





PERSONALITY


# Definition

- ▶ The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment (Allport, 1937)
  - ▶ The distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life (Mischel, 1976)
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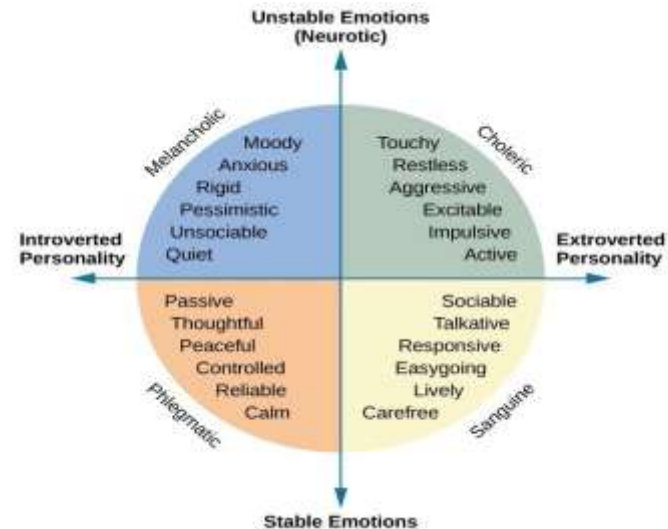
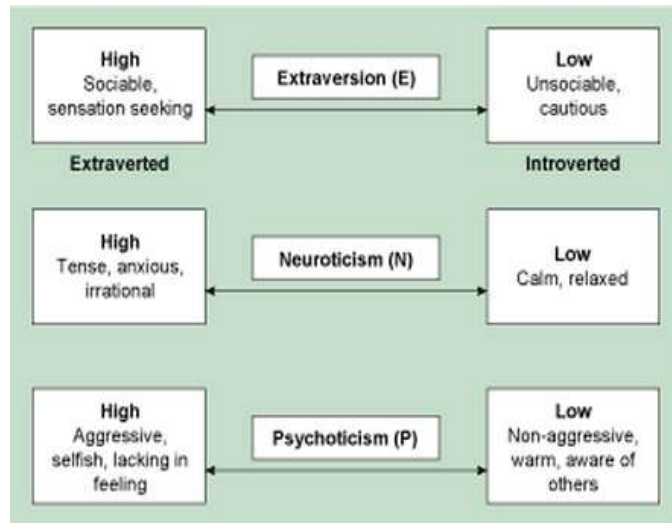
- ▶ Character: codes of behavior in terms of which individuals or their acts are appraised (ethical concepts of good, bad)
  - ▶ Character is personality evaluated; personality as character devaluated (Allport, 1961)
  - ▶ Temperament: dispositions closely linked to the biological or physiological determinants and that consequently show relatively little modification with development
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<b>Dimension of Temperament</b>	<b>Definition</b>
1. Activity level	Proportion of active to inactive time
2. Approach-Withdrawal	The response to a new person or object, based on whether the child accepts or withdraws from the situation
3. Adaptability	How easily the child is able to adapt to changes in his or her environment
4. Quality of Mood	The contrast of the amount of friendly, joyful, and pleasant behavior with unpleasant, unfriendly behavior
5. Attention span and persistence	The amount of the time a child devotes to an activity and the effect of distraction on that activity
6. Distractibility	The degree to which stimuli in the environment alters behavior
7. Rhythmicity (regularity)	The regularity of basic functions, such as hunger, excretion, sleep and wakefulness
8. Intensity of reaction	The energy level or reaction of the child's response
9. Threshold of responsiveness	The intensity of stimulation needed to elicit a response

# Type and Trait Theories

- ▶ Type: class of individuals said to share a common collection of characteristics (eg: introverts: shy, tacit)
  - ▶ Typologies: groupings or sets of types (eg: college campus: jocks, preps)
  - ▶ Hippocrates (400B.C.): sanguine, melancholic, choleric and phlegmatic
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# Eysenck's hierarchical theory



Types-set of personality characteristics-habitual response patterns across situations-specific response:specific situation-broad global types-specific situation bound responses= hierarchy

# Gordon Allport: Trait Theory

Emphasis on personality structure



- ▶ He tried to impress Freud with his powers of observation, but instead was mistaken for a patient seeking therapy.
- ▶ This led Allport to want to focus on conscious self reports as opposed to hidden unconscious impulses: rejection of childhood determinism in favour of future goals and present concerns for the psychologically mature individuals




- ▶ Traits: consistent, enduring way of thinking, feeling or behaving
- ▶ Trait theories: Theories that endeavor to describe the characteristics that make up human personality in an effort to predict future behavior




## II. Themes in Allport's work

### A. Consistency of Personality

- ▶ Allport argued that humans are consistent (“remarkably recognizable”) in personality even though they may vary from situation to situation.
  - ▶ Some research supports Allport's view; other studies suggest situations make people change their behavior.
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## B. The Concept of the Self

- ▶ Allport argued for the idea of self as a major focus of personality growth.
  - ▶ Today, a good deal of research in clinical & social psychology focuses on the idea of the self (e.g., self-concept, self-esteem, self-efficacy).
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## C. Interaction of Personality & Social Influences

- ▶ Although Allport focused on personality traits, he did recognize the importance of social factors & how they influence individuals.

# III. Allport's definition of Personality

- ▶ “Personality is the dynamic organization within the individual of those psychophysical systems that *determine his unique adjustments to the environment.*” (1937)
- ▶ “Personality is the dynamic organization within the individual of those psychophysical systems that *determine his characteristic behavior and thought*” (1961)
- ▶ This is not tacitly accepted by personality psychologists.


# Components of Allport's definition

## ▶ 1. Dynamic organization:


- we need to integrate all parts of our personality into a whole.
- Organized and patterned personality
- Subject to change, not static, but growing and changing

## ▶ Criticisms: the theme of unity isn't shared by everyone. Learning theorists focus on discrete units of behavior.

## ▶ 2. Psychophysical Systems


- Allport argued that biology influences our personality development.
  - He accepted the idea that temperament, constitutes an inherited biological foundation for personality.
  - There is some evidence that this might be the case. The temperaments of young children tend to be consistent into adulthood.
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### 3. Determinative

- ▶ Personality is something and does something
  - ▶ Not merely mask we wear, nor is it simply behavior.
  - ▶ traits are not just predictor's of behavior, they actually determine (cause) behavior.
  - ▶ Allport felt these were actually physical (tangible) although he didn't know how they related to the neural systems.
  - ▶ Accused to be circular reasoning
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# How does circular reasoning work?

- ▶ Jack hits Bob (behavior)
  - ▶ We observe hitting behavior & say that Jack is high on “aggression” (a trait).
  - ▶ When asked why Jack is aggressive—we say “Because he hit Bob.”
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## 4. Unique

- ▶ Allport felt that traits are highly individualized or unique.
- ▶ He disagreed with theorists who asserted that one or a few instincts motivate all people (sexual drives, striving for superiority).


## 5. Adjustments to the Environment

- ▶ Allport felt that our personalities develop as a function of learning to adapt to social situations while trying to achieve our needs.


# IV. Traits

- ▶ Allport felt that our personality was made up of traits.
  - ▶ If you know a person's traits, you can provide a description of their personality.
  - ▶ *Traits* were later reserved for common traits, *personal dispositions* reflected individual trait.
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# What are traits???

- ▶ A trait is a consistent, long-lasting tendency in behavior.
  - ▶ A neuropsychic structure having the capacity to render many stimuli functionally equivalent and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior (1961)(E.g., shyness, hostility)
  - ▶ Personal disposition is a generalized neuropsychic structure (peculiar to the individual)with the capacity to render many stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and stylistic behavior (1961)
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# Can we all be described by the same traits?

- ▶ Do we each have different traits or do we all have the same traits in varying amounts?
  - ▶ Allport wasn't willing to rule either of these out, although most researchers agree we have the same traits in different degrees.
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# Individual Vs. Common Traits


- ▶ Allport argued we have both individual traits & common traits.
  - ▶ **Individual traits** -- possessed by only 1 person.
  - ▶ **Common traits**-- possessed by all people to a varying extent.
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# How do we know what traits a person possesses?

- ▶ 1. We can infer them from language (Dictionary Study).
- ▶ Allport & Odbert identified 17,953 trait names, from the dictionary (4.5% of total words).


# Dictionary study

- ▶ 1. Neutral Terms Designating Personal Traits (artistic, assertive).
  - ▶ 2. Terms Primarily Descriptive of Temporary Moods or Activities (alarmed, ashamed)
  - ▶ 3. Weighted Terms Conveying Social or Character Judgments of Personal Conduct, or Designating influence on others (adorable, agreeable).
  - ▶ 4. Miscellaneous: Designations of Physique, Capacities, and Developmental Conditions; Metaphorical and Doubtful Terms (alone).
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## V. How pervasive is influence of a trait?


- ▶ It varies with the trait.
  - ▶ Allport argued we have three categories of traits: cardinal, secondary, & central.
  - ▶ Cardinal traits are most pervasive; secondary traits least pervasive.
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## 2. Inferring traits from behavior


- ▶ Allport argues that what people do, is a great clue as to their personality traits.
  - ▶ If people like to run, hike, & ride bikes we can infer they are athletic (a trait).
  - ▶ By observing others either in naturalistic settings or through experiments, we can infer some of their traits.
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# Allport's Personal Disposition Theory


Allport suggested that each individual has a unique set of personality traits called individual dispositions

1. **Cardinal trait** is a trait so dominant that a person's entire life revolves around it/so general that almost every act of a person possessing one seems traceable to its influence
  2. **Central traits** are qualities that characterize a person's daily interactions/tendencies highly characteristic of the individual, often called into play and easy to infer
  3. **Secondary traits** are characteristics that are exhibited in specific situations/limited in occurrence, less crucial to describe a personality wholly, more focussed on the responses it leads to as well as the stimuli to which it is appropriate
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## a. Cardinal traits


- ▶ This is a single characteristic that directs most of a person's activities.
  - ▶ It is so pervasive that it dominates just about everything that a person does.
  - ▶ E.g., A person so power-hungry that they are solely driven by that need for control.
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## b. Central traits


- ▶ Central traits are the major characteristics of an individual.
  - ▶ These usually number from 5 to 10 in any one person (e.g., honesty, sociability).
  - ▶ These are rather pervasive & effect many behaviors. We can use a small number of adjectives to describe someone.
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## c. Secondary traits

- ▶ These are characteristics that effect behavior in fewer situations & are less influential than central or cardinal traits.
  - ▶ A preference for ice cream or dislike of modern art would be considered a secondary trait.
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# Personality Development

- ▶ Functional Autonomy
    - Traits become independent of their origins in childhood
    - Childhood might be root of the trait or tendency but do not continue to influence the tendency in adulthood
    - It is not necessary to unearth where tendency or trait which dominates a person's life originated in order to help person deal with the troubling tendency
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- ▶ Unity of the Personality
  - ▶ The Proprium: theoretical concept of “self” or “ego”
  - ▶ “A sense of what is peculiarly ours, including all aspects of personality that make for inward unity”
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# Stages of Development of Self

- ▶ Bodily Sense of Self (1<sup>st</sup> year)
  - ▪ Sensory information provides an “anchor” for our self-awareness.
- ▶ Self-Identity (1 or 2–4 or 5)
  - ▪ Sense of existence as a separate person
- ▶ Ego Enhancement or Self-Esteem (2–3)
  - ▪ Sense of pride or shame depending achievement
  - ▪ Testing the limits of the environment
- ▶ Ego-extension (3–4 or 4–6)
  - ▪ Identify with personal possessions.
  - ▪ With maturity this shifts to loved ones and later to ideal causes and loyalties.

- ▶ Self-Image (4–6)
    - Learned expectations of the roles we are expected to enact
    - Aspirations for the future we seek to attain
  - ▶ Rational Agent (6–12)
    - Engage in reflective thought, problem solving
  - ▶ Propriate Striving (12 +)
    - “ego-involved” behavior, characterized by the unification of personality in pursuit of major life goals
  - ▶ The Knower (adult)
    - ▪ Integration of the previous seven aspects of proprium
    - ▪ Unified personality
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# The Big Five: OCEAN or the FIVE FACTOR MODEL

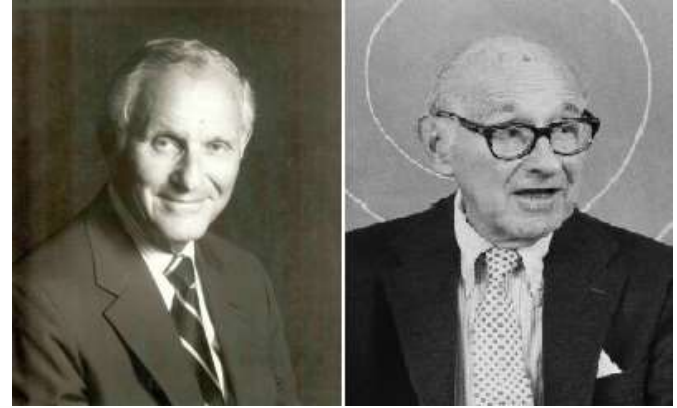
- ▶ McCrae and Costa, 1996
  - ▶ Reduction in the massive number of describable traits/ trait dimensions
  - ▶ Represents totality human personality: what make us who we are
  - ▶ O=Openness (willingness to try new things; open to experiences)
  - ▶ C=Conscientiousness (organization, thoughtfulness, dependability)
  - ▶ E=Extraversion(Outgoing and sociable)
  - ▶ A=Agreeableness(emotional styles)
  - ▶ =Neuroticism(degree of emotional in/stability)
  - ▶ These traits are not interdependent
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Dimension	High End	Low End
<b>Openness</b>	Independent, imaginative, broad interests, receptive to new ideas	Conforming, practical, narrow interests, closed to new ideas
<b>Conscientiousness</b>	Well-organized, dependable, careful, disciplined	Disorganized, undependable, careless, impulsive
<b>Extraversion</b>	Sociable, talkative, friendly, adventurous	Reclusive, quiet, aloof, cautious
<b>Agreeableness</b>	Sympathetic, polite, good-natured, soft-hearted	Tough-minded, rude, irritable, ruthless
<b>Neuroticism</b>	Emotional, insecure, nervous, self-pitying	Calm, secure, relaxed, self-satisfied




- ▶ Type A and Type B:
- ▶ Meyer Freidman and Ray Rosenman (1974)

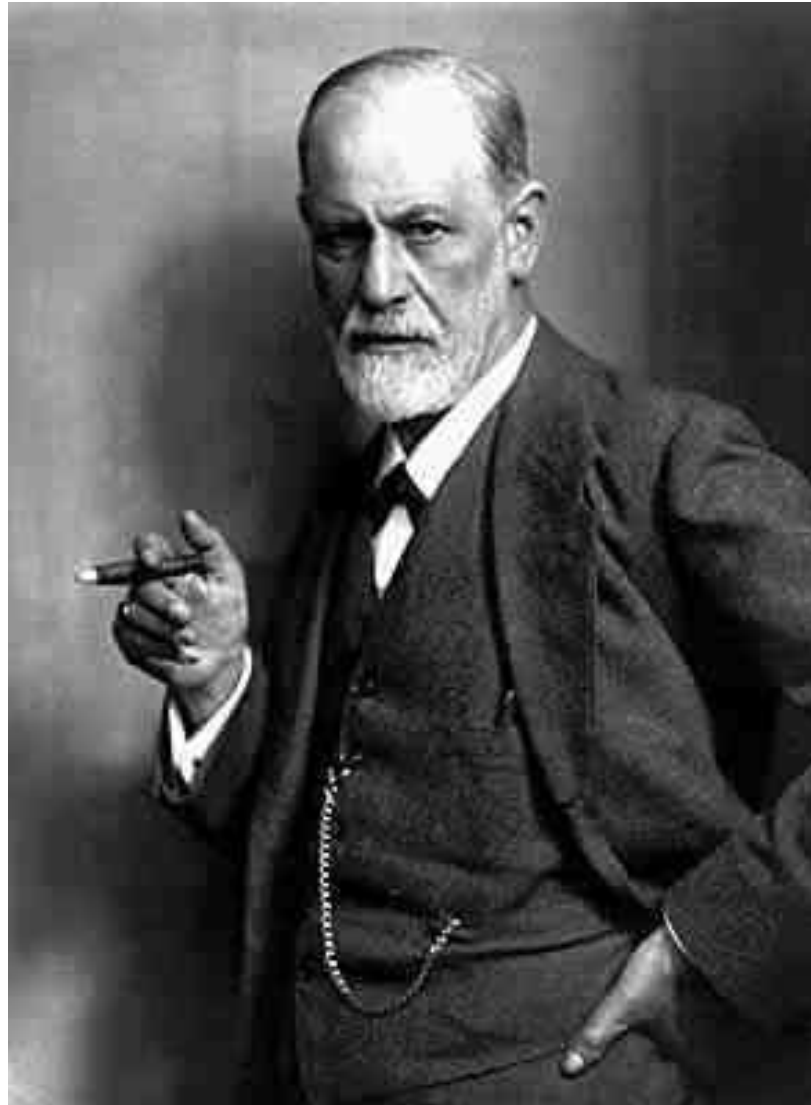
## Personality characteristics and Health



- ▶ Type A: ambitious, time conscious, extremely hardworking and tends to have high levels of hostility and anger and are easily annoyed
- ▶ Type B: relaxed, laid-back, less driven and competitive and slow to anger
- ▶ Type C: pleasant but repressed with a tendency to internalize anger and anxiety with difficulties expressing emotions (Temoshok and Dreher, 1992)

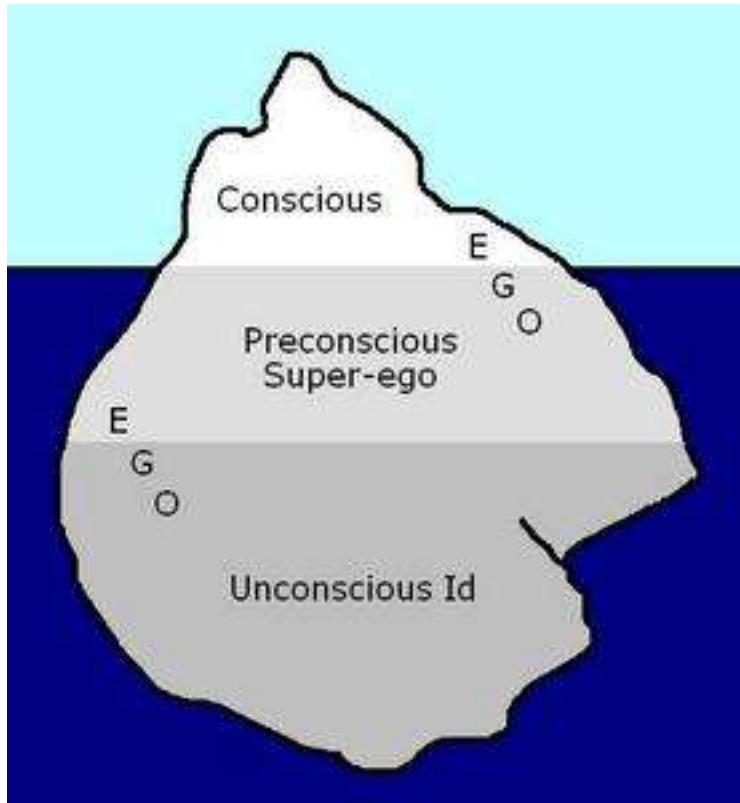
# Critique of type/trait theories

- ▶ Enhanced understanding of human behavior
  - ▶ Methodology: type and trait consistency and situationism, reliability and validity
  - ▶ Role of dynamic interplay of motives, thoughts and feelings?
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- ▶ Sigmund Freud: Classical Psychoanalytic Theory

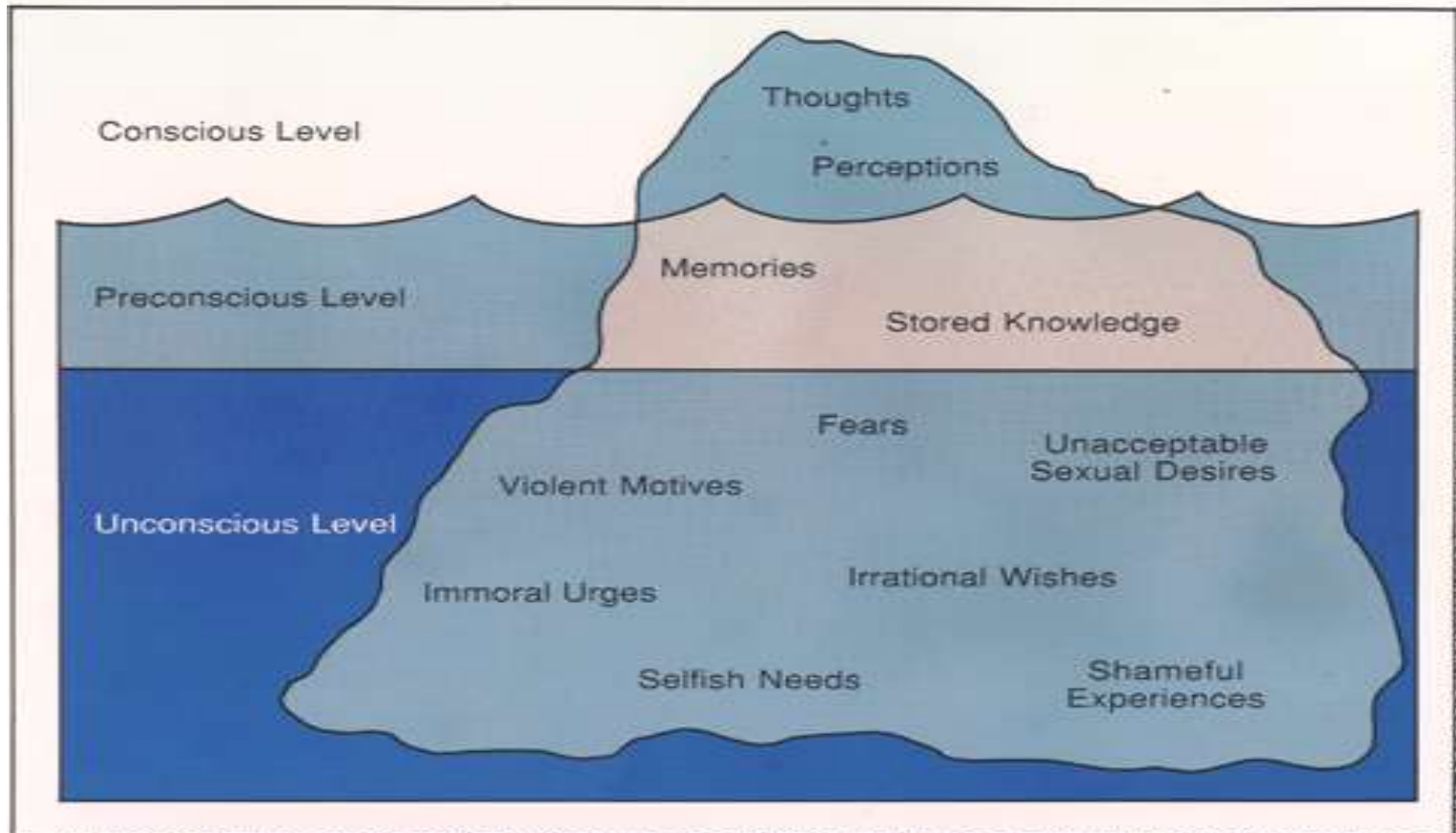
# Topographical Structure of the mind: structure of personality



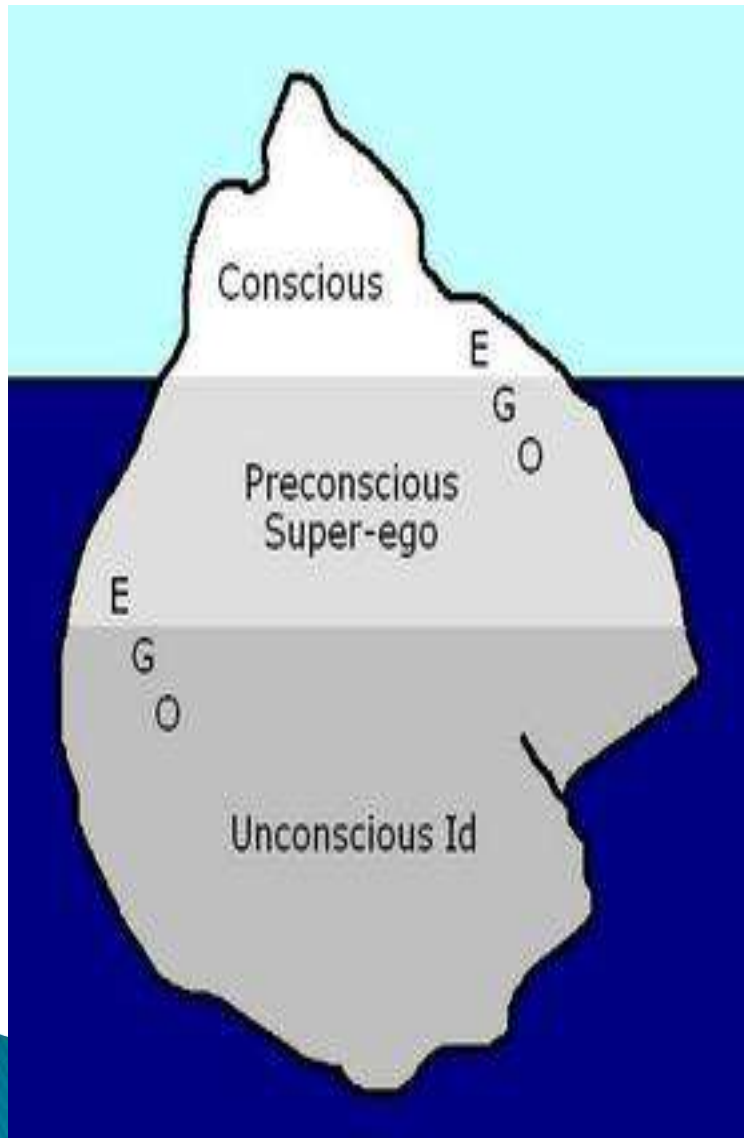
- **Conscious:** level of the mind that is aware of immediate surroundings and perceptions (similar to STM)
- **Preconscious:** level of the mind in which information is available but not currently conscious
- **Unconscious:** level of the mind in which thoughts, feelings, memories and other information are kept that are not easily or voluntarily brought into consciousness (revealed symbolically through dreams, Freudian slips)

- ▶ Iceberg: 3 levels of the mind; visible part is the conscious mind. Just below the surface is the pre-conscious, everything that is not yet part of the conscious; hidden deep below the surface\_the unconscious mind, has feelings memories thoughts and urges that are not easily brought into consciousness
  - ▶ Because the unconscious is so large, and because we are only aware of the very small conscious at any given time, this theory is likened to an iceberg, where the vast majority is buried beneath the water's surface
  - ▶ The water would represent everything that we are not aware of, have not experienced, and that has not been integrated into our personalities
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## PERS 5 Freud's View of the Human Mind: The Mental Iceberg



# Structure of Personality



- The Id: (Pleasure Principle) true psychic reality, represents inner world of subjective experience and has no knowledge of objective reality
- The Ego: (Reality principle) develops out of a need to deal with reality, usually conscious, rational and logical
- The Superego: Morality Principle



# Id


- ▶ Consists of everything psychological inherited & present at birth, including instincts
- ▶ Reservoir of psychic energy, furishes the other two systems
- ▶ Cannot tolerate tensions\_internal or external: needs instant discharge
- ▶ Principle of tension reduction: Pleasure Principle: avoid pain, obtain pleasure, immediate gratification
- ▶ Two processes: **Reflex actions** (inborn & automatic, immediate reduction of tension); **Primary processes** (discharge tension by forming a mental image of the object that will reduce the tension\_wish fulfilment [hallucinatory experience in which the desired object is present in the form of a memory image]eg: nocturnal dreams/ autistic thinking
- ▶ Yet, dependent on secondary psychological process for reducing tensions: Birth of the EGO



# Ego

- ▶ Appropriate transactions with objective reality of the world
- ▶ Id knows only the subjective reality of the mind/ Ego distinguishes between things in the mind and things in the external world
- ▶ **Reality principle (secondary process)**: prevent discharge of tension until an object appropriate for the satisfaction of the need has been discovered
- ▶ Serves the pleasure principle when the need is fulfilled and tensions reduce
- ▶ **Reality Principle** questions whether an experience is true or false; pleasure principle judges whether the experience is painful or pleasurable
- ▶ **Reality testing**: plan of action for need satisfaction followed by actions to see its effectiveness
- ▶ Ego controls **cognitive and intellectual** functions
- ▶ **Executive of the personality**: controls gateways to action, selects which stimulus in environ to respond to and how and which needs are to be satisfied
- ▶ **Organized portion of id**: exists to forward id demands, power derived from id
- ▶ Principle role: maintain life of the individual and reproduction of species
- ▶ **Harsh masters of ego: Id, external reality and superego**


# Superego

- ▶ Internal representative of traditional values & ideals of society
  - ▶ Moral arm of personality: represents 'ideal' than the real; strives for perfection
  - ▶ Develops in response to a system of rewards & punishments enforced on the child
  - ▶ Two sub-systems: Ego ideal (standards of moral behavior) and Conscience (production of feelings such as guilt or pride depending on how well behavior matches or does not match the ego ideal)
  - ▶ Develops in child through Introjection (incorporating/ taking in moral standards of parents)
  - ▶ Main function: inhibit id impulses, substitute ego's reality goals to moralistic goals, strive for perfection
  - ▶ Tries to block instinctual gratification
  - ▶ Three principles work together
  - ▶ Id: biological component/ ego: psychological component/ superego: social component
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# Instincts

- ▶ Inborn psychological representation of an inner somatic source of excitation
- ▶ Psychological representation: Wish (eg: Hunger, wish for food)/motive for behavior
- ▶ Bodily excitation: Need (eg: nutritional deficits in body tissues)
- ▶ Quantum of psychic energy
- ▶ Life instinct: serves the purpose of individual survival and racial appropriation (hunger, thirst, sex); libido is the form of energy by which the life instincts perform their work
- ▶ Death/destructive instincts: aggressive drive, self destruction turned outward against substitute objects; a derivation
- ▶ Instincts fuse, neutralize or replace each other

# Personality development

- ▶ Personality develops in response to 4 major sources of tension: physiological growth, frustrations, conflicts and threats
  - ▶ A direct consequence of increases in tensions arising from these sources, the individual develops methods for tension reduction
  - ▶ Methods: Identification (method by which a person takes over the features of another person and makes them a corporate part of his own personality) and displacement
  - ▶ Defense mechanisms: to avoid excessive anxiety and relieve pressure; denies, falsifies or distorts reality; operates unconsciously
  - ▶ Principle defenses: Repression, projection, reaction-formation, fixation, regression (Anna Freud, 1946)
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# Stages of Development: Psychosexual Stages of Personality Development

- ▶ **Infantile sexuality**: stages represent a normative sequence of different modes for gratifying sexual instincts and it is physical maturation that is responsible for the sequence of erogenous zones and corresponding stages
- ▶ **Psychosexual**: sexual urges drive the acquisition of psychological characteristics
- ▶ **Sexuality**: dialogue between the physical and psychological
- ▶ **Dynamically differentiated stages**: first 5 years: decisive for personality formation
- ▶ Next 5–6 years: stabilized (latency period)
- ▶ Adolescence: dynamics erupts and settles towards adulthood
- ▶ Each stage of development defined in terms of modes of reaction to a particular zone of the body

► **Pregenital stage: Narcissistic**

1<sup>st</sup> stage: Oral stage: lasts approximately a year: Mouth is the principle region of dynamic activity: Weaning


Second stage: Anal stage: 1.5–3 years: Toilet training

Third stage: Phallic stage: 3–6 years: Identification of parents of same sex


Fourth stage: Latency: 6 years to puberty: school, play, same sex friendships

Successful displacement and sublimation of pregenital impulses by the ego leads to the final stage:


**Genital Stage:** Puberty to death: Sexual relationship with partner



# Oral Stage


- ▶ Dependency: persists throughout life
  - ▶ Extreme form of dependency: return to the womb
  - ▶ Mouth: Principle source of pleasure
  - ▶ Two modes of oral activity: incorporation of food and biting
  - ▶ Prototypes of character traits that develop later
  - ▶ Pleasure from incorporation: acquiring knowledge, possessions, gullible (*swallowing* anything told)
  - ▶ Oral aggression/ Biting: sarcasm, argumentativeness
  - ▶ Affects interests, attitudes and character traits
  - ▶ Weaning occurring too late or soon: affects satisfaction of oral needs: fixation: adult personality: over-eating, drinking, smoking, talking excessively, nail biting, chewing on gum, Too dependent and optimistic (overindulgence of oral needs), aggressive and pessimistic (underindulgence)
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# Anal Stage

- ▶ Biological activity
  - ▶ Expulsion removes discomfort and produces relief
  - ▶ Initiation of toilet training: external regulation of instinctual impulse
  - ▶ Toilet training methods: affects traits and values
    - Strict & repressive: holding back, constipated:
    - retentive characteristic: obstinate, stingy/duress of repressive measures may provoke child to vent rage by expelling inappropriately: prototypical of expulsive traits: cruelty, wanton destructiveness, temper tantrums
    - Pleading for expulsion: creativity and productivity
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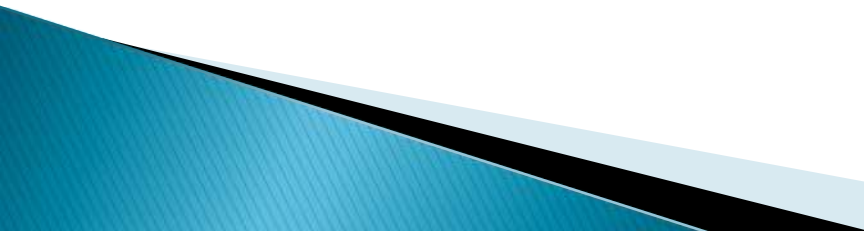
# Phallic Stage

- ▶ Understanding of the difference of the sexes
  - ▶ Curiosity and interest in the genitals: Engaging in normal self-stimulation
  - ▶ Penis envy and castration anxiety
  - ▶ Oedipus complex: sexual attraction to parent of the opposite sex and jealousy of the same sexed parent
  - ▶ Electra complex: Carl Jung, 1933
  - ▶ Identification
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# Latency stage


- ▶ Sublimation and stage of productivity and getting along with others

## Genital Stage

- ▶ Self love channeled into genuine object choices: development of altruistic motives: sexual attraction, socialization, group activities, vocational planning, marriage/intimate relationships
  - ▶ Principle biological function: reproduction; psychological aspects help achieve this
  - ▶ Freud did not assume sharp breaks or transitions/final organization of personality a reflection of contributions from all stages
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# Defence mechanisms

- ▶ Unconscious strategies used to avoid anxiety, resolve conflicts and enhance self-esteem
  - ▶ Repression: certain memories and motives are not allowed to enter conscious awareness but are still operative at the unconscious level. It results in a failure to retrieve anxiety provoking material from long term memory
  - ▶ Reaction formation: true motives that would produce anxiety if recognized is converted to its opposite
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- ▶ Projection: a way of coping with one's unwanted motives by shifting them to someone else
  - ▶ Rationalization: substitution of an unacceptable unconscious motive into an acceptable conscious one
  - ▶ Intellectualization: intensity of anxiety is reduced by a retreat into detached, unemotional, abstraction
  - ▶ Displacement: substituting a different goal object for another
  - ▶ Regression: retreating to an earlier pattern of adaptation in the face of threat
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# Carl Gustav Jung: Analytical Psychology



Divides unconscious into 2 parts:

**Personal unconscious:** reservoir of personal information and memories that was once conscious, but has been forgotten or suppressed and is unique to the individual

**Collective unconscious:** deepest level of the human psyche that contains universal memories, symbols, and experiences of all humans

- a reservoir of inherited experiences
- Archetype: a generic, idealized model of a person, personality or behavior
- Innate, universal prototypes
- Appear in myths, stories, art, and dreams

‣ Collective unconscious: primitive fundamental images, impressions, predispositions common to earlier members of the human race

‣ Archetypes: images, impressions and predispositions: subjective reactions to universal experiences (eg: sunset): inherited ways of organizing, reacting or experiencing the world


- 4 main archetypes:
  - The Anima: female archetype present in males
  - The Animus: male archetype present in females
  - The Shadow: animal instincts inherited in evolution from lower forms of life
  - Individuation: striving for unity
  - The Self: total personality
- Commonly seen archetypes
  - The Child
  - The Hero
  - The Great Mother

# Alfred Adler: Individual psychology

- ▶ Humans motivated by social urges
- ▶ Concept of creative self
- ▶ Emphasis on the uniqueness of personality
- ▶ Minimized sexual instinct
- ▶ Consciousness as the centre of personality
- ▶ Masculine protest: form of overcompensation for inadequacies and inferiorities
- ▶ Striving for superiority: harmony of the self
- ▶ Style of life: personal approach to living: strategic overcoming of unique sense of inferiority and recognition of subjective nature of individual goals



# Humanistic theories: Personality as the self

- ▶ Emphasizes personal growth, resilience, and the achievement of human potential
  - ▶ Self:
    - Self-concept/ self-image: attitudes, feelings, perceptions and evaluations of the self as an object
    - Self as a process: Executive functions: processes by which an individual manages, copes, thinks, remembers, perceives and plans
- 



# Carl Rogers: Self Theory



**Phenomenal field:** subjective frame of reference

**Fully functioning individuals:** Ideal and real self

**Incongruences:** mismatch between the real and ideal

**Congruence:** displayed by fully functioning people, harmony between the image they project to others and their true feelings or wishes

**To become fully functioning we need:**

- **Unconditional positive regard**

A situation in which the acceptance and love one receives from significant others is unqualified, no strings attached

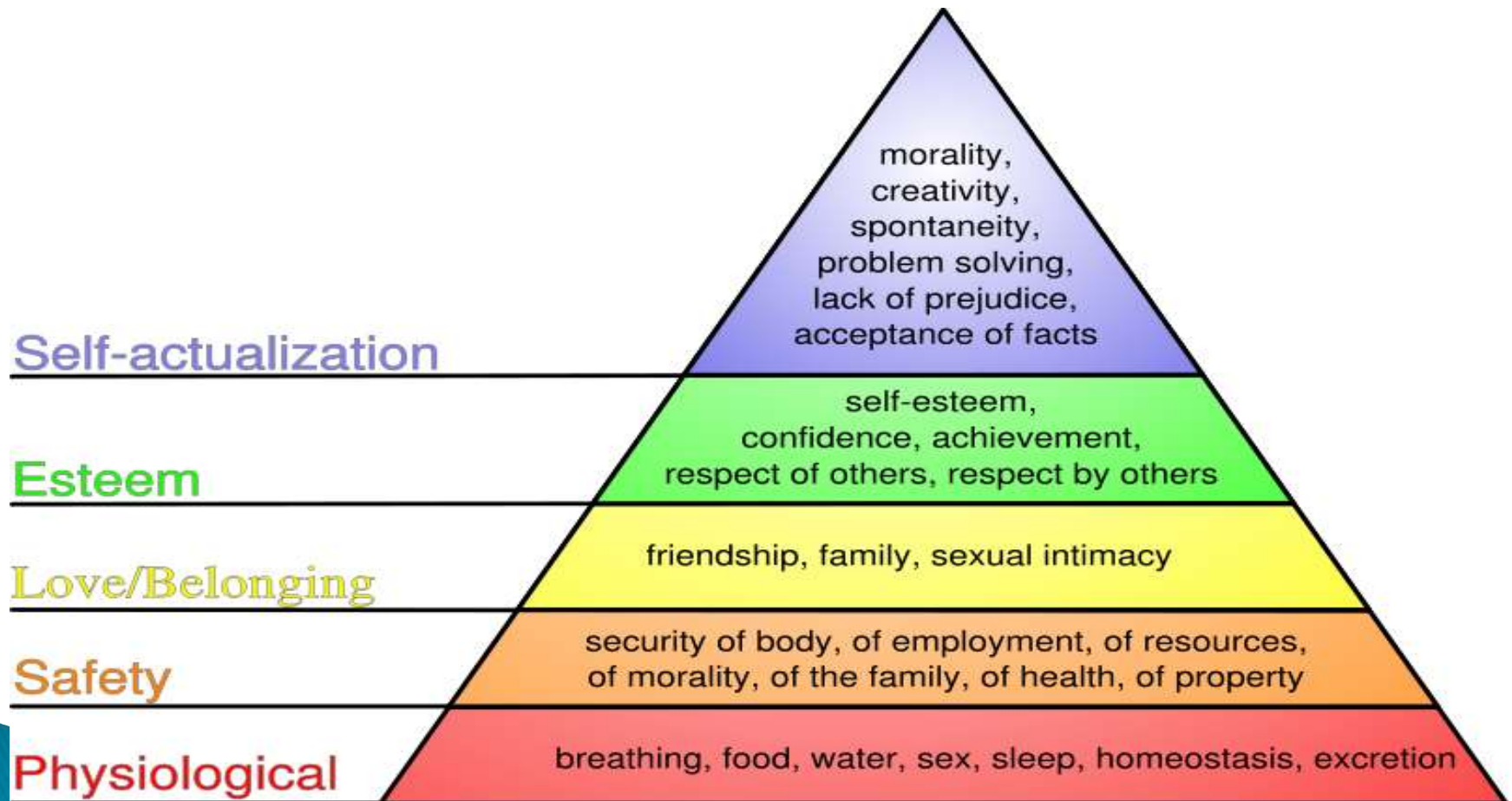
**Unfortunately many children and adults are treated with:**

- **Conditional positive regard**

A situation in which the acceptance and love one receives from significant others is contingent upon one's behavior

# Abraham Maslow: Self-actualization theory

Personality development is a gradual progression to self-actualization



# Nature vs nurture

Nature: Genes: functional units of heredity, composed of DNA and specify the structure of proteins

- Specify how the brain and nervous systems should develop and function
- Adoption and twin studies

Nurture: Environmental influences

Situational influences / social learning

Parental influences


Interpersonal influences (eg: culture, peers)



# Critical evaluation: Contributions and limitations





# Personality assessment

- ▶ The main uses of personality tests are to aid in diagnosing people with problems, counseling, and making personnel decisions
  - ▶ Points to consider during assessment:
    - Individuals are unique
    - Individuals behave differently in different situations
    - Although individuals are unique and behave inconsistently across situations, there is considerable commonality in human behavior
- 


# Brief History


- ▶ WW-I: saw the first real organized assessment of personality– seeing if new recruits could make adjustment to the military.
  - Just focused on one facet of personality
  - Very specific (e.g., ability to follow orders, submission to authority, degree of comfort when socializing with others)
- ◆ Over the next 2 decades multi-scaled test emerged that examined assertiveness, anxiety, impulsiveness

- ▶ 1930's and 1940's—Allport and Murray began writing about personality and theories of personality
  - ▶ Then came two camps:
    - Objective –empirically derived tests
    - Projective—produced items and interpretations based on the theory of personality. This method was more unstructured and less defined (e.g., Thematic Apperception Test)
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- ▶ Empirically based tests used statistics and a criterion to develop test items
    - Item correlations
    - Factor analytic approach
    - Criterion-referenced approach
    - These two branched from empirically based tests of the early part of the century
  - ▶ New tests have emerged but most tend to be variants of the original themes and theories of personality
  - ▶ Most expected to use a theory and to test out items on a criterion as well as using statistics
- 



- ▶ “Personality” as a construct may include:
    - Emotional responses
    - Social behavior
    - Emotional thoughts and behaviour
    - Motivations
    - Values
    - Interests
  
  - ▶ Methods of Measuring Personality:
    - Paper & pencil tests: questionnaires, inventories
    - Situational exercises
    - Field or natural observations
    - Projective measures
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- ▶ Value to the individual (*face validity*)
    - Self-insight
    - Points of discussion
    - Norms provide comparison information
  - ▶ Value to research (*construct validity*)
    - Study relationships of personality w/ other variables
    - Study changes over time
  - ▶ Value for Counseling
    - marital therapy
    - university counseling centers
  - ▶ Value for personnel management
    - Screening
    - Prediction of success
    - Placement & counseling
  - ▶ **Disadvantages:** Social Desirability/Faking “Good”/Faking “Bad”/  
Random Responding
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- ▶ Integrative or eclectic view of personality and assessment interpretation
- ▶ Settings and objectives of assessment
- ▶ Types of assessments:


*Interviews*

*Projective tests*


*Behavioral assessments:* observation, rating scales

*Personality inventories:* 16PF, Eysenck Personality Questionnaire (EPQ)

# Interviews

- ▶ Method of assessment in which the professional asks questions of the client and allows responding in a structured or unstructured fashion
  - ▶ Disadvantages:
    - Validity and reliability of responses: possibilities for distortion, social desirability,
    - Interviewer bias
    - Halo effect: errors or tendencies to allow positive/negative characteristics to influence evaluation of behaviors and statements
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# Projective Tests

- ▶ Personality assessments that present ambiguous visual stimuli to which the client responds
  - ▶ Discovers unconscious conflicts, desires, urges that affect conscious behaviors
  - ▶ Discovers the structure and/or content of personality
  - ▶ Primary use of 'projection' as a method of gauging the unconscious
    - Rorschach Psychodiagnostic
    - Thematic Apperception Test
    - Draw a Person Test
    - Sentence Completion Test
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# Limitations

- ▶ Subjective interpretations and inter-rater reliability
- ▶ Difficulties establishing reliability and validity, especially owing to poor standard grading scales

# Behavioral Assessments

- ▶ Direct observation
- ▶ Use of rating scales or frequency counts
- ▶ Limitations:
  - Observer effect
  - Observer bias
  - Difficulties establishing external controls

# Personality inventory

- ▶ Paper–pencil or computerized tests consisting of statements or questions that require specific, standard responses (eg: MMPI)
- ▶ Limitations:
  - Does not check for social desirability(choosing socially acceptable answers or present the self in a favourable light)‘patterned’ responses, random responding, faking (responding in a particular way to cause a desired outcome)