**CHAPTER NOTES**

Complete the notes by filling in the blanks and answering the questions according to *Chapter Learning Objectives (CLOs)*.

* You can complete these notes during class in Word or using a printed copy.
* You will not turn these in for credit, but may be asked to show your notes to confirm participation in class.
* You are welcome to add additional notes. If you want to edit more than blanks, you can [enable the developer tab](https://support.microsoft.com/en-us/office/show-the-developer-tab-in-word-e356706f-1891-4bb8-8d72-f57a51146792) and [unlock the document](https://support.microsoft.com/en-us/office/allow-changes-to-parts-of-a-protected-document-187ed01c-8795-43e1-9fd0-c9fca419dadf#:~:text=On%20the%20Review%20tab%2C%20in,you%20want%20to%20allow%20changes.) (scroll down to “unlock a protected document”).
* If you miss a blank, you can find the answer either in the book or by watching the Echo360 video for that day’s class.

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| **Classic Perspectives on Personality** |

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| **13-1. Define *personality,* and identify the theories that inform our understanding of personality.** |

* Individual’s characteristic pattern of thinking, feeling, and acting

**Classical perspectives**

* Psychodynamic **theories:** Focus on the dynamic interaction between conscious and unconscious mind, including associated motives and conflicts
  + Freud
  + Neo-Freudian and later psychodynamic theorists
* Humanistic **theories:** Focus on our inner capacities for growth and self-fulfillment
  + Maslow
  + Rogers

**Contemporary perspectives**

* Trait **theories:** Examine characteristic patterns of behavior (traits)
* Social-cognitive **theories:** Explore interaction between traits and social context

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| **13-2. Discuss how Sigmund Freud’s treatment of psychological disorders led to his view of the unconscious mind.** |

**Psychodynamic Theories**

* VIEW: Human behavior is dynamic interaction between . and .
* Descended from **Freud’s Psychoanalytic Perspective**
  + Childhood sexuality and unconscious motivations influence personality
  + **Psychoanalysis**: Both (1) Freud’s theory of personality and (2) .
* **The Unconscious:**
  + Freud observed patients whose disorders had no clear physical explanations
  + Concluded their problems reflected unacceptable thoughts and feelings, hidden away in the unconscious mind
    - **Unconscious:** According to Freud, a reservoir of mostly unacceptable thoughts, ., ., and .; According to contemporary psychologists, information processing of which we are ..
    - 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.

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| **13-3. Describe Freud’s view of personality.** |

* **Personality structure:**
  + Interacting systems: id, ego, superego
    - Psychologists have used an iceberg image to illustrate Freud’s idea that the mind is mostly hidden beneath the conscious surface.
      * Note that the id is totally unconscious, but ego and superego operate both consciously and unconsciously.
      * Unlike the parts of a frozen iceberg, however, the id, ego, and superego .
  + Human personality arises from the conflict between ego and superego, and efforts to resolve this basic conflict

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| **System** | **System’s Definition** | **System’s Principle** |
| **Id** | Reservoir of unconscious psychic energy that strives to satisfy basic sexual and  aggressive drives | Pleasure **principle** (demanding immediate gratification) |
| **Ego** | The largely unconscious “executive” part of personality; contains our partly conscious perceptions, thoughts, judgments and memories | Reality **principle** (seeks to realistically gratify the id’s impulses to bring long-term pleasure) |
| **Superego** | Focuses on ideal behavior; strives for perfection; moral conscious | **Internalized** ideals and standards for judgement and for future aspirations |

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| **13-4. Identify the developmental stages proposed by Freud.** |

* **Personality development**
  + Freud believed personality forms during life’s first few years
  + Children pass through a series of psychosexual stages
    - The id’s pleasure-seeking energies focus on distinct pleasure-sensitive areas (erogenous zones)
    - Each stage presents challenges or conflicting tendencies
    - Strong conflict at any stage may lock, or fixate, the person’s pleasure-seeking energies at that psychosexual stage

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| **Stage** | **Focus** |
| *Ora*l (0–18 months) | Pleasure centers on the mouth—sucking, biting, chewing |
| *Anal* (18–36 months) | Pleasure focuses on bowel and bladder elimination; coping with demands for control |
| *Phallic* (3–6 years) | Pleasure zone is the genitals; coping with incestuous sexual feelings (Oedipus complex and Electra complex) |
| *Latency* (6 years to puberty) | A phase of dormant sexual feelings |
| *Genital* (puberty on) | Maturation of sexual interests |

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| **13-5. Describe how Freud thought people defended themselves against anxiety.** |

* Defense Mechanisms**:** The ego’s protective methods of reducing anxiety by unconsciously distorting reality
  + Repression: Underlies all other defense mechanisms, banishes anxiety-arousing impulses, and enables other defense mechanisms
    - Is often incomplete, such that repressed urges may appear as symbols in dreams or slips of the tongue

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| **Defense mechanism** | **Unconscious Process Employed to Avoid Anxiety-Arousing Thoughts or Feelings** | **Example** |
| Regression | Retreating to an earlier psychosexual stage, where some psychic energy remains fixated | A little boy reverts to the oral comfort of thumb sucking in the car on the way to his first day of school. |
| Rationalization | Offering self-justifying explanations in place of the real, more threatening unconscious reasons for one’s actions | A habitual drinker says she drinks with her friends “just to be sociable.” |
| Reaction Formation | Switching unacceptable impulses into their opposites | Repressing angry feelings, a person displays exaggerated friendliness. |
| Denial | Refusing to believe or even perceive painful realities | A partner denies evidence of his loved one’s affair. |
| Projection | Disguising one’s own threatening impulses by attributing them to others | “The thief thinks everyone else is a thief” (an El Salvadoran saying). |
| Displacement | Shifting sexual or aggressive impulses toward a more acceptable or less threatening object or person | A little girl kicks the family dog after her mother puts her in a time-out. |

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| **13-6. Identify which of Freud’s ideas were accepted or rejected by his followers.** |

**Neo-Freudians**

* **Adapted some Freudian concepts:**
  + Interviewing techniques and basic ideas
  + Personality structure
  + Importance of unconscious
  + Impact of childhood on personality
  + Dynamics of anxiety and defense mechanisms
* **Rejected or contested other concepts:**
  + More emphasis on conscious mind in experience interpretation and environmental coping
  + Doubt sex and aggression were the only things that motivate people
  + Emphasize more prosocial motives and social interactions
* **The Neo-Freudians and later psychodynamic theorists**
  + **Adler and Horney**
    - Agreed on importance of childhood
    - Believed childhood social tensions (not sexual) are crucial for personality formation
  + **Adler**
    - Inferiority Complex**:** Much of our behavior is driven by efforts to conquer childhood inferiority feelings that trigger us strive for superiority and power.
  + **Horney**
    - Childhood anxiety triggers love and security desires
    - Opposed assumption of women’s weak superego, penis envy
  + **Jung**
    - Unconscious exerts a powerful influence, but it contains more than repressed thoughts and feelings
    - Collective unconscious: A common reservoir of images, or archetypes, derived from our species’ universal experiences.

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| **13-7. Describe *projective tests* and how they are used, and discuss some criticisms of them.** |

* **Projective test:** Personality test that provides ambiguous stimuli designed to trigger projection of one’s inner dynamics
  + **Thematic Apperception Test (TAT)**
    - Projective test in which people express their inner feelings and interests through the stories they make up about ambiguous scenes
  + **Rorschach inkblot test:**
    - 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 ink blots
    - Only a few derived scores demonstrate reliability and validity; inaccurate diagnosis
* **Criticisms of Projective Tests**
  + Apart from a few Rorschach-derived scores (cognitive impairment and thought disorder)
    - Not reliable (RELIABILITY: consistent - has stable results)
    - Not valid (VALIDITY: true; measures what it’s supposed to measure)
  + Have diagnosed many normal adults as pathological

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| **13-8. Discuss how contemporary psychologists view Freud’s psychoanalysis.** |

* **Many of Freud’s ideas are contradicted by modern research**
  + Development is lifelong (not fixed in childhood)
  + Parental influence is overestimated; peer influence underestimated
  + Gender identity and suppressed sexuality premises have been questioned
  + Dream research is disputed
  + Idea that suppressed sexuality causes psychological disorders is disputed
  + Freud’s questioning technique may have created false memories of abuse
  + Scientific shortcomings, and after-the-fact explanations of characteristics fail to predict behaviors and traits
  + After-the-fact explanations of characteristics fail to predict behaviors and traits
* **Some ideas are enduring**
  + The vast unconscious
  + The irrational
  + The importance of human sexuality
  + The tension between our biological impulses and social restraints
  + Freud challenged our self-righteousness, exposed our self-protective defenses, and reminded us of our potential for evil
* **Modern research challenges and critics’ ideas of repression**
  + Some researchers believe that extreme, prolonged stress, such as the stress some severely abused children experience, might disrupt memory by damaging the hippocampus, which is important for processing conscious memories (Schacter, 1996).
  + The far more common reality is that high stress and associated stress hormones enhance memory.

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| **13-9. Discuss how modern research has developed our understanding of the unconscious.** |

* **Modern unconscious mind**
  + **Unconscious:** Information that occurs without awareness
    - Schemas
    - Priming
    - Right-hemisphere activity
    - Implicit memories
    - Instantly activated emotions
    - Automatically and unconsciously influenced stereotypes and implicit prejudice
  + **Research support for two defense mechanisms**
    - Reaction formation
    - Projection (false consensus effect)

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| **13-10. Describe how humanistic psychologists viewed personality, and explain their goal in studying personality.** |

* **Response to past:** By the 1960s, there was discontent with (1) the . (seen as having a bleak focus on drives and conflicts) and (2) B.F. Skinner’s . (seen as mechanistic)
* VIEW:
  + Focus on the potential for .
  + Emphasize the way people strive for self-determination and self-realization
  + Study people through . experiences and feelings

**Maslow’s self-actualizing person**

* People are motivated by hierarchy of needs
* After needs are met, people strive for self-actualization and self-transcendence
  + **Self-Actualization:** The motivation to fulfill one’s full potential
  + **Self-Transcendence:** Discovering meaning, purpose, and identity beyond the self
* One of the ultimate psychological needs that arises after basic physical and psychological needs are met and self-esteem is achieved
* Maslow developed his ideas by studying healthy, creative people (rather than troubled ones)

**Rogers’ person-centered perspective**

* Carl Rogers agreed with much of Maslow’s thinking and developed a person-centered perspective
* Growth-promotion social climate (AGE)
  + Acceptance
    - Unconditional positive regard**:** According to Rogers, an attitude of total acceptance toward another person
  + Genuineness
  + Empathy
* Self-Concept**:** All our thought and feelings about ourselves
  + Answer to the question, “Who am I?”

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| **13-11. Explain how humanistic psychologists assessed a person’s sense of self.** |

**Assessing the self**

* Humanistic psychologists sometimes assessed personality using questionnaires to evaluate their self-concept
  + One *questionnaire* inspired by Rogers had people describe their ideal and actual selves, which could later be used to judge progress during therapy
* Some humanistic psychologists
  + Rejected *standardized assessments*
  + Relied on *interviews* and *intimate conversations* to understand each person’s unique experience
* Some modern personality researchers believe our identity may be revealed using the life story approach,which uses interviews and intimate conversation

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| **13-12. Describe how humanistic theories have influenced psychology, and discuss the criticisms they have faced.** |

* **Contributions**
  + Pervasive impact, with influence on counseling, education, child-raising, and management
  + Laid the groundwork for positive psychology (a subfield)
  + Influenced much of today’s popular psychology
  + Renewed interest in concept of self
* **Criticisms**
  + Presents vague and subjective concepts
  + Advances individualism and self-centered values
  + Offers naively optimistic assumptions that neglect the reality of human capacity for evil

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| **Contemporary Perspectives on Personality** |

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| **13-13. Explain how psychologists use traits to describe personality.** |

* VIEW:
  + Traits**:** characteristic patterns of behaving or feeling
    - Assessed by self-report inventories and peer reports
  + Concerned with describing rather than explaining individual traits

**Factor Analysis**

* Statistical procedure used to identify clusters of test items to tap basic components of a trait
  + We can use factor analysis to identify clusters of behavior tendencies that occur together
* Hans and Sybil Eysenck’s use of the Eysenck Personality Questionnaire revealed extraversion and emotionality as basic personality dimensions
  + Research confirms the Eysencks’ belief that these factors are genetically influenced

**Biology and personality**

* Twin and adoption studies show genetic influence on temperament and behavioral styles
* **Extraverts**
  + Tend to draw energy from time spent with others
  + Seek stimulation because of their relatively low normal brain arousal
  + Have a less active frontal lobe area, which is involved in the behavior inhibition
  + Have higher dopamine levels and dopamine-related neural activity

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| **13-14. Identify some common misunderstandings about introversion.** |

* **Introverts**
  + Tend to gain energy from time alone
  + May find social interactions exhausting
  + Are not “shy”
    - Shyness is driven by fear of others evaluating them poorly

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| **13-15. Describe *personality inventories*, and discuss their strengths and weaknesses as trait-assessment tools.** |

* **Personality** inventory**:** Questionnaire used to assess selected personality traits
  + Items are designed to gauge a wide range of feelings and behaviors
  + Test items on some but not all personality inventories are empirically derived
  + Tests objectively scored
  + Minnesota Multiphasic Personality Inventory **(**MMPI**)**
    - Most widely researched and clinically used of all personality tests
    - Originally developed to identify emotional disorders (still considered its most appropriate use)
    - Now used for many other screening purposes
    - Translated into 100+ languages

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| **13-16. Identify the traits that seem to provide the most useful information about personality variation.** |

* **The Big Five** (Costa and McCrae, 2011)
  + Currently offer the most widely accepted picture of the basic dimensions of personalities
    - Conscientiousness
    - Agreeableness
    - Neuroticism
    - Openness
    - Extraversion
    - (Memory tip for the five dimensions: CANOE or OCEAN)

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| Disorganized, careless, impulsive | **Conscientiousness** | Organized, careful, disciplined |
| Ruthless, suspicious, uncooperative | **Agreeableness** | Soft-hearted, trusting, helpful |
| Calm, secure, self-satisfied | **Neuroticism (emotional stability vs. instability)** | Anxious, insecure, self-pitying |
| Practical, prefers routine, conforming | **Openness** | Imaginative, prefers variety, independent |
| Retiring, sober, reserved | **Extraversion** | Sociable, fun-loving, affectionate |

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| **13-17. Discuss whether research supports the consistency of personality traits over time and across situations.** |

* **Personality stability:** With age, personality traits become more stable, as reflected in the stronger correlation of trait scores with follow-up scores 7 years later   
  (Data from Roberts & DelVecchio, 2000)
* **Person-situation controversy:** Personality traits are stable and potent; consistency of specific behaviors among situations is not stable
  + Averaging behaviors across many occasions reveals distinct personality traits
    - Personality traits are . of mortality, divorce, and occupational attainment
    - Personality traits are generally . and evident even in our music preferences, online spaces, and written communications
  + Consistency of specific behaviors from one situation to another is weak
    - Behavior is influenced by the interaction of our inner disposition with our environment
      * Social cues can influence trait behaviors

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| **13-18. Discuss how social-cognitive theorists view personality development, and describe how they explore behavior.** |

* VIEW:
  + Proposed by . (1986, 2006, 2008)
  + Applies principles of learning, cognition, and social behavior to personality
    - Many behaviors are learned through conditioning or by . others
    - What we think about a situation affects our behavior

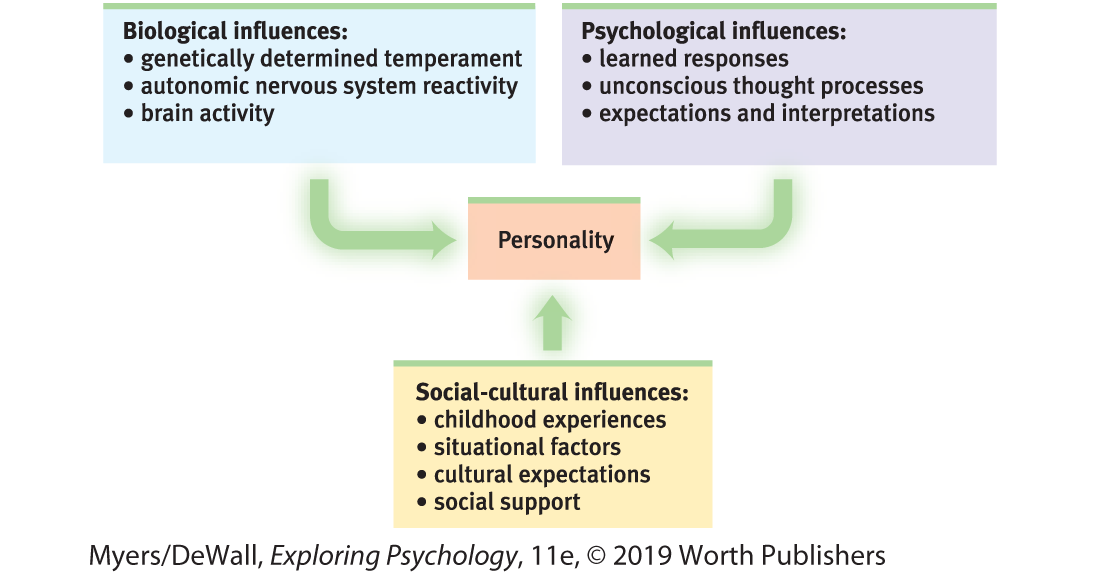
**Reciprocal determinism**

* Individual–environment interactions
  + Different people choose different environments
  + Personalities shape how events are interpreted and reacted to
  + Personalities help create create situations to which people react

**Assessing behavior in situations**

* Behavior is observed in realistic situations
* Best predictor of future behavior is past behavior patterns in similar situations
* Assessment center strategies
  + Adopted by many educational, military, and corporate organizations to assess potential candidates
  + More likely to reveal visible dimensions, such as communication ability
  + Less likely to reveal other dimensions, such as inner achievement drive

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| **13-19. Discuss the criticisms social-cognitive theorists have faced.** |

**Evaluating social-cognitive theories**

* Social-cognitive theories of personality have been criticized for focusing so much on the situation that they fail to appreciate the person’s inner traits
* Criticized for under-emphasizing the importance of unconscious motives, emotions, and biologically influenced traits
* Traits can predict behavior at work, in love, and at play

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| **13-20. Explain why psychology has generated so much research on the self, and discuss the importance of self-esteem to our well-being.** |

**Exploring the Self**

* Exploration of the self in psychology has a long history:
  + William James: *Principles of Psychology* (1890)
  + Gordon Allport: *Self Lost to View* (1943)
  + Humanistic psychology: Renewed interest, but little research
* Today: One of most researched topics
  + Self-esteem; self-disclosure; self-awareness; self-schemas; self-monitoring…
* **Self:** In contemporary psychology, assumed to be the center of personality, the organizer of our thoughts, feelings, and actions.
  + **Possible Selves:** Consideration of possible selves motivates toward positive development; too intense focusing may lead to spotlight effect
    - Spotlight effect**:** Overestimating others noticing and evaluating our appearance, performance, and blunders

**Self-Esteem**

* **Self-**esteem**:** One’s feelings of high or low self-worth
* **Self-**efficacy**:** One’s sense of competence and effectiveness
* **Benefits of self-esteem**
  + High self-esteem correlates with less pressure to conform, persistence at difficult tasks, and happiness
    - But high self-esteem could simply be a side of meeting challenges and surmounting difficulties
* **Effect of low self-esteem**
  + Build up without reason:
    - Giving praise in the absence of good performance may actually be harmful (less productive)
  + Tear down without reason:
    - Temporarily deflating study participants’ self-image tends to have negative effects in how those individuals treat others

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| **13-21. Describe the evidence that reveals self-serving bias, and differentiate between defensive and secure self-esteem.** |

* **Self-serving bias**
  + Readiness to perceive ourselves favorably
    - Accepting more responsibility for good deeds than for bad, and for successes rather than for failures
    - Seeing one’s self as better than average
      * Blindness to personal incompetence
      * Narcissism**:** Excessive self-love and self-absorption
* **Reasons many people disparage themselves**
  + Elicit reassurance
  + Prepare for possible failure
  + Learn from mistakes
  + Describe one’s old self
* **Types of self-esteem**
  + .:
    - Focuses on sustaining self; threatened by failure and criticism
    - May respond to perceived threats with anger and aggression
  + .:
    - Less dependent upon external evaluation
    - Authentic pride, rooted in actual achievement, supports self-confidence and leadership
    - “Losing ourselves” in relationships & purposes larger than self → more secure self-esteem, satisfying relationships, & greater quality of life

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| **13-22. Describe how individualist and collectivist cultures differ in their values and goals.** |

**Culture and self**

* **Individualism:**
  + Giving priority to . goals
  + Defining one’s identity in terms of .
  + North American, Western Europe, Australia, New Zealand
* **Collectivism:**
  + Giving priority to . goals (often one’s extended family or work group)
  + Defining one’s identity in terms of group identifications
  + Asian, African, and Latin American countries
* People within cultures vary

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| **Concept** | **Individualism** | **Collectivism** |
| *Self* | Independent (identity from individual traits) | Interdependent (identity from belonging to groups) |
| *Life task* | Discover and express one’s uniqueness | Maintain connections, fit in, perform role |
| *What matters* | Me—personal achievement and fulfillment; rights and liberties; self-esteem | Us—group goals and solidarity; social responsibilities and relationships; family duty |
| *Coping method* | Change reality | Accommodate to reality |
| *Morality* | Defined by the individual (self-based) | Defined by social networks (duty-based) |
| *Relationships* | Many, often temporary or casual; confrontation acceptable | Few, close, and enduring; harmony is valued |
| *Attributing behavior* | Behavior reflects the individual’s personality and attitudes | Behavior reflects social norms and roles |

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| **Personality Theory** | **Key Proponents** | **Assumptions** | **View of Personality** | **Personality Assessment Methods** |
| *Psychoanalytic* | Freud | Emotional disorders spring from unconscious dynamics, such as unresolved sexual and other childhood conflicts, and fixation at various developmental stages. Defense mechanisms fend off anxiety. | Personality consists of pleasure-seeking impulses (the id), a reality-oriented executive internalized set of ideals (the superego). | Free association, projective tests, dream analysis |
| *Psychodynamic* | Adler, Horney, Jung | The unconscious and conscious minds interact. Childhood experiences and defense mechanisms are important. | The dynamic interplay of conscious and unconscious motives and conflicts shapes our personality. | Projective tests, therapy sessions |
| *Humanistic* | Rogers, Maslow | Rather than examining the struggles of sick people, it’s better to focus on the ways healthy people may strive for self-realization. | If our basic human needs are met, we will strive toward self-actualization. In a climate of unconditional positive regard, we can develop self-awareness and a more realistic and positive self-concept. | Questionnaires, therapy sessions |
| *Trait* | Allport, H. Eysenck, S. Eysenck, McCrae, Costa | We have certain stable and enduring characteristics, influenced by genetic predispositions. | Scientific study of traits has isolated important dimensions of personality, such as the Big Five traits (conscientiousness, agreeableness, neuroticism, openness, and extraversion). | Personality inventories |
| *Social-Cognitive* | Bandura | Our traits interact with the social context to produce our behaviors. | Conditioning and observational learning interact with cognition to create behavior patterns. Our behavior in one situation is best predicted by considering our past behavior in similar situations. | Observing behavior in realistic situations |

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**CHAPTER REFLECTION**

Provide a chapter reflection by answering questions aligned with the Student Learning Objectives (SLOs). Please use **complete sentences** and **your own words**.

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| **SLO 1: You should have a basic understanding of the core content areas in psychology.**  Provide a 30- to 60- word summary of the chapter. This should be a miniature version of the chapter as opposed to a preview of the contents. |

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| **SLO 2: You should be able to apply and integrate concepts in psychology to life issues, including spiritual faith.**  Note connections between this (1) chapter’s content and (2) life issues and spiritual faith. Please be specific about how these areas are connected, including areas of agreement and disagreement. |

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| **SLO 3: You should have knowledge of career choices and paths that can develop from studying the field of psychology.**  What career choices and paths were noted within this chapter? You may include both areas of research and areas of practice. |

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| **SLO 4: You should have an awareness of the Psychology Program at Harding University, including possible areas of interest to you.**  Which other psychology courses at Harding wosuld provide more information about content from this chapter? Describe the course in 1-2 sentences. Are you able to take this course while at Harding? Is this a course you would like to take?  (You may look up psychology courses in the [Catalog](https://catalog.harding.edu/content.php?catoid=46&navoid=3860#acalog_template_course_filter). Once on the Catalog, use the filter to find only “PSY” prefixes or “Psychology” types.) |

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