and aggressive drives. The id operates on the pleasure principle, demanding immediate gratification.
Ego

= the largely conscious, “executive” part of personality that, according to Freud, mediates among the demands of the id, superego, and reality. The ego operates on the reality principle, satisfying the id’s desires in ways that will realistically bring pleasure rather than pain.
Superego

= the part of personality that, according to Freud, represents internalized ideals and provides standards for judgment (the conscience) and for future aspirations.
Psychosexual Stages

= the childhood stages of development, (oral, anal, phallic, latency, genital) during which, according to Freud, the id’s pleasure-seeking energies focus on distinct erogenous zones.
Oedipus Complex

= according to Freud, a boy’s sexual desires toward his mother and feelings of jealousy and hatred for the rival father.
Identification

= the process by which, according to Freud, children incorporate their parent’s values into their developing superegos.
Fixation

= according to Freud, a lingering focus of pleasure-seeking energies at an earlier psychosexual state, in which conflicts were unresolved.
Defense Mechanisms

= in psychoanalytic theory, the ego’s protective methods of reducing anxiety by unconsciously distorting reality.
Repression

= in psychoanalytic theory, the basic defense mechanism that banishes anxiety-arousing thoughts, feelings, and memories from consciousness.
Regression

= psychoanalytic defense mechanism in which an individual faced with anxiety retreats to a more infantile psychosexual stage, where some psychic energy remains fixated.
Reaction Formation

= psychoanalytic defense mechanism by which the ego unconsciously switches unacceptable impulse into their opposites. Thus, people may express feelings that are the opposite of their anxiety-arousing unconscious feelings.
Projection

= psychoanalytic defense mechanism by which people disguise their own threatening impulses by attributing them to others.
Rationalization

= psychoanalytic defense mechanism that offers self-justifying explanations in place of the real, more threatening, unconscious reasons for one’s actions.
Displacement

= psychoanalytic defense mechanism that shifts sexual or aggressive impulses toward a more acceptable or less threatening object or person, as when redirecting anger toward a safer outlet.
Sublimation

= psychoanalytic defense mechanism by which people re-channel their unacceptable impulses into socially approved activities.
Denial

= psychoanalytic defense mechanism by which people refuse to believe or even to perceive painful realities.
Collective Unconscious

= Carl Jung’s concept of a shared, inherited reservoir of memory traces from our species’ history.
Projective Test

= a personality test, such as the Rorschach or TAT, that provides ambiguous stimuli designed to trigger projection of one’s inner dynamics.
Thematic Apperception Test (TAT)

= a projective test in which people express their inner feelings and interests through the stories they make up about ambiguous scenes.
Rorschach Inkblot Test

= the most widely used projective test, a set of 10 inkbLOTS, designed by Hermann Rorschach; seeks to identify people’s inner feelings by analyzing their interpretations of the blots.
Terror-management Theory

= a theory of death-related anxiety; explores people’s emotional and behavioral responses to reminders of their impending death.
Self-actualization

= according to Maslow, one of the ultimate psychological needs that arises after basic physical and psychological needs are met and self-esteem is achieved; the motivation to fulfill one’s potential.
Unconditional Positive Regard

= according to Rogers, an attitude of total acceptance toward another person.
Self-concept

= all our thoughts and feelings about ourselves, in answer to the question, “Who am I?”
Trait

= a characteristic pattern of behavior or a disposition to feel and act, as assessed by self-report inventories and peer reports.
Personality Inventory

= a questionnaire (often true-false or agree-disagree items) on which people respond to items designed to gauge a wide range of feelings and behaviors; used to assess selected personality traits.
Minnesota Multiphasic Personality Inventory (MMPI)

= the most widely researched and clinically used of all personality tests. Originally developed to identify emotional disorders (still considered its most appropriate use), this test is now used for many other screening purposes.
Empirically Derived Test

= a test (such as the MMPI) developed by testing a pool of items and then selecting those that discriminate between groups.
Social-cognitive Perspective

= views behavior as influenced by the interaction between people’s traits (including their thinking) and their social context.
Reciprocal Determinism

= the interacting influences of behavior, internal cognition, and environment.
Personal Control

= the extent to which people perceive control over their environment rather than feeling helpless.
External Locus of Control

= the perception that chance or outside forces beyond your personal control determine your fate.
Internal Locus of Control

= the perception that you control your own fate.
Positive Psychology

= the scientific study of optimal human functioning; aims to discover and promote strengths and virtues that enable individuals and communities to thrive.
Self

= in contemporary psychology, assumed to be the center of personality, the organizer of our thoughts, feelings, and actions.
Spotlight Effect

= overestimating other’s noticing and evaluating our appearance, performance, and blunders (as if we presume a spotlight shines on us).
Self-esteem

= one’s feelings of high or low self-worth.
Self-serving Bias

= a readiness to perceive oneself favorably.
Individualism

= giving priority to one’s own goals to over group goals and defining one’s identity in terms of personal attributes rather than group identifications
Collectivism

= giving priority to the goals of one’s group (often one’s extended family or work group) and defining one’s identity accordingly.